

SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

# Parkside Intermediate School

2014-15  
School Accountability Report Card  
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# SARC



## Principal's Message

Parkside Intermediate School in the 2015-16 school year is in a constant state of improvement to provide a safe, supportive, open and rigorous environment where all students are welcome. The school has been in the process of redefining itself since last year with the intent of bringing together its best elements to benefit everyone.

Last year, we received the California Gold Ribbon Schools Award, the state's current version of the Distinguished Schools Program award for our work in math. This year, we are going to define our path for the next few years, including the input and voices of the whole school community, with everyone united on one vision and unified in process. We have made strides to be more inclusive and empowering of everyone in our community from students and parents to teachers. In working together, we bring out the best in each other and create the best version of Parkside for everyone.

Preparing students for high school and beyond is one of the main goals 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 socioemotional 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!

## School Mission Statement

Parkside Intermediate School provides an innovative and nurturing environment where students are empowered to be lifelong learners and well-rounded participants in their communities.

## Parental 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; after-school sports program coaches, playground/lunch-time monitors, field-trip chaperones, fundraising help, as well as both general and music booster clubs, a Latino parent group, English Learner Advisory Committee (ELAC), and School Site Council (SSC) membership.

For more information on how to become involved at the school, please contact the main office at (650) 624-3180.

## School Safety

Safety is a cornerstone focus at Parkside Intermediate School. To safeguard the well-being of students and staff, a plan was developed by the assistant principal along with the SSC and the Parent Teacher Organization (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. It was most recently reviewed, updated and discussed with staff in January 2016. 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 School has two to three school counselors on campus daily with a focus of meeting the needs of the whole child. This year, we are making significant changes to areas of the safety plan, such as our discipline policy and cyber safety. As such, the plan will be fully adopted in January 2016.

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 passing periods, at lunch and after school. Supervision is a responsibility shared among noontime aides, parent volunteers, teachers, counselors and the administration.

## San Bruno Park School District Belief Statements

We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.

## 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.



## District Motto

*Proud Schools in a Proud Community*

## San Bruno Park School District Mission Statement

San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

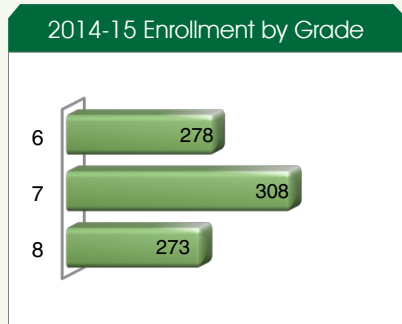
## San Bruno Park School District Goals

- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students

Home of the Parkside Panthers!

