

Parkside Middle

School Accountability Report Card, 2012–2013
San Bruno Park Elementary School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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SCHOOL WISE PRESS

Parkside Middle

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2012–2013 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://pub.schoolwisepress.com/sarc/links_2013_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

1801 Niles Avenue
San Bruno, CA 94066
Principal: Angela Addiego
Phone: (650) 624-3180

How to Contact Our District

500 Acacia Ave.
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Phone: (650) 624-3100
<http://sbpsd.k12.ca.us/>



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» Principal's Message

Parkside Middle School is a place where children are valued and taught the fundamentals of life, and where learning and respect are the cornerstones to all school efforts. We believe that each and every child can learn. We believe that all children deserve to be taught from rigorous standards. We believe that we are responsible for the facilitation of knowledge, academics, and the fundamentals of respectful citizenship. We will not accept excuses for academic failure, poor attendance, noncompliance, or lack of discipline. We work to make the school a safe place, where all students achieve and succeed. We believe in an environment that values diversity. We believe we are a part of the greater community and world, and that our students will be prepared to contribute to society productively. We believe that middle school is the time in which young adolescents start their journey into adulthood and with collaborative guidance, they are the ambassadors to the future.

We are dedicated to the aforementioned beliefs and value the importance of middle school educators and parents in working together to guide our teens into productive adults. At this critical time in the development of our students, we provide a structured, well-defined path and environment so that students can succeed and failure is not an option.

Most importantly, the journey to high school and college is a focal point of the work we do here at Parkside. It has been the intent of Parkside administration to make the roads explicit for students and parents, so the transition from the elementary school to high school is seamless, ensuring a continuum of learning and socio-emotional development. You are welcome to visit us and share in the journey of educating young adolescents. As adults we can remember the antics of this time in our lives, so when you visit, bring a sense of humor and a passion for justice, and our students will captivate you! Parkside Panthers Rock!

Angela Addiego, PRINCIPAL

Grade range and calendar

6–8

TRADITIONAL

Academic Performance Index

785

County Average: 823
State Average: 792

Student enrollment

805

County Average: 596
State Average: 626

Major Achievements

- 2012–2013 A Year of Change
- Parkside Intermediate School welcomed the sixth graders to middle school. The campus of Parkside continued its rebuilding and restructuring work. The newly renovated campus welcomed 300 sixth graders, as well as new staff members, to campus. The Intermediate School structure was replaced with a true middle school model. This change brought many benefits for the students of San Bruno. Students will now be in middle school for three years, rather than two. This added year will give students the necessary preparation time for their journey to high school and higher education. This move is also the foundation for implementation of the Common Core Standards, a clear set of academic standards, released by the federal government in the interest of unified educational standards nationwide. Parkside is very proud of this transition and the San Bruno community at large has agreed this change has had a positive, effect on schooling, students' development, and the enhancement of the greater San Bruno community.

Focus for Improvement

- 2012–2013 was a strategic planning year for Parkside. In the quest for continued educational improvement, the development of a respectful, responsible student, the implementation of the Common Core Standards, and finally the mandates set forth under Title 1 requirements; Parkside staff, administration and parents developed a strategic plan for change. Systemic changes include teachers working in teams to teach groups of students, teachers developing teaching strategies to meet the needs of all learners, embracing the use of technology and other methodologies to improve student engagement.
- 2013 –2014 will bring to fruition the implementation of this planning. All of these changes are also the preset for the implementation of the common core standards and pedagogical changes coming in 2015. Parkside School also joined the Silicon Valley Math Initiative and is working with the San Mateo County of Education for professional support. We plan to keep traditional systems that support student development and synthesize new methodologies of instructional delivery to provide a balanced education system that will meet the needs of all our learners and prepare them for a successful journey into the future.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API score	785
Growth attained from prior year	-12
Met subgroup* growth targets	No

Parkside’s API was 785 (out of 1000). This is a decline of 12 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 797. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all middle schools in California, our school ranked 5 out of 10.

