



Parkview Elementary School

575 Juniper Street • Chula Vista, CA 91911 • (619) 421-5483 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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Superintendent
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**Assistant Superintendent, Human
Resources Services and Support**
Oscar Esquivel
**Assistant Superintendent, Business
Services and Support**
Matthew Tessier, Ed.D.
**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Parkview Elementary School is in the Chula Vista Elementary School District. Built in 1969, the school underwent modernization during the summer of 2002.

Chula Vista Elementary School District is located in the southernmost county of California, approximately five miles from the US/Mexico border. It is the largest kindergarten through grade six district in the state. It serves a rapidly growing community that features a blend of residential areas, recreational facilities, open space and light industry.

Vision and Values

At Parkview School, students, parents, staff, and community members are committed to a shared vision.

Learning is a life-long process that is meaningful and relevant to global perspectives. We value diversity and promote equity for all. We take great pride in our school and provide a learning environment based on high expectations and clear standards.

At Parkview School, students, staff, parents, and community are respected, valued, and encouraged to give input into the decision-making process. Working together as a team, demonstrating professionalism and personal integrity, we are committed and take responsibility in bringing our vision to life so that all students at Parkview Elementary School will reach their personal and academic goals.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	51
Grade 2	48
Grade 3	49
Grade 4	45
Grade 5	49
Grade 6	66
Total Enrollment	376

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	7.7
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.5
White	9.8
Two or More Races	3.5
Socioeconomically Disadvantaged	48.1
English Learners	26.6
Students with Disabilities	16.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Parkview Elementary School	15-16	16-17	17-18
With Full Credential	19	19	18
Without Full Credential		0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Parkview Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Adopted in 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mc Graw Hill Mathematics K-6, Go Math English and Spanish. Adopted in 2015-16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Parkview Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Parkview's custodial staff performs basic cleaning operations daily. Parkview has 17 classrooms, 1 staff development room, 1 Speech and Language room, 1 Resource Specialist Room, 1 library, 2 computer labs, and a multipurpose room. The school enrollment was 398 students.

There is a security system in place through out the building including the portables. The custodian assures that school buildings and classrooms are maintained and attractive. Ongoing inspections of school facilities alert the custodian to potential hazards, vandalism, graffiti or damage that are repaired or removed immediately. The Safe School Plan outlines the process for pupil ingress/egress to assure that all pupils are safe before and after school.

Our safety patrol, noon duty supervision, and support staff assure each pupils safety during the school day.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/23/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 607: Library ?
Interior: Interior Surfaces		X		CR 204: sink top peeling , cabinet doors scratched , countertops scratched ,doors scatched and faded CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched CR 604: holes in tackboard , damaged ceiling tile CR 605: 3 stained ceiling tile; 1 light out CR 606: 3 Stained ceiling tile; 20 window blind slats missing; 1 sagging ceiling tile , sink top peeling Kinder 502: 2 lamps out; non district spray can of disinfectant , dirty vents , stained ceiling tile , GFCI outlet not working Kinder 504: Boys R/R vent dirty , sinktop needs caulking , GFCI not working , trim next to door needs paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			500 Girls: 3 areas paint peeling off wall; cobwebs 500 Mechanical: Dusty and full of cobwebs Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12" , asphalt cracked
Electrical: Electrical		X		500 Boys: GFI not working; paint peeling off around sink CR 201: GFCI outlet not working , door handle needs bumper on wall CR 205: 2 lamps out .sink top peeling CR 404: 1 lamp out CR 406: GFCI outlet not working , tackboard dirty Kinder 503: microwave; 4 unmarked spray bottles , GFCI outlet not working , tackboard dirty Kinder 504: Boys R/R vent dirty , sinktop needs caulking , GFCI not working , trim next to door needs paint

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/23/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				200/300 Boys RR: wall damage , sinks rusting , outside drinking fountains low pressure and do not drain CR 606: 3 Stained ceiling tile; 20 window blind slats missing; 1 sagging ceiling tile , sink top peeling Kinder 501: 3 almps out , vents dirty , sink top finish peeling off , stained ceiling tile Library: fountain not working , ceiling tile stained
Safety: Fire Safety, Hazardous Materials	X				CR 303: cleaners under sink CR 402: unmarked bottle under sink; 1 lamp out , cabinet doors and countertops scratched CR 405: 1 lamp out , cleaners under sink , ceiling tile stained Kinder 502: 2 lamps out; non district spray can of disinfectant , dirty vents , stained ceiling tile , GFCI outlet not working Kinder 503: microwave; 4 unmarked spray bottles , GFCI outlet not working , tackboard dirty
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				CR 204: sink top peeling , cabinet doors scratched , countertops scratched , doors scatched and faded CR 205: 2 lamps out .sink top peeling CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched Kinder Playground East: play toy - paint peeling; cob webs; spiral slide drop more than 12" Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12" , asphalt cracked Lower playground: play toy - cobwebs Upper Playground: play toy - paint peeling; cobwebs; slide drop more than 12"
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	72	71	62	62	48	48
Math	55	58	48	49	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	33	35	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	20	40

