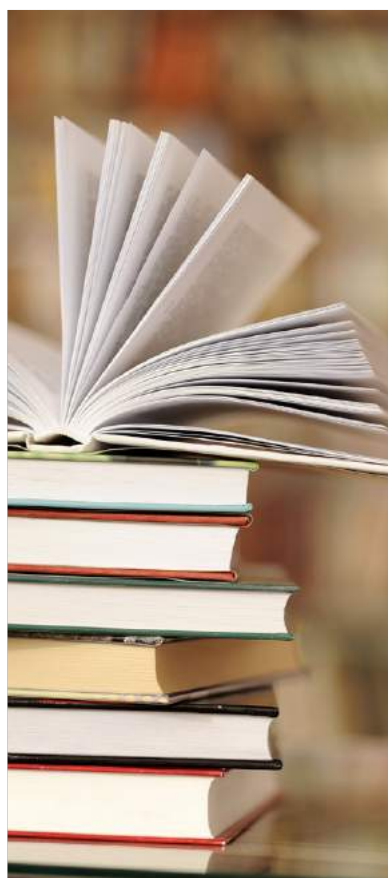


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Parkview School

Grades Preppy K-12
CDS Code 30-66647-6119556

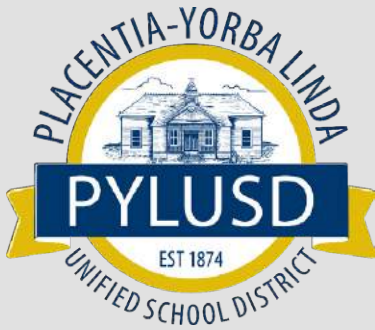
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Placentia-Yorba Linda Unified School District

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*PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*



Governing Board

Carrie Buck, President
Eric Padget, Vice President
Judi Carmona, Clerk
Karin Freeman, Trustee
Carol Downey, Trustee



Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2018-19 school year in the Placentia-Yorba Linda Unified School District. Before our first day of classes on August 28, I would like to take a moment to share a few of our district's ongoing safety and wellness initiatives that are squarely focused on our students, staff members, families and facilities.

Just before the end of last school year, I shared a letter with our school community regarding the implementation of an electronic visitor management system at all PYLUSD school sites. The goal was for that system to be in place as we start this new school year. Throughout the district, we will refer to this new system as SAM, which stands for School Access Management. I am pleased to report that the system has been installed at each school site. SAM will enhance school security by reading the driver's license, or other approved form of identification, of each visitor while automatically comparing it to California Megan's Law and similar databases nationwide. The new system also has the ability to compare each visitor's identification information against any safety-related family court orders that a school site may need to support.

The office management system will generate and print a temporary ID badge that includes the photo and name of the visitor, the date and time, and the destination on campus. SAM is designed to permanently replace paper sign-in procedures, and will serve as one of many great supports in helping protect our campuses and, most importantly, our students and staff. If you have any specific questions, your school site administrative team will be sure to help. To learn more about SAM, please visit www.pylusd.org/SAM/.

To continue our focus on safety, this summer the district installed security cameras and equipment at our four comprehensive high schools and one continuation high school in various public areas. This includes areas such as building entrances, parking lots, hallways, front offices and more. Please note, the security cameras will be utilized in public areas where there is "no reasonable expectation of privacy." The cameras were not installed in private areas such as classrooms, restrooms, locker rooms, changing areas, or private offices, and may not be monitored at all times. In addition, new fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities.

The wellness of our student athletes has also been a point of emphasis this summer. Starting with our fall season of sport, we will now provide all high school student athletes pre- and post-concussion testing at no cost to our families. ImPACT Applications provide the test, which is an evidence-based tool that will help in the concussion management and wellness of our students. Thousands of K-12 schools, universities and colleges use the tool. In PYLUSD, participating students will be administered a computer-based, pre-concussion test designed to assess visual and verbal memory, reaction time and processing speed. The goal of the concussion testing is to provide the medical providers of our families with additional objective data to assist in the treatment planning of students as they return to the classroom and their sport.