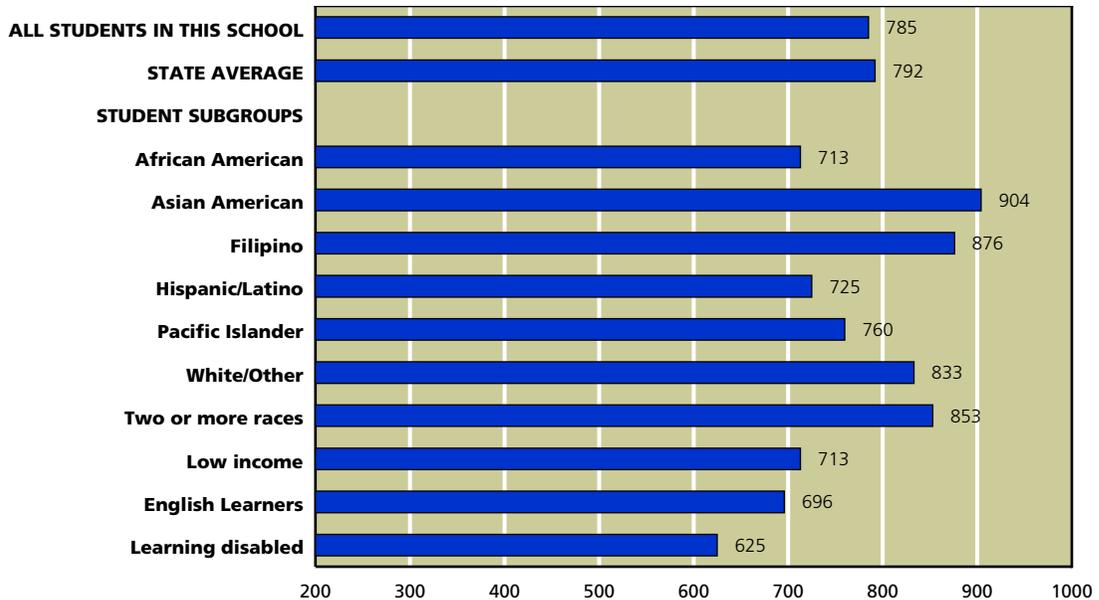
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 7 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2012–2013 school year. Just for reference, 39 percent of middle schools statewide met their growth targets.

API, Spring 2013



SOURCE: API based on spring 2013 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 14 out of 25 criteria for yearly progress. Because we fell short in 11 areas, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 89.2 percent on the English/language arts test and 89.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2013	Yes

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

NOTE: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of September 2013, CDE.

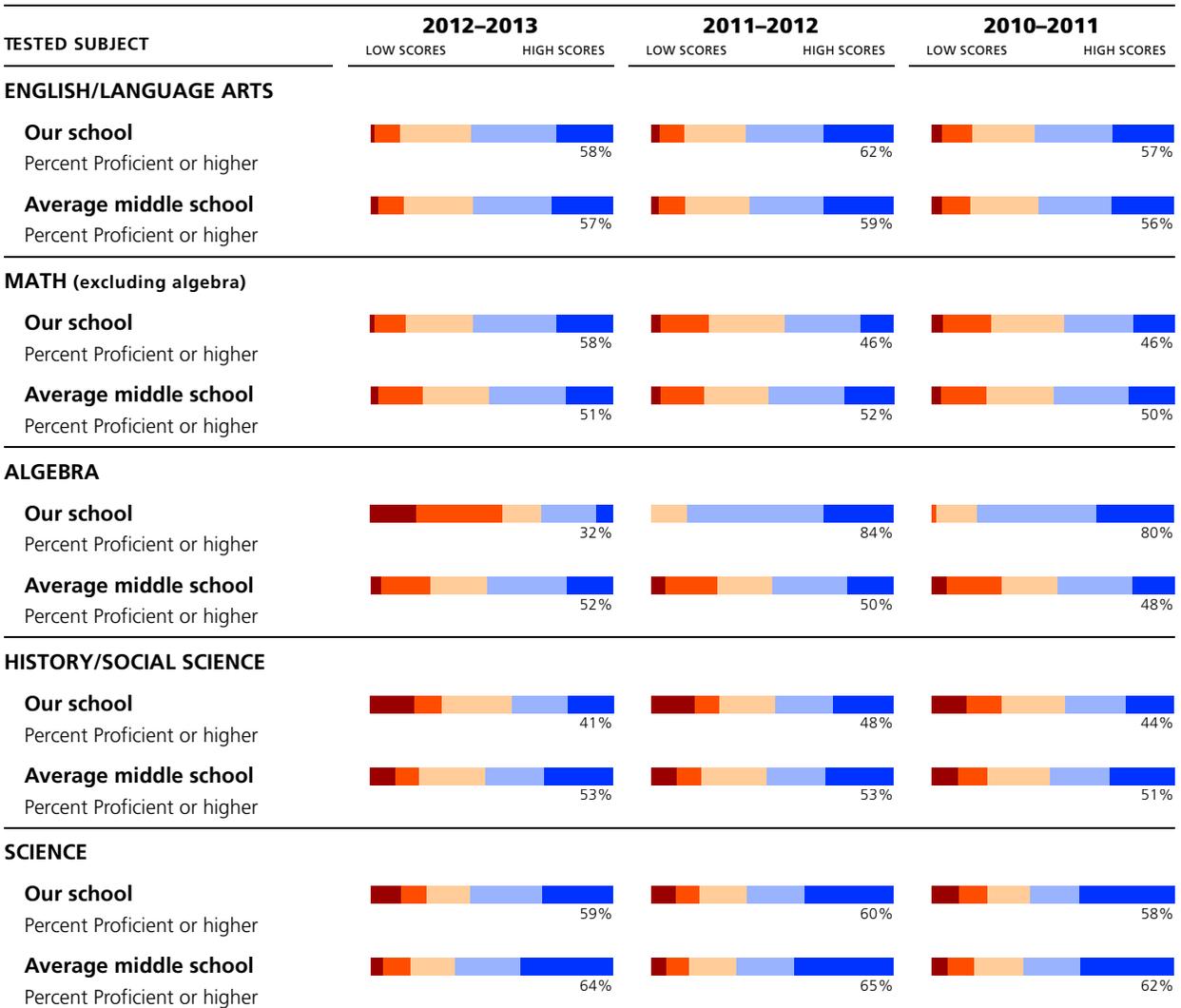
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2013 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			58%	90%	SCHOOLWIDE AVERAGE: About one percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			66%	94%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			57%	93%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

