Parkview Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

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

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, 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 (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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

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 2012-13)
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 CUSD and one of the only elementary schools in Northern CA, and the only elementary school in CUSD to incorporate a Science Technology Engineering and Mathematics ("STEM") curriculum. Nationally, STEM-based curriculums are proliferating throughout high schools and elementary schools, as they offer an approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. By better focusing on these core disciplines, students are better prepared for high school and college. Parkview uses the STEM curriculum to emphasize collaboration, problem solving and critical thinking and has seen a positive response from students, teachers and parents.
In addition to a school-wide commitment to STEM, Parkview also houses Chico's Gifted and Talented Education (GATE) classes for grade 3-6. This has been a tremendously successful program, providing a valuable learning platform and consistent class environment for those students ready and able to learn at an accelerated pace.

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.

Parkview also houses the Oakdale independent study program for K-6 elementary for Chico Unified School District. The Oakdale program is a separate program but supported by the Parkview Administration.

Parkview's mission statement:

Our Mission is to provide Parkview S.T.E.M. School students with a compatible curriculum for a world that is increasingly dependent upon science, technology, engineering, and mathematics.

Opportunities for Parental Involvement (School Year 2012-13)
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 Misssion, 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.

Parkview has a very active Parent Teacher Organization (PTO) which puts on many community events at the school. It also helps raise money for projects around campus, environmental camps, and teacher support for special projects and supplies that might be needed for such projects.

III. 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 (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47	57	65	58	58	58	54	56	55
Mathematics	52	57	65	51	51	52	49	50	50
Science	42	69	75	67	68	67	57	60	59
History-Social Science	N/A	N/A	N/A	59	56	58	48	49	49

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.

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	52	67	N/A
All Student at the School	65	65	75	N/A
Male	71	74	79	N/A
Female	56	52	70	N/A
Black or African American	55	64		N/A
American Indian or Alaska Native				N/A
Asian	79	93		N/A
Filipino				N/A
Hispanic or Latino	40	38		N/A
Native Hawaiian/Pacific Islander				N/A
White	74	74	83	N/A
Two or More Races	69	69		N/A
Socioeconomically Disadvantaged	49	48	60	N/A
English Learners	21	28		N/A
Students with Disabilities	59	45		N/A
Students Receiving Migrant Education Services				N/A

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.

California Physical Fitness Test Results (School Year 2012-13)

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 Web page 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	25.0	31.7	26.7

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.

IV. 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 Web page 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	2010	2011	2012
Statewide	3	4	5
Similar Schools	2	1	1

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	31	36	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-27	-4	-1
Native Hawaiian/Pacific Islander			
White	37	45	0
Two or More Races			
Socioeconomically Disadvantaged	-6	17	2
English Learners	0	3	
Students with Disabilities			

Note: "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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	241	825	8,818	807	4,655,989	790
Black or African American	9		315	718	296,463	708
American Indian or Alaska Native	5		151	747	30,394	743
Asian	17	896	547	786	406,527	906
Filipino	3		62	890	121,054	867
Hispanic or Latino	58	692	1,947	738	2,438,951	744
Native Hawaiian/Pacific Islander	0		57	785	25,351	774
White	137	878	5,550	839	1,200,127	853
Two or More Races	2		107	756	125,025	824
Socioeconomically Disadvantaged	144	740	4,561	745	2,774,640	743
English Learners	47	662	1,232	684	1,482,316	721
Students with Disabilities	32	700	1,063	626	527,476	615

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
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	Yes

Federal Intervention Program (School Year 2013-14)

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 Web page: 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	---	91.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	34
Grade 1	54
Grade 2	31
Grade 3	58
Grade 4	57
Grade 5	64
Grade 6	63
Total Enrollment	361

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.9	**White**	56.5
American Indian or Alaska Native	1.9	**Two or More Races**	0.8
Asian	6.4	**Socioeconomically Disadvantaged**	57.1
Filipino	0.8	**English Learners**	18.0
Hispanic or Latino	26.0	**Students with Disabilities**	8.3
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	25	0	1	0	27	0	2	0	17	2		
1	17.5	1	1	0	29	0	1	0	27		2	
2	28	0	1	0	21	1	1	0	16	1	1	
3	23	1	1	0	23	1	1	0	19	1	2	
4	26.5	0	2	0	32	0	3	0	19	1	2	
5	31	0	2	0	28.3	0	3	0	21	1	1	1
6	25	0	1	0	31	0	1	0	21	1	2	
Other												

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

School Safety Plan (School Year 2012-13)

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.

In addition to the drills that students participate in during the regular school day, the after school program also runs similar drill monthly to ensure that all students are safe and accounted for while on campus.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	13.58	5.86	8.72	8.95	4.57	5.77
Expulsions	0	0	0.29	0.59	0.62	0.67

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
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
- Description of any needed maintenance to ensure good repair

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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 PTO 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. Children are encouraged to pick up after themselves and many children ask to pick up trash regularly so they can be of help to the adults.

School Facility Good Repair Status (School Year 2013-14)

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 year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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
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 Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[ ]	[X]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	15	15	20	599
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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 Web page at 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	0.0
All Schools in District	96.1	3.9
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	97.9	2.1

Note: 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 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
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: September 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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,731.27	$4,101.93	$5,629.34	$51,714.00
District	---	---	$5,648.82	$63,409
Percent Difference: School Site and District	---	---	-0.3	-18.4
State	---	---	$5,537	$68,841
Percent Difference: School Site and State	---	---	1.7	-24.9

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 Web page 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 Web page 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 2012-13)

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,121	$40,933
Mid-Range Teacher Salary	$53,164	$65,087
Highest Teacher Salary	$84,737	$84,436
Average Principal Salary (Elementary)	$89,920	$106,715
Average Principal Salary (Middle)	$97,238	$111,205
Average Principal Salary (High)	$102,804	$120,506
Superintendent Salary	$164,900	$207,812
Percent of Budget for Teacher Salaries	39.8%	39.8%
Percent of Budget for Administrative Salaries	4.5%	5.1%

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

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. Teachers were trained this past summer on the Engineering is Elementary curriculum.

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