Lastly, summer break also afforded essential time to focus on the important work surrounding student wellness and mental health. Our Wellness Team, under the direction of Deputy Superintendent Candy Plahy, identified and analyzed gaps in the well-established student wellness and mental health services provided by the district. As a result, recommendations were made to increase supports at all of our schools with the hiring of a Board Certified Behavior Analyst (BCBA), as well as Registered Behavior Technicians (RBT), Wellness Specialists, and additional Intern Psychologists. These individuals will now provide counseling, guidance, and behavioral support to students both in and out of the classroom.

Phew! As you can tell, a great deal of meaningful work took place over summer break in order to enhance, develop, and implement the safety and wellness initiatives in support of our students. These efforts truly embody the district's four Core Values of Excellence, Collaboration, Integrity, and Innovation. I want to sincerely thank you for your support as we work to always be the very best for our students, staff members, families and community. Happy new school year, PYLUSD ... It is sure to be our best year yet!

Warm Regards,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@plyusd.org

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

Principal's Message

Quality education from kindergarten through 12th grade.

Welcome to Parkview School! We are a Western Association of Schools and Colleges (WASC) accredited, Preppy K-12 college-preparatory public school in the award-winning Placentia-Yorba Linda Unified School District. Students enrolled at Parkview can take advantage of a wide variety of personalized learning opportunities including field trips, workshops, performing arts, student leadership, sports, music, independent study, digital learning, and concurrent classes at our comprehensive high schools and community colleges. We meet the needs of Preppy K-12 students who are actors, junior athletes, chronically ill, Gifted and Talented Education (GATE) students, homeschoolers, or in various other situations for which an alternative to traditional instruction is desirable.

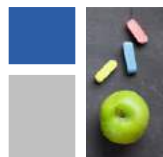
School Mission Statement

Parkview School is a Western Association of Schools and Colleges accredited, state-compliant independent-study school that helps students achieve their highest potential by offering a Preppy K-12 enrichment alternative to classroom-based instruction. Our goal is to establish a partnership with parents in the education of their own children, enabling them to successfully provide academic instruction to their children in the home setting with academic and elective classes on campus. We seek to meet the unique needs of a variety of students with different learning styles, allowing them to move at their own pace, yet challenging them to complete assignments based on state and district standards, while encouraging them to achieve excellence in the pursuit of their studies.

School Vision Statement

Parkview School is a shared community of parents, staff and students that envision an alternative learning environment that promotes academic achievement and personal and social responsibility while empowering students to meet the challenges of the 21st century.

"Our goal is to establish a partnership with parents in the education of their own children, enabling them to successfully provide academic instruction to their children in the home setting with academic and elective classes on campus."



Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation

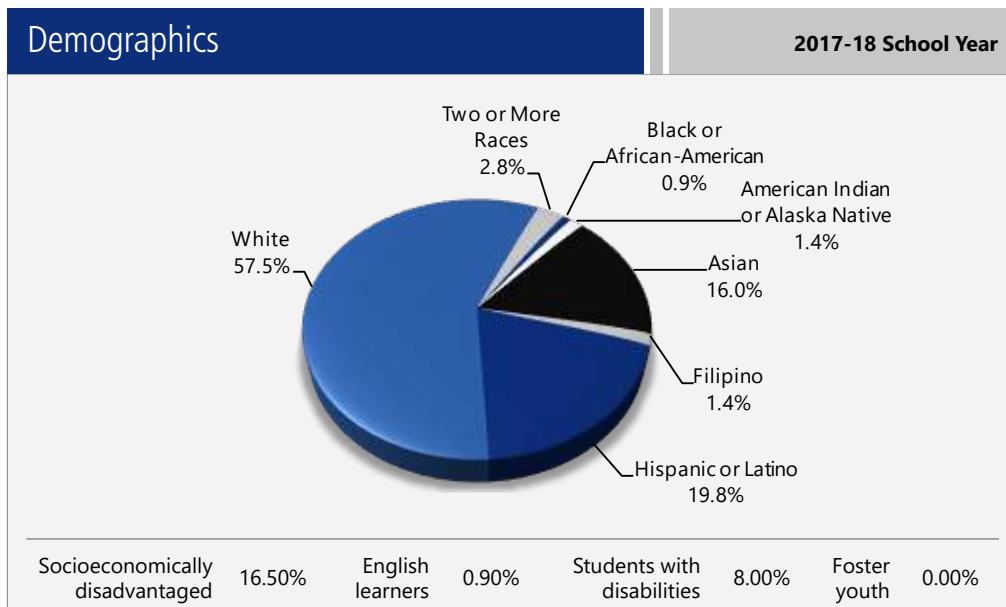
We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Student Group