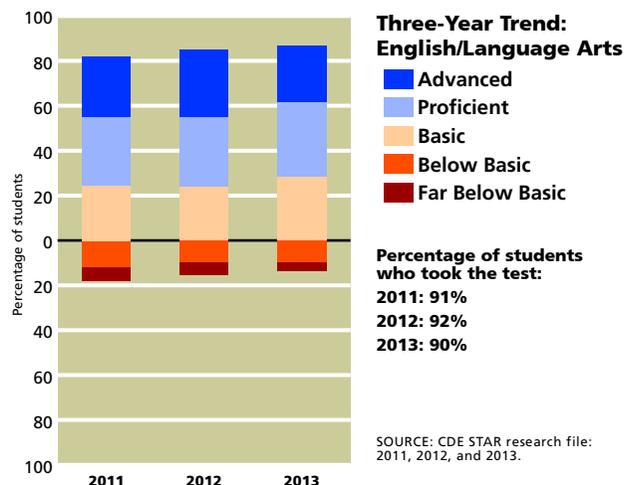
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			56%	375	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			61%	348	
English proficient			69%	489	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			35%	232	
Low income			41%	296	INCOME: About 29 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			70%	425	
Learning disabled			0%	30	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			60%	690	
Asian American			76%	72	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			71%	68	
Hispanic/Latino			49%	324	
Pacific Islander			49%	47	
White/Other			69%	173	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	28	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE’s Web site.



Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			58%	91%	SCHOOLWIDE AVERAGE: About seven percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			61%	72%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			51%	71%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

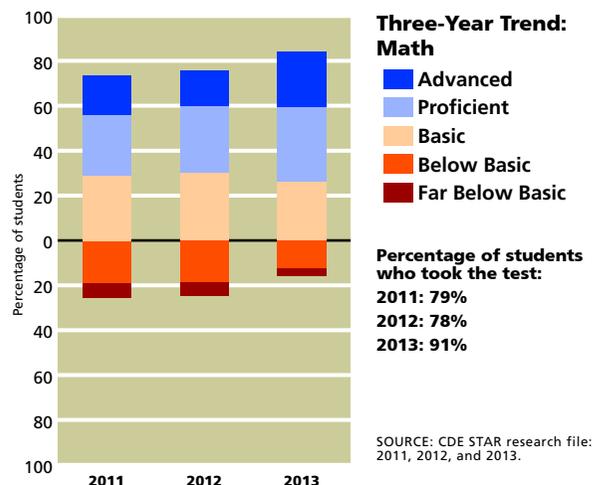
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			62%	273	GENDER: About nine percent more boys than girls at our school scored Proficient or Advanced.
Girls			53%	242	
English proficient			66%	335	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			41%	179	
Low income			45%	216	INCOME: About 22 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			67%	298	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	28	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			60%	484	
Asian American			78%	59	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			72%	50	
Hispanic/Latino			45%	230	
Pacific Islander			47%	30	
White/Other			67%	119	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	22	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students’ scores for all math courses except algebra.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE’s Web site.