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	68	98.6	35.3
Male	41	41	100.0	39.0
Female	28	27	96.4	29.6
Hispanic or Latino	51	50	98.0	36.0
Socioeconomically Disadvantaged	37	37	100.0	40.5
English Learners	14	14	100.0	14.3
Students with Disabilities	17	17	100.0	58.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	211	99.06	71.09
Male	130	129	99.23	67.44
Female	83	82	98.8	76.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100	80
Hispanic or Latino	156	155	99.36	67.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.44	82.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	108	98.18	60.19
English Learners	70	69	98.57	60.87
Students with Disabilities	49	48	97.96	25

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	212	99.53	57.82
Male	130	130	100	55.38
Female	83	82	98.8	61.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100	75
Hispanic or Latino	156	155	99.36	51.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100	72.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	109	99.09	47.22
English Learners	70	70	100	44.29
Students with Disabilities	49	48	97.96	18.75

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Information: (619) 421-5483

Parent Participation

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. Parkview School's Parent-Teacher Association (PTA) had approximately 120 members. The PTA sponsors enrichment programs and provides materials for the benefit and welfare of our children and the community.

Five parents took an active part in school planning by serving as members of the School Site Council. This included overseeing the budget, Safe School Plan and the School Site Plan. In addition, parents at Parkview are provided the opportunity to participate in Literacy Training sessions in order to support their children at home with reading and writing.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The goal of Parkview Elementary is to meet the academic, social and emotional needs of our students through a collaborative partnership with students, parents, staff and community. Students and staff must be equipped with the necessary training, tools and services in order to assure a safe, secure learning environment. Teachers are provided with and trained on updated procedures and/or policies that affect school safety. Uniform school rules and consistent discipline policies are established and posted throughout the school. Fire and disaster drills are conducted and staff is continually trained and updated regarding their responsibilities in case of an emergency. Adequate playground supervision is provided by classified supervisors and certificated staff. Parkview Safety Patrol members and the School Resource Officer are posted at the front of the school to assist children crossing the street and vehicles entering the upper parking lot. Clear plans and supervision are established for students who ride the bus, walk or are dropped off by parents. Fencing was added to ensure a closed campus during the school day. In the event of an emergency, Parkview has a comprehensive response plan in the Safe School Plan, which was updated and approved by School Site Council in September of 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2013-2014
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	1.35
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	18	21	2	2	2	2	2	1			
1	23	21	23		1		2	1	2			
2	23	22	23				2	2	2			
3	16	21	23	3	1			1	2			
4	30	24	21			1	2	2	1			
5	25	30	23				2	2	2			
6	24	22	24		1	1	2	2	2			
Other	9	9	11	2	1	2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. All teachers at Parkview are highly qualified. Staff development topics arose from analyzing data and professional growth needs.

Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

2017-18:

Math Problem Solving: Three Reads and Four Corners
Discourse and conversation routines
Teacher student Relationships
Benchmark Advanced

2016-17:

8-Mathematical Practices
Math Problem Solving
Number Talks

2015-16:

Achieve 3000
SIPPS
Wilda Storm Literacy Tools
GoMath

2014-15:

Narrative Writing

Vocabulary Development

Socratic Seminar - Speaking and Listening

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,241.28	\$4,982.34	\$7,258.94	\$66,739.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			3.2	-7.2
Percent Difference: School Site/ State			27.0	-11.3

* Cells with ♦ do not require data.

Types of Services Funded

Students in need of additional support and instruction were provided with a variety of services and materials through categorical funds. These funds were used to provide support for all students as well as any target groups. Programs offered included:

- Illuminate Data Management System
- Part Time Program Support Teachers for teacher collaboration. Visual art classes are provided to students every other week.
- Technical Computer Support
- Standards based supplemental materials
- Additional instructional assistant for primary grades
- Before/after school programs
- GATE before school program
- Accelerated Reader
- Achieve 3000
- Smarty Ants
- ST Math
- Imagine Learning

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.