The total enrollment at the school was 212 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



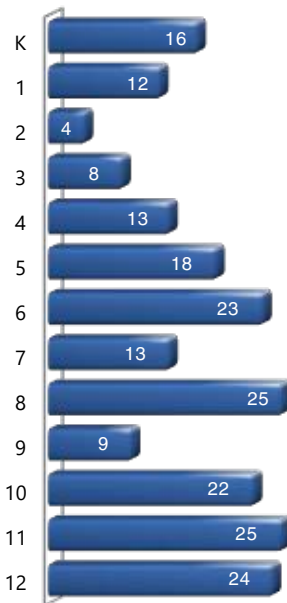
Average Class Size and Class Size Distribution

Parkview is an independent education school, and the elementary and middle school work on a homeschool model. Each of our 7.4 teachers has caseloads of up to 32 students with varying grade levels. The on-site academic classes held weekly have 25 or fewer students in each.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



Parental Involvement

Due to the blended nature of Parkview, parents are heavily involved on a daily basis, guiding the instructional program for their own children, under the supervision of a certificated teacher. The Parkview site teacher seeks to establish a partnership with the parents to support them in providing the best possible personalized education plan for their children. As part of the overall educational experience, families are also encouraged to seek and involve their children in opportunities for community service.

Communication lines between families and the school are kept open in numerous ways. Newsletters and phone messages are sent to families, which include information from the principal and the Parkview Booster Club as well as general school information. The Parkview website has a regularly updated calendar as well as additional access to resources, forms and events.

All meetings, such as Booster Club (parent group), School Site Council (SSC) and informal parent meetings are noted in the calendar and are open to all who wish to attend. Parkview parents participate in the SSC, and its purpose is to offer input to the principal and staff about programs, policies and procedures, as well as to vote on the Local Control and Accountability Plan (LCAP) and the use of Local Control Funding Formula (LCFF). The SSC meets four times a year, and the Booster Club meets monthly. Parents are welcome to voice their comments, opinions or concerns at any meetings so that plans can be implemented to better serve the needs of all students at Parkview. A yearly survey collects parent input as plans are made for the next school year.

Additional parent involvement events include the back-to-school picnic, family information meetings, open house, variety show and the spring musical. Finally, parents and certificated Parkview staff team together to offer a variety of on-site academic and elective classes for the students.

For more information on how to become involved at the school, please contact the Booster Club president, Eric Paino, at (714) 315-5103.

School Description

Placentia-Yorba Linda Unified School District proudly established Parkview School during the 2001-02 school year because of the need for an alternative setting for parents who wanted a more personalized approach to their children's education. Parkview is located in the residential and suburban community of Placentia, California. Students enrolled in Parkview are from throughout the school district boundaries, which serve the communities of Placentia, Yorba Linda, Anaheim, Fullerton and Brea. Approximately one-third of Parkview students are from out of the district and attend via interdistrict transfers. The school site is nestled between Tuffree Middle School and Tri-City Park.

Parkview students are offered opportunities including, but not limited to, on-site classes, field trips, park days, benchmark and annual testing, performing arts, and special events. Parkview students, as members of the wider Placentia-Yorba Linda Unified School District community, can also access classes and programs based at their local school. Parkview is fully WASC accredited and offers a complete University of California A-G admission requirement list of courses, as well as honors and Advanced Placement courses. Facility modernization included interactive-technology-equipped classrooms with Promethean boards, sound-distribution systems, document cameras and student response systems.