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			32%	39%	SCHOOLWIDE AVERAGE: About 20 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California. About six percent more students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			56%	39%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			52%	33%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

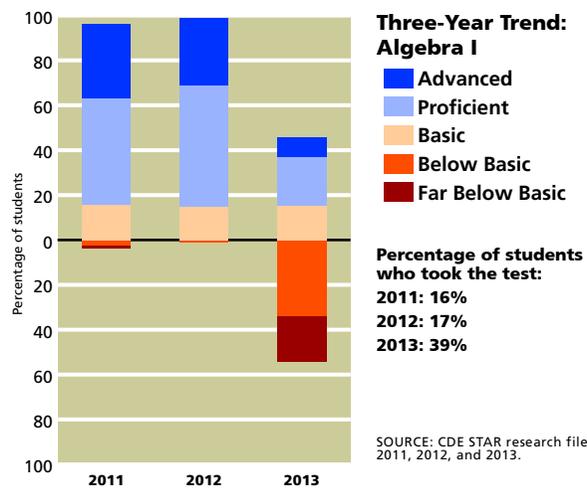
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			28%	100	GENDER: About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls			35%	105	
English proficient			41%	147	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			7%	57	
Low income			18%	80	INCOME: About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			41%	124	
Learning disabled	NO DATA AVAILABLE		N/A	4	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			32%	201	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	15	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	19	
Hispanic/Latino			13%	90	
Pacific Islander	DATA STATISTICALLY UNRELIABLE		N/S	16	
White/Other			43%	54	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students’ algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 39 percent of our seventh and eighth grade students took the algebra CST, compared with 33 percent of all middle school students statewide. You can review the **math** standards on the CDE’s Web site.



History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			41%	97%	SCHOOLWIDE AVERAGE: About 12 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			61%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			53%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

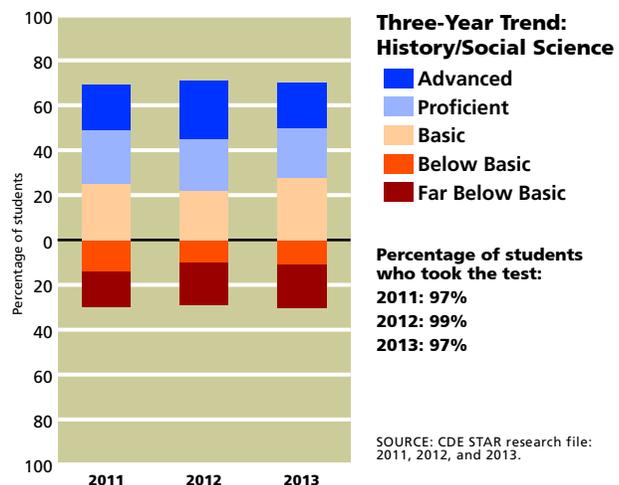
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			43%	119	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			40%	112	
English proficient			53%	161	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			13%	69	
Low income			22%	92	INCOME: About 32 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			54%	138	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	28	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			45%	203	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	15	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	21	
Hispanic/Latino			26%	106	
Pacific Islander	DATA STATISTICALLY UNRELIABLE		N/S	19	
White/Other			57%	56	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			59%	89%	SCHOOLWIDE AVERAGE: About five percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			69%	94%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			64%	93%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

