

Parkview Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

| School Contact Information | |
|----------------------------|--|
| School Name | Parkview Elementary School |
| Street | 1770 E. Eighth Street |
| City, State, Zip | Chico, CA 95928 |
| Phone Number | (530) 891-3114 |
| Principal | Jo Ann Bettencourt |
| E-mail Address | jbettencourt@chicousd.org |
| CDS Code | 04-61424-6003073 |

| District Contact Information | |
|-------------------------------------|-------------------------------|
| District Name | Chico Unified School District |
| Phone Number | (530) 891-3000 |
| Web Site | www.chicousd.org |
| Superintendent | Kelly Staley |
| E-mail Address | kstaley@chicousd.org |

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Parkview School is a multi-ethnic school located on the east side of Chico, on East 8th Street adjacent to Bidwell Park. It is one of 12 elementary schools in the Chico Unified School District. Parkview is embracing a Science, Technology, Engineering, and Mathematics (STEM) focus for all students at all grade levels. It also houses Gifted and Talented classes for grades three through five.

Parkview receives supplemental state and federal funding which includes Title I, Title II, EIA/Limited English, and the free and reduced lunch program. In addition to these services, we participate in the America Reads, Chico Area Volunteers in Education (CAVE) program, and Americorps programs. Many staff members host student teachers which also provide extra support in the classrooms.

The Parkview School community provides a quality academic and social education that promotes personal success. This is accomplished through standards-based instruction, on-going assessment, and high academic and behavioral expectations in a safe, engaging, language-rich environment.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents at Parkview School are encouraged to participate in many activities including: Community Based Education (ESL for adults), Parent Teacher Organization, Positive Parenting classes, Parents on a Mission, and volunteering in classes. Our targeted case manager, principal, and teachers coordinate these activities as well as linking families to community services and resources. Ideas and suggestions are also solicited yearly through a parent survey. Contact the main office for more information.

Student Enrollment by Grade Level (School Year 2011-12)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 54 |
| Grade 1 | 30 |
| Grade 2 | 34 |
| Grade 3 | 49 |
| Grade 4 | 66 |
| Grade 5 | 60 |
| Grade 6 | 31 |
| Total Enrollment | 324 |

Student Enrollment by Group (School Year 2011-12)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 3.4 | White | 50.3 |
| American Indian or Alaska Native | 2.2 | Two or More Races | 1.5 |
| Asian | 6.8 | Socioeconomically Disadvantaged | 56.5 |
| Filipino | 0.9 | English Learners | 22.8 |
| Hispanic or Latino | 30.2 | Students with Disabilities | 10.2 |
| Native Hawaiian/Pacific Islander | 0 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2009-10 | | | | 2010-11 | | | | 2011-12 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 18 | 2 | | | 25 | 0 | 1 | 0 | 27 | 0 | 2 | 0 |
| 1 | 27 | | 2 | | 17.5 | 1 | 1 | 0 | 29 | 0 | 1 | 0 |
| 2 | 29 | | 1 | | 28 | 0 | 1 | 0 | 21 | 1 | 1 | 0 |
| 3 | 27 | | 2 | | 23 | 1 | 1 | 0 | 23 | 1 | 1 | 0 |
| 4 | 27 | | 2 | | 26.5 | 0 | 2 | 0 | 32 | 0 | 3 | 0 |
| 5 | 31 | | 2 | | 31 | 0 | 2 | 0 | 28.3 | 0 | 3 | 0 |
| 6 | 28 | | 2 | | 25 | 0 | 1 | 0 | 31 | 0 | 1 | 0 |
| Other | 12 | 1 | | | | | | | | | | |

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

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The Parkview students and staff participate in monthly fire drills, quarterly earthquake drills and a biannual Code Red drill. A school disaster plan has been developed which includes emergency procedures in case of fire, earthquake or other disasters. A copy is available in the office should you desire to view it. All visitors to the campus are required to check in through the office and wear a visitor's badge. Substitute teachers and instructional aides sign in and wear substitute badges. Signs are posted at each entrance to the school that states this policy.