The staff at Parkview is committed to providing students with a challenging and rigorous academic program and high expectations for all. To achieve excellence, the staff and community established several goals and work toward continuous improvements in all of these areas:

Schoolwide Learner Outcomes (SLOs)

Parkview Panthers are ...

Partners in education who:

- team with parents and teachers in order to reach their full potential and emerge college and career ready
- achieve success through a personalized learning program that includes an array of enrichment and leadership opportunities

Academic achievers who:

- think critically, self-evaluate and self-reflect as lifelong learners
- utilize technology to maximize collaboration, communication and creativity
- are compliant with state and district standards

Community members who:

- demonstrate and promote respect, service and integrity
- expand learning beyond the classroom through real-world experiences and problem-solving applications

Effective communicators who:

- access, research, organize, analyze, evaluate and deliver information
- read, write, speak and listen critically using standard English conventions



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Parkview School		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Parkview School		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	72%	73%	67%	68%	48%	50%
Mathematics	57%	57%	59%	59%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year		
Percentage of Students Meeting Fitness Standards		Parkview School		
		Grade 5	Grade 7	Grade 9
Four of six standards		◇	◇	◇
Five of six standards		◇	◇	◇
Six of six standards		◇	◇	◇

◇ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8 and 11.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	132	89	67.42%	73.03%
Male	66	42	63.64%	69.05%
Female	66	47	71.21%	76.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	19	95.00%	78.95%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	21	77.78%	76.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	74	41	55.41%	73.17%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	13	65.00%	23.08%
English learners	❖	❖	❖	❖
Students with disabilities	13	7	53.85%	57.14%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	132	88	66.67%	56.82%
Male	66	42	63.64%	54.76%
Female	66	46	69.70%	58.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	19	95.00%	73.68%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	21	77.78%	57.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	74	40	54.05%	52.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	20	13	65.00%	30.77%
English learners	❖	❖	❖	❖
Students with disabilities	13	7	53.85%	42.86%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gi/gi/hsgrmin.asp or www.cde.ca.gov/ci/gi/gi/hs/cefhsgadreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Parkview School	PYLUSD	California
All students	93.33%	96.24%	88.72%
Black or African-American	❖	92.11%	82.15%
American Indian or Alaska Native	❖	100.00%	82.81%
Asian	100.00%	97.88%	94.93%
Filipino	❖	100.00%	93.45%
Hispanic or Latino	100.00%	92.97%	86.54%
Native Hawaiian or Pacific Islander	❖	100.00%	88.56%
White	91.67%	98.26%	92.12%
Two or more races	❖	96.67%	91.15%
Socioeconomically disadvantaged	❖	100.00%	88.64%
English learners	❖	66.67%	56.74%
Students with disabilities	❖	78.74%	67.12%
Foster youth	❖	100.00%	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Parkview School	93.30%	100.00%	100.00%	6.70%	0.00%	0.00%
PYLUSD	95.00%	95.10%	95.50%	2.80%	2.90%	1.70%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2017-18 School Year	
Percentage of total enrollment enrolled in AP courses	6.10%
Number of AP courses offered at the school	22
Number of AP Courses by Subject	
Computer science	0
English	6
Fine and performing arts	1
Foreign language	2
Mathematics	4
Science	3
Social science	6