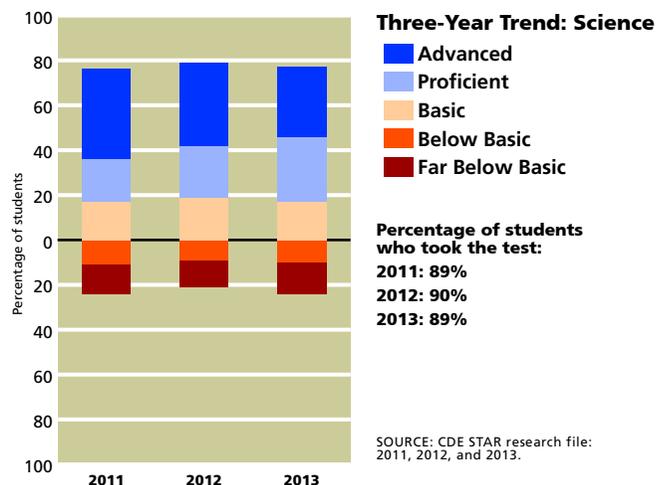
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			61%	104	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			58%	108	
English proficient			70%	152	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			31%	59	
Low income			45%	82	INCOME: About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			68%	129	
Learning disabled	NO DATA AVAILABLE		N/A	10	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			60%	202	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	15	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	19	
Hispanic/Latino			41%	94	
Pacific Islander	DATA STATISTICALLY UNRELIABLE		N/S	17	
White/Other			73%	55	

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE's Web site.



Other Measures of Student Achievement

San Bruno Park School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement.

Standardized tests data, district performance assessments, and classroom tests are used to determine whether each student and school is performing at proficient standards. Data from testing and subjective data from observation help guide the instructor as well as the school as a whole to focus on areas of student improvement.

STUDENTS

Students’ English Language Skills

At Parkside, 65 percent of students were considered to be proficient in English, compared with 84 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	65%	76%	84%
English Learners	35%	24%	16%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 281 students classified as English Learners. At Parkside, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	70%	83%	86%
Vietnamese	0%	0%	2%
Cantonese	2%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	5%	4%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	23%	12%	8%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent middle schools only.

Ethnicity

Most students at Parkside identify themselves as Hispanic/Latino. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	3%	7%
Asian American/ Pacific Islander	25%	19%	11%
Hispanic/Latino	47%	41%	51%
White	23%	32%	28%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. County and state averages represent middle schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Parkside, 39 percent of the students qualified for this program, compared with 58 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	39%	40%	58%
Parents with some college	55%	66%	58%
Parents with college degree	31%	49%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 55 percent of the students at Parkside have attended college and 31 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 94 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. For more information on our average class sizes, please contact the school directly.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	OUR DISTRICT
English	26	26
History	27	27
Math	28	28
Science	29	29

SOURCE: California Department of Education, SARC Research File. District averages represent middle schools only.

Safety

Safety is the cornerstone focus at Parkside School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the assistant principal along with the SSC and the PTO. These groups meet regularly throughout the year to set long-term goals for the school and assist in upgrading the school facilities. The Safety Plan is updated each fall and covers various safety procedures, including the visitor policy, emergency materials, evacuation procedures and personal safety from bullying and harassment. The Safety Plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis, fire drills are held quarterly, and earthquake and intruder/disaster drills are held once a year. Parkside provides students with an anonymous reporting system on School Loop (Help Me Hotline). Students and parents may report incidents that will be investigated and handled by administration and counselors. Parkside Intermediate unlike many other schools has 3 to 4 school counselors on campus daily. It is the goal of administration to meet the needs of the total child to make learning the focus of their work.

All visitors to Parkside Intermediate School must sign in at the office and wear a visitor’s pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon-time aides, parent volunteers, teachers, the counselor, and the administration.

Parent Involvement

The school district benefits from extensive support from parents and community members. Parkside Intermediate School is proud of its many opportunities for parents and community members to volunteer their time. These opportunities include classroom volunteers, afterschool sports program coaches, playground/ lunchtime monitors, field trip chaperones, fund-raising help, as well as PTO and SSC membership.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

This is our principal’s ninth year at Parkside Intermediate School. Leadership at Parkside Intermediate School is a responsibility shared among district administration, the principal, the vice-principal, instructional staff, students, and parents. Shared decision making, a broad-based curriculum, and research-based instructional strategies provide the basis for excellent instruction. The staff at Parkside Intermediate School strives to provide all students with a quality education and an opportunity for success. Leadership teams and committees at Parkside Intermediate School include School Site Council (SSC) and PTO.