Suspensions and Expulsions

| Rate* | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Suspensions | 7.59 | 13.58 | 5.86 | 10.03 | 8.95 | 4.57 |
| Expulsions | 0 | 0 | 0 | 0.73 | 0.59 | 0.62 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: November 2012

The district takes great efforts to ensure that all schools are clean, safe, and functional. The original buildings at Parkview were constructed in 1953. Permanent buildings were added in 1965 and 1967. Portables were added in 1986, 1988, 1995, 1997 and 2000. Parkview currently has 19 regular classrooms, 5 portable classrooms, a Library, Multipurpose Room/Cafeteria and preschool. During 1993, the original buildings underwent reconstruction funded by the State. This project included the removal of asbestos, the addition of new heating/air conditioning systems, renovation of flooring, wall covering, lowered ceilings and new cabinetry. The multipurpose room, office and classrooms were included in the project. The total square footage is 44,402.79 on 7.48 acres. The school's practical student capacity is 551 students. New playground equipment was provided by PTA funds and a new field and sprinklers were installed in 1999. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The day and nighttime custodians keep the school clean and in good repair. The day custodian arrives before day break to have the campus ready for the opening of the school day. The playground is checked and cleared of any litter/debris that may have accumulated overnight. Graffiti is dealt with immediately when discovered. All staff and students work together to do a good job keeping litter picked up and the school grounds tidy. In addition, the district sends a grounds crew on a weekly basis and a maintenance team on an "as needed" basis. Any safety issue is dealt with immediately. Parkview students, staff and parents take pride in maintaining the appearance of our beautiful school.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | [] | |
| Interior: Interior Surfaces | [] | [] | [X] | [] | Flaking Paint in Kitchen, Needs Painting. WO# 50454 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [] | [] | [X] | Fire Extinguisher in Kitchen not Inspected; Replace Missing Fire Extinguisher in Room 5. Contacted Fire Extinguisher Company |

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | [] | [] | [X] | [] | Repair/Replace Stained Ceiling Tile, Room 5. WO# 50455 Repair/Replace Flaking Paint and Dry Rot on Facia in Corridor Overhand. WO# 50455 Repair Flaking Paint Outside, Rooms 18-21. WO# 50455 |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | [X] | [] | [] | [] | |
| Overall Rating | [] | [] | [X] | [] | |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2009-10 | 2010-11 | 2011-12 | 2011-12 |
| With Full Credential | 13 | 15 | 15 | 574 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2010-11 | 2011-12 | 2012-13 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100 | 0 |
| All Schools in District | 98.55 | 1.45 |
| High-Poverty Schools in District | 98.17 | 1.83 |
| Low-Poverty Schools in District | 100 | 0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | .4 | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (Paraprofessional) | .4 | --- |
| Psychologist | 0.3 | --- |
| Social Worker | 1.0 | --- |
| Nurse | 0.2 | --- |
| Speech/Language/Hearing Specialist | 0.4 | --- |
| Resource Specialist | .3 | --- |
| Other | | --- |

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2012

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------|---|
| Reading/Language Arts | MacMillan/McGraw Hill California Treasures - 2010 | Yes | 0 |
| Mathematics | McGraw Hill/Wright Group / Everyday Math - 2009 | Yes | 0 |
| Science | K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007 | Yes | 0 |
| History-Social Science | Harcourt / Reflections - 2006 | Yes | 0 |
| Foreign Language | Meets State Guidelines | | 0 |
| Health | Meets State Guidelines | | 0 |
| Visual and Performing Arts | Meets State Guidelines | | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$9,084.85 | \$4,377.83 | \$4,707.02 | \$69,064.03 |
| District | --- | --- | \$4,731.04 | \$65,065.00 |
| Percent Difference: School Site and District | --- | --- | 99.49% | 106.15% |
| State | --- | --- | \$5,455.00 | \$68,488.00 |
| Percent Difference: School Site and State | --- | --- | 86.29% | 100.84% |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Parkview receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.
- **Title I** funds due to Free and Reduced Lunch qualifications. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- **21st Century Grant** federal funds and **ASES** (After School Education and Safety Program) to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,121 | \$40,932 |
| Mid-Range Teacher Salary | \$53,164 | \$65,424 |
| Highest Teacher Salary | \$83,676 | \$84,596 |
| Average Principal Salary (Elementary) | \$89,920 | \$106,806 |
| Average Principal Salary (Middle) | \$97,238 | \$111,776 |
| Average Principal Salary (High) | \$102,804 | \$120,858 |
| Superintendent Salary | \$164,900 | \$204,089 |
| Percent of Budget for Teacher Salaries | 41% | 39% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| English-Language Arts | 44 | 47 | 57 | 56 | 58 | 58 | 52 | 54 | 56 |
| Mathematics | 44 | 52 | 57 | 47 | 51 | 51 | 48 | 50 | 51 |
| Science | 58 | 42 | 69 | 64 | 67 | 68 | 54 | 57 | 60 |
| History-Social Science | | | | 55 | 59 | 56 | 44 | 48 | 49 |