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/11/2018

Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2018. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks will be available for preview in the spring of 2018, for a possible pilot during the 2019-20 school year. The District Curriculum Council may then recommended textbooks for adoption in the spring of 2020, and implementation in 2020-21.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
English language arts	StudySync, McGraw-Hill School Education (9-12)	2017
English language arts	<i>The Language of Literature</i> , McDougal Littell (9-11)	1997, 2000
English language arts	<i>The Language of Literature: British Literature</i> , McDougal Littell (12)	2000
English language arts	<i>Elements of Writing</i> , Third Course; Holt, Rinehart and Winston	1998
English language arts	<i>Six-Way Paragraphs: Introductory Level</i> , Jamestown Education	2001
English language arts	<i>Journalism Today</i> , 5th Edition; National Textbook Company	1998
English language arts	<i>Visions</i> , Basic A, B, C; Heinle	2004
Mathematics	<i>Business Math</i> , McGraw-Hill	2018
Mathematics	<i>Introduction to Statistics and Data Analysis</i> , 5th Edition; Cengage Learning	2018
Mathematics	<i>Big Ideas Math: Algebra 1</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Geometry</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Algebra 2</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Advanced Mathematics: Precalculus with Discrete Mathematics and Data Analysis</i> , McDougal Littell	2000, 2003
Mathematics	<i>Precalculus: Mathematics for Calculus</i> , Cengage Learning	2015
Mathematics	<i>Mathematical Methods</i> , Standard Level, second edition; IBID Press	1998
Mathematics	<i>Advanced Mathematics: Precalculus</i> , McDougal Littell	1997
Mathematics	<i>Mathematics Higher Level (Core)</i> , IBID Press	1999
Mathematics	<i>Calculus</i> , Brooks/Cole	2008
Mathematics	<i>Calculus: Late Transcendentals</i> , John Wiley & Sons	2001
Mathematics	<i>The Practice of Statistics</i> , W.H. Freeman and Company	1999
Science	<i>Human Anatomy & Physiology</i> , Sixth Edition; Benjamin Cummings	2004

Continued on page 9

Textbooks and Instructional Materials - *Continued from page 8*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Principles of Anatomy & Physiology</i> , Scott Foresman	1996
Science	<i>Biology</i> , Prentice Hall	2002
Science	<i>Modern Biology</i> , Holt, Rinehart and Winston	1999
Science	<i>Biology</i> , W.C. Brown	1990
Science	<i>Biology by Mader</i> , Glencoe/McGraw-Hill	2004
Science	<i>Biology</i> , Prentice Hall	1999, 2005
Science	<i>Biology: California Edition</i> , Prentice Hall	2007
Science	<i>Chemistry</i> , Fourth Edition; Addison-Wesley	1997
Science	<i>Chemistry: Matter and Change</i> , Glencoe	2005
Science	<i>Merrill Chemistry</i> , Glencoe/McGraw-Hill	1998
Science	<i>Chemistry & Chemical Reactivity</i> , Harcourt Brace	1998
Science	<i>Chemistry</i> , 7th Edition; Houghton Mifflin, College Division	2007
Science	<i>Chemistry</i> , Second Edition; IBID Press	2001
Science	<i>World of Chemistry</i> , McDougal Littell	2007
Science	<i>Physics: Principles and Problems</i> , Glencoe	2009
Science	<i>Physics</i> , Pearson/Prentice Hall	2005
Science	<i>Physics</i> , Fourth Edition; Prentice Hall	2000
Science	<i>Physics</i> , Fourth Edition; by Wilson and Buffa	2000
Science	<i>College Physics</i> , Pearson	2007
Science	<i>Conceptual Physics</i> , Prentice Hall	2006
Science	<i>Environmental Science</i> ; Holt, Rinehart and Winston	2008
Science	<i>Living in the Environment</i> , Wadsworth	1998
Science	<i>Earth Science</i> , Glencoe/McGraw-Hill	2005
Science	<i>Earth Science</i> , Prentice Hall	2008
Science	<i>Physical Science</i> , Glencoe/McGraw-Hill	2002, 2008
Science	<i>Life Science</i> , Glencoe/McGraw-Hill	1999
Science	<i>Biology</i> , California Edition; McDougal Littell	2008
History/social science	<i>Western Civilization</i> , 9th Edition; Cengage Learning	2018
History/social science	<i>Government in America</i> , 17th Edition; Pearson	2018
History/social science	<i>World History: The Human Experience, The Modern Era</i> ; Glencoe/McGraw-Hill	2001
History/social science	<i>World History</i> , AGS	2001
History/social science	<i>World History</i> , Globe Fearon	1994
History/social science	<i>About Philosophy</i> , 8th Edition; Prentice Hall	2000

Continued on page 10

Career Technical Education Programs

Parkview students access these types of services through Placentia-Yorba Linda Unified School District comprehensive high schools, where they can attend concurrently.