Angela M Addiego is the principal of Parkside Intermediate School. Prior to this position, she served as principal of Belle Air Elementary School as well as a classroom teacher in the San Bruno Park School District and at St Robert’s School in San Bruno. Mrs. Addiego comes to this school with a total of 33 years of experience in education. She leads by the words of Gandhi: “Be the change you wish to see in the world.”

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	N/A	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “**highly qualified**.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as **out-of-field**. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2013–2014 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

The district and site provide time and resources for collaboration, planning, and professional development for all staff. Parkside benefits from collaboration with the San Mateo County Office of Education for professional development. Teachers at Parkside Intermediate School receive training directly related to curriculum and instruction by attending workshops and conferences which are approved by the district and administration.

Early release days afford additional staff development and planning time, enabling staff members to work together to improve the direction of instruction in a way that is challenging and responsive to student needs.

The focus on professional development for this year and the upcoming school year is the infusion of instructional strategies for English Learners, Supplemental Education Students and for students scoring below proficient on standardized tests. Further, the implementation of the new Common Core Standards has led to improved mathematical instruction and an overall increase in student engagement with their own learning. Parkside Professional Learning Teams have a shared prep period every day to collaborate and work to maximizing the learning for each student!

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	0.0
2011–2012	0.0
2010–2011	0.0

SOURCE: This information is supplied by the school district.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: Our school has two full-time equivalent academic counselors, which is equivalent to one counselor for every 403 students. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	2.0
Behavioral/career counselors	0.0
Librarians and media staff	0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	3.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

The staff at Parkside Intermediate School assists students in their social and personal development as well as academics. The district provides special attention to students who experience difficulty achieving, coping with personal and family problems, making decisions, or handling peer pressure. The school provides qualified personnel to offer counseling and support services on a part-time and/or full-time basis. When students require additional assistance, support staff is available on site and from the District Student's Services Division.

Parkside Intermediate School provides additional support for students with special needs. The Special Educator Program provides a Resource Specialist Program (RSP) and a Special Day Class (SDC), which are tailored to the Individualized Education Program (IEP) of each student with physical, emotional, or learning disabilities. Whenever possible, special education students are mainstreamed into traditional classrooms.

The English Language Development (ELD) program at Parkside Intermediate School assists students who are English Learners. The self-contained program provides special instruction inside ELD curriculum, and is conducted by a Cross-cultural Language and Academic Development (CLAD)–certificated teacher. Students are mainstreamed in all other subject areas.

Special Education Program

Parkside's Special Education Department (SPED) staff includes two full-time resource specialist program (RSP) teachers for seventh and eighth grades, as well as two assistants who work with our special education students, additionally, one SDC teacher with two classroom aides as well. Resource students and 504 students (students with special needs) are mainstreamed in the regular classroom system as much as possible. They also have the opportunity to work in the RSP classroom or one-on-one in their area of difficulty. In the regular classroom they receive accommodations according to their Individual Education Program (IEPs), an education plan tailored to the students specific needs. For instance, more time to take tests, sitting close to the teacher, or receiving less homework. Our students also receive speech and language program assistance based upon their IEPs. School counselors and the entire teaching/school staff also support the SPED students to meet their IEP goals.

English Learner Program

Parkside Intermediate School services English Language Development (ELD) students with ELD classes and employs specific curriculum to teach English. All of our teachers have attended trainings that address ways to present subject matter to English Learners. Future trainings have also been planned. We encourage the parents of English Learners to join our English Language Advisory Committee (ELAC). Students are tested annually, and their California English Language Development Test scores are reviewed and used for appropriate class placement.

RESOURCES

Buildings

Parkside Intermediate School was originally built in 1952 and continues to provide a safe and clean environment for students, staff, and volunteers. Parkside Intermediate School is currently composed of 24 classrooms, a media center, a multipurpose room, a special education room, a counseling office, two locker rooms (boys/girls), a staff room, and a gym.

Parkside School serves 300 students per grade level.

Office staff maintains flow of site work effectively as well as nurtures and services all the Parkside students, staff and community.

Our three custodians clean each classroom every other day and the rest rooms every day. IT and maintenance departments provide a myriad of services to the site. All classified staff does an outstanding job of keeping school running!