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 58 | 51 | 68 | 56 |
| All Student at the School | 57 | 57 | 69 | |
| Male | 60 | 61 | 76 | |
| Female | 52 | 52 | 57 | |
| Black or African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 65 | 80 | | |
| Filipino | | | | |
| Hispanic or Latino | 33 | 32 | 53 | |
| Native Hawaiian/Pacific Islander | | | | |
| White | 70 | 68 | 78 | |
| Two or More Races | 59 | 71 | | |
| Socioeconomically Disadvantaged | 41 | 44 | 53 | |
| English Learners | 25 | 27 | 23 | |
| Students with Disabilities | 54 | 62 | | |
| Students Receiving Migrant Education Services | | | | |

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 20.3 | 39 | 23.7 |

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide | 2 | 3 | 4 |
| Similar Schools | 1 | 2 | 1 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 |
| All Students at the School | 36 | 31 | 36 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 57 | -27 | -4 |
| Native Hawaiian/Pacific Islander | | | |
| White | 12 | 37 | 45 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 78 | -6 | 17 |
| English Learners | 32 | 0 | 3 |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

| Group | 2012 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 227 | 815 | 8,920 | 797 | 4,664,264 | 788 |
| Black or African American | 6 | | 325 | 713 | 313,201 | 710 |
| American Indian or Alaska Native | 6 | | 167 | 737 | 31,606 | 742 |
| Asian | 20 | 865 | 596 | 768 | 404,670 | 905 |
| Filipino | 2 | | 58 | 869 | 124,824 | 869 |
| Hispanic or Latino | 67 | 693 | 1,922 | 726 | 2,425,230 | 740 |
| Native Hawaiian/Pacific Islander | 0 | | 53 | 797 | 26,563 | 775 |
| White | 109 | 878 | 5,605 | 828 | 1,221,860 | 853 |
| Two or More Races | 2 | | 45 | 730 | 88,428 | 849 |
| Socioeconomically Disadvantaged | 126 | 737 | 4,259 | 724 | 2,779,680 | 737 |
| English Learners | 58 | 667 | 1,350 | 683 | 1,530,297 | 716 |
| Students with Disabilities | 26 | 756 | 1,026 | 603 | 530,935 | 607 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | No |

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 11 |
| Percent of Schools Currently in Program Improvement | --- | 37.9 |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Reading/Language Arts and Math continue to be our primary focus for instruction with the infusion of the STEM program. Teachers are working to provide more STEM opportunities for their students through the core curriculum. Teachers have the opportunity for staff development throughout the year. We are focusing on the steps involved in the professional learning community development. The district is also focusing on data review at grade levels based on the information garnered during benchmark and state testing programs. The teachers meet regularly to discuss the findings and to consider program implications.

Several teachers have visited a STEM school in Southern California to help improve the model of the STEM school at Parkview. A team of teachers also attended the National Science Teacher Association conference to learn more about STEM, and the STEM Summit. One teacher is a trained trainer of the Engineering is Elementary curriculum and will be training the teachers on staff to utilize that curriculum.

An Instructional Aide for computers was hired to provide professional development to staff members in the computer lab. She teaches staff as well as students how to navigate computer programs and keyboarding.

Several teachers have been trained in the Language Star ELD methods by Clark Consulting. All EL's are receiving ELD instruction daily.