Career Technical Education Participation

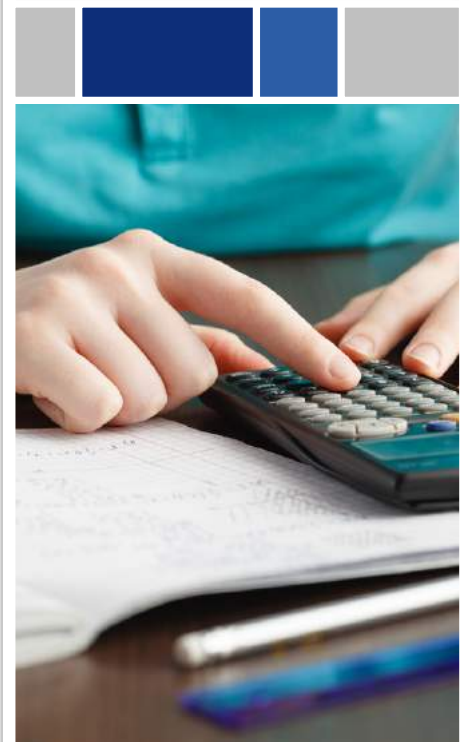
This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

Parkview School

2017-18 Participation

Number of pupils participating in a CTE program	◇
Percentage of pupils who completed a CTE program and earned a high school diploma	◇
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	◇
◇ Not applicable.	



Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Parkview School	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	43.66%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	35.71%

Textbooks and Instructional Materials - *Continued from page 9*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
History/social science	<i>A History of the Canadian Peoples</i> , 3rd Edition; Oxford University Press	2003
History/social science	<i>Modern Latin America</i> , 5th Edition; Oxford University Press	2000
History/social science	<i>A History of World Societies</i> , McDougal Littell	2000
History/social science	<i>Current Affairs</i> , Close Up Foundation	2007
History/social science	<i>The Western Heritage: Since 1300</i> , 8th Edition; Pearson/Prentice Hall	2004
History/social science	<i>Modern European History</i> , Glencoe/McGraw-Hill	1990
History/social science	<i>The Western Heritage</i> , Prentice Hall	1998
History/social science	<i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell	2003
History/social science	<i>American Voices</i> , Scott Foresman	1995
History/social science	<i>The American Pageant</i> , D.C. Heath and Company	1998
History/social science	<i>The American Pageant</i> , 12th Edition; Houghton Mifflin/McDougal Littell	2002
History/social science	<i>Call to Freedom: 1865 to the Present</i> ; Holt, Rinehart and Winston	2003
History/social science	<i>United States History</i> , Globe Fearon	1994
History/social science	<i>Human Geography: People, Place, and Culture</i> ; John Wiley & Sons	2007
History/social science	<i>Magruder's American Government</i> , Prentice Hall	1999, 2006
History/social science	<i>Government in America</i> , 10th Edition; Longman/Prentice Hall	2002
History/social science	<i>Government in America</i> , 12th Edition; Prentice Hall	2006
History/social science	<i>Countries and Concepts</i> , Prentice Hall	2006
History/social science	<i>Comparative Politics Today: A Theoretical Framework</i> ; Prentice Hall	2004
History/social science	<i>American Government: Readings and Cases</i> , Pearson	2006
History/social science	<i>American Government</i> , Globe Fearon	1995
History/social science	<i>Exploring American Citizenship</i> , Globe Fearon	1995
History/social science	<i>Civics Today</i> , Glencoe	2005
History/social science	<i>Comparative Politics Today</i> , Scott Foresman	2000
History/social science	<i>Economics</i> , South Western	1997
History/social science	<i>Economics: Principles and Practices</i> , Glencoe	2005
History/social science	<i>The Economy Today</i> , Glencoe/McGraw-Hill	2000, 2006
History/social science	<i>Economics</i> , Globe Fearon	1995
History/social science	<i>Sociology</i> , Prentice Hall	2001
History/social science	<i>Psychology: Concepts and Connections</i> , Wadsworth Publishing	2007
History/social science	<i>Psychology</i> , 8th Edition; Worth Publishers	2007
History/social science	<i>Psychology in the New Millennium</i> , South Western	2002
History/social science	<i>Living Religions</i> , 6th Edition; Prentice Hall	2005