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Computers

As part of the school improvement program, Parkside Intermediate School has a total of 300 plus computers on campus for student and staff use. Teachers have laptops, I Pads, LCD and ELMO projectors, interactive white boards, and Apple TV. Additionally, the school is wireless. Parkside is very progressive in regards to technology, we host a math class that uses technology as the instructional tool and individual learning path. All classes are working toward using technology to present projects 100% of the time. Parkside also hosts a Tec Class as an elective where students are learning the skills necessary to do presentations using PowerPoint, YouTube, Podcasting, Word, Prize and more.

Parkside eventually aims for each student to have a laptop. Currently, the ratio is 4:1 students to computers. Instruction/texts will be web-based. Interventions are individually tailored, and projects will be computer enhanced by this implementation.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum and the Transition to the Common Core

For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

SCHOOL EXPENDITURES

San Bruno Park School District spent an average of \$7,650 per pupil. This includes Federal Title I funds.

Spending per Student (2011–2012)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 456 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$5,233	\$5,444	-4%	\$5,653	-7%
Restricted funds (\$/student)	\$1,344	\$2,519	-47%	\$3,083	-56%
TOTAL (\$/student)	\$6,577	\$7,963	-17%	\$8,736	-25%

SOURCE: Information provided by the school district.
 * Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2011–2012)

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries (all certificated staff)	\$1,645,367	\$252,741	\$1,898,108	63%
Other staff salaries	\$194,246	\$86,877	\$281,123	9%
Benefits	\$506,458	\$90,651	\$597,109	20%
Books and supplies	\$35,559	\$48,749	\$84,308	3%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$4,758	\$133,724	\$138,482	5%
TOTAL	\$2,386,388	\$612,742	\$2,999,130	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

Compensation of Staff with Teaching Credentials (2011–2012)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 24 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$79,022	\$93,640	-16%	\$71,848	10%
Retirement benefits	\$6,562	\$7,651	-14%	\$5,888	11%
Health and medical benefits	\$10,453	\$11,714	-11%	\$10,391	1%
Other benefits	\$441	\$437	1%	\$720	-39%
TOTAL	\$96,477	\$113,442	-15%	\$88,847	9%

SOURCE: Information provided by the school district.
 * Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2011–2012)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,898,108	82%
Retirement benefits	\$157,616	7%
Health and medical benefits	\$251,070	11%
Other benefits	\$10,592	0%
TOTAL	\$2,317,386	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2013. The CDE may release additional or revised data for the 2012–2013 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

» Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2011–2012	2012–2013	2013–2014
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	128	226	210
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	N/A
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	N/A

NOTES:

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2011–2012	2012–2013	2013–2014
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	N/A
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	N/A
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	N/A

NOTES:

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES:

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	N/A	N/A
A. SYSTEMS		
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)		No apparent problems.
C. CLEANLINESS		
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting		No apparent problems.
E. RESTROOMS/FOUNTAINS		
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY		
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL		
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.
Roofs		No apparent problems.

AREA	RATING	DESCRIPTION
H. EXTERNAL		
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report is not yet completed. It is subject to change. The facilities inspection occurred on Thursday, January 17, 2013. There were no other inspectors used in the completion of this form.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	805
Black/African American	1%
American Indian or Alaska Native	0%
Asian	9%
Filipino	9%
Hispanic or Latino	47%
Pacific Islander	7%
White (not Hispanic)	23%
Two or more races	2%
Ethnicity not reported	1%
Socioeconomically disadvantaged	42%
English Learners	37%
Students with disabilities	13%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	265
Grade 7	289
Grade 8	251
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2010–2011	2011–2012	2012–2013
English	N/A	N/A	22
History	N/A	N/A	25
Math	N/A	N/A	26
Science	N/A	N/A	30

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2010–2011			2011–2012			2012–2013		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	9	16	0
History	N/A	N/A	N/A	N/A	N/A	N/A	2	17	0
Math	N/A	N/A	N/A	N/A	N/A	N/A	3	18	0
Science	N/A	N/A	N/A	N/A	N/A	N/A	0	18	0

SOURCE: CALPADS, October 2012.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	91%	66%	41%
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2012–2013 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	5	4	N/A
2011–2012	15	10	N/A
2010–2011	14	9	16
Expulsions per 100 students			
2012–2013	1	1	N/A
2011–2012	1	1	N/A
2010–2011	0	0	0

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent middle schools only.