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



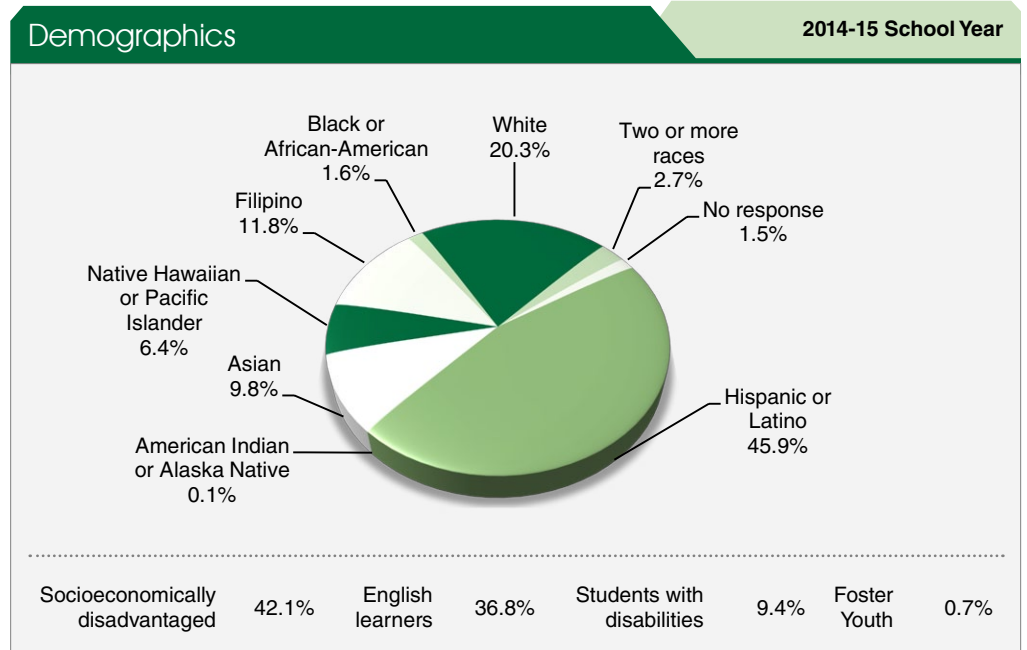
### Suspensions and Expulsions

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			
Parkside IS			
	12-13	13-14	14-15
<b>Suspension rates</b>	2.8%	4.6%	2.1%
<b>Expulsion rates</b>	0.5%	0.6%	0.1%
San Bruno Park SD			
	12-13	13-14	14-15
<b>Suspension rates</b>	1.3%	1.3%	0.3%
<b>Expulsion rates</b>	0.1%	0.1%	0.0%
California			
	12-13	13-14	14-15
<b>Suspension rates</b>	5.1%	4.4%	3.8%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

### Enrollment by Student Group

The total enrollment at the school was 859 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



### Special 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 full-time basis. When students require additional assistance, support staff is available on site and from the district Student 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.

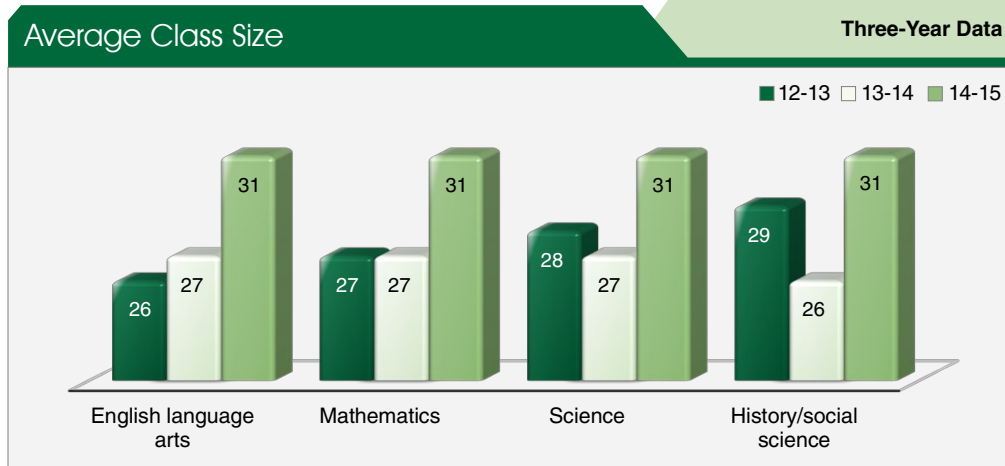
The English Language Development (ELD) program at Parkside Intermediate School assists students who are English learners. The self-contained program provides special instruction, the English 3D & Inside ELD curriculums, taught by a Crosscultural, Language, and Academic Development (CLAD) certified teacher. Students are mainstreamed in all other subject areas.

### Special Education Program

Parkside's Special Education Department (SPED) staff includes three full-time resource specialist program (RSP) teachers for sixth, seventh and eighth grades; two assistants who work with our special-education students; and one SDC teacher with two classroom aides. 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 (IEP), an education plan tailored to the student's 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.

## Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



**Number of Classrooms by Size** **Three-Year Data**

Subject		2012-13			2013-14			2014-15		
		Number of Students								
		1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6 <sup>th</sup> grade		9			9			5	
	7 <sup>th</sup> grade		10			9			2	
	8 <sup>th</sup> grade		8			9			2	
Mathematics	6 <sup>th</sup> grade		6			11			5	
	7 <sup>th</sup> grade	1*	10		1*	10			2	
	8 <sup>th</sup> grade		7		1	8			2	
Science	6 <sup>th</sup> grade		9			11			4	
	7 <sup>th</sup> grade		10			10			2	
	8 <sup>th</sup> grade		8			10			2	
History/social science	6 <sup>th</sup> grade		9			11			4	
	7 <sup>th</sup> grade		10			10			2	
	8 <sup>th</sup> grade		8			10			2	

\* Combination 7<sup>th</sup>/8<sup>th</sup> grade class

## Measures for Improvement

In the 2014-15 school year, we looked at our student performance and perception data, as well as feedback from parents. We then polled the staff about