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2018-19 School Year
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	5/6/2018
Date of the most recent completion of the inspection form	5/6/2018

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Placentia-Yorba Linda Unified School District proudly established Parkview School during the 2001-02 school year. The school site is nestled between Tuffree Middle School and Tri-City Park. Parkview utilizes five buildings, which include seven teacher offices and three classrooms. Since Parkview serves families of students on independent study, using a homeschool model, students do much of their schoolwork off campus. Teachers and students use the three classrooms on a rotating basis. Families and students meet with teachers regularly in the teacher offices.

Parkview is pleased to have received an interactive whiteboard in the third classroom and a shade structure for the outside teaching space. The addition of a separate book room has allowed for a half classroom to add to student spaces. Additional instructional and meeting space options are being explored for use in the coming school years.

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Parkview School			
	15-16	16-17	17-18
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	2.6%	2.8%
Expulsion rates	0.0%	0.1%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%





Professional Development

Professional Development Days

2016-17	0.5 days
2017-18	0.5 days
2018-19	0.5 days

Types of Services Funded

In addition to our general Local Control Funding Formula (LCFF), Parkview also receives LCFF supplemental funds. Our Booster Club supports special events and student and family activities.



Professional Development

2016-17

All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

2018-19

PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, Universal Design for Learning (UDL), WICOR (AVID Strategies) and technology. Districtwide training on initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and Positive Behavioral Interventions and Supports (PBIS) are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on Professional Learning Communities (PLCs) and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	PYLUSD	Parkview School		
		18-19	16-17	17-18
Teachers				
With a full credential	1,060	7	8	7
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2017-18 School Year

Academic Counselors

FTE of academic counselors 0.2

Average number of students per academic counselor 200

Support Staff FTE

Social/behavioral counselor 0.0

Career development counselor 0.2

Library media teacher (librarian) 0.0

Library media services staff (paraprofessional) 0.0

Psychologist 0.0

Social worker 0.0

Nurse 0.0

Speech/language/hearing specialist 0.0

Resource specialist (nonteaching) 0.0

Other FTE

Secretary 1.0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Parkview School		
	16-17	17-18	18-19
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

"We seek to meet the unique needs of a variety of students with different learning styles, allowing them to move at their own pace, yet challenging them to complete assignments based on state and district standards, while encouraging them to achieve excellence in the pursuit of their studies."

School Safety

Parkview's School Safety Planning Committee is composed of School Site Council members who include staff, administration, parents and students. This committee evaluates the current physical and social climate of the school and sets goals designed to ensure that all students and staff members are provided with a safe, clean and secure environment and to further develop an organizational structure that creates a consistent, safe, proactive and positive climate on our school campus. The school safety plan is reviewed and updated yearly. Our school has a comprehensive safety plan that also includes an emergency operations plan. Students are trained in conflict-resolution strategies through our student leadership program.

Due to our close location next to Tuffree Middle School, Parkview shares monthly safety drills with Tuffree. We are updating our plan and safety supervision guidelines to be enacted in the event of a disaster.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$9,221
Expenditures per pupil from restricted sources	\$58
Expenditures per pupil from unrestricted sources	\$9,163
Annual average teacher salary	\$94,087



Expenditures Per Pupil

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.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	PYLUSD	Similar Sized District
Beginning teacher salary	\$44,188	\$47,903
Midrange teacher salary	\$81,921	\$74,481
Highest teacher salary	\$102,774	\$98,269
Average elementary school principal salary	\$115,316	\$123,495
Average middle school principal salary	\$117,673	\$129,482
Average high school principal salary	\$134,603	\$142,414
Superintendent salary	\$297,000	\$271,429
Teacher salaries: percentage of budget	37%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Parkview School	\$9,163	\$94,087
PYLUSD	\$7,712	\$83,938
California	\$7,125	\$80,764
School and district: percentage difference	+18.8%	+12.1%
School and California: percentage difference	+28.6%	+16.5%

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.