During the 2012–2013 school year, we had 40 suspension incidents. We had seven incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	23	25	32	101
Without Full Credential	3	0	0	0
Teaching out of field	0	0	N/A	N/A

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	55%	59%	56%	58%	63%	58%	54%	56%	55%
History/social science	44%	48%	41%	44%	48%	41%	48%	49%	49%
Mathematics	50%	51%	47%	65%	69%	64%	49%	50%	50%
Science	58%	60%	59%	61%	64%	58%	57%	60%	59%

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2012–2013	HISTORY/ SOCIAL SCIENCE 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
African American	42%	N/A	33%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	80%	92%	80%	85%
Filipino	68%	57%	67%	84%
Hispanic or Latino	47%	26%	34%	42%
Pacific Islander or Native Hawaiian	33%	N/A	33%	N/A
White (not Hispanic)	68%	57%	57%	73%
Two or more races	48%	N/A	55%	N/A
Boys	53%	43%	48%	61%
Girls	60%	40%	46%	58%
Socioeconomically disadvantaged	39%	22%	35%	45%
English Learners	34%	13%	31%	32%
Students with disabilities	31%	18%	22%	55%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all middle schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all middle schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2010–2011	2011–2012	2012–2013
Statewide rank	6	5	5
Similar-schools rank	7	5	7

SOURCE: The API Base Report from May 2013.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	-16	+11	-12	785
Black/African American	-121	-69	+32	713
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	-36	+47	-15	904
Filipino	-36	+45	-21	876
Hispanic or Latino	-16	+4	-9	725
Pacific Islander	+0	+24	+8	760
White (non Hispanic)	+9	-13	-7	833
Two or more races	N/A	N/A	N/A	853
Socioeconomically disadvantaged	+8	-16	-5	713
English Learners	-13	+1	+25	696
Students with disabilities	+51	+54	+3	625

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	773	785	1,970	818	4,655,989	790
Black/African American	12	713	37	789	296,463	708
American Indian or Alaska Native	3	N/A	6	N/A	30,394	743
Asian	73	904	194	912	406,527	906
Filipino	72	876	211	885	121,054	867
Hispanic or Latino	361	725	872	764	2,438,951	744
Pacific Islander	52	760	119	792	25,351	774
White (non Hispanic)	179	833	432	862	1,200,127	853
Two or more races	19	853	88	840	125,025	824
Socioeconomically disadvantaged	316	713	799	760	2,774,640	743
English Learners	278	696	770	759	1,482,316	721
Students with disabilities	103	625	232	645	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 770 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

Intervention Program: District Program Improvement (PI)

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 (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	3 of 3
The year the district entered PI	2011
Number of schools currently in PI	3
Percentage of schools currently in PI	38%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2011–2012			
Total expenses	\$19,861,246	\$8,575,019,725	\$46,420,178,248
Expenses per student	\$7,813	\$7,846	\$8,382
FISCAL YEAR 2010–2011			
Total expenses	\$19,578,196	\$8,497,573,732	\$46,278,595,991
Expenses per student	\$7,841	\$7,789	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$39,125	\$41,327
Midrange teacher’s salary	\$68,226	\$63,903
Highest-paid teacher’s salary	\$75,123	\$81,573
Average principal’s salary (middle school)	\$0	\$107,439
Superintendent’s salary	\$132,138	\$155,551
Percentage of budget for teachers’ salaries	35%	41%
Percentage of budget for administrators’ salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Holt Literature & Language Arts (Harcourt)	English LA	2005-06	2005
History Alive (TCI)	History/Social Studies	2004-05	2004
Medieval & Early Modern Times (Glencoe-McGraw Hill)	History/Social Studies	2006	2006
The American Journey to WWI (Glencoe-McGraw Hill)	History/Social Studies	2006	2006
Algebra Readiness (McDougal-Littell)	Math	2008	2008
Course 1 (McDougal-Littell)	Math	2008	2008
World of Music (Silver Gurdett Ginn)	Music	1994	1994
Focus on Life Science (Glencoe-McGraw Hill)	Science	2007	2007
Focus on Physical Science (Glencoe-McGraw Hill)	Science	2007	2007
Health Promotion Wave(Health Wave Inc.)	Health		1994
Discover: Skills for Life(AGS Publishers)	Health		1990
"Inside" (Hampton Brown/National Geographic	EL	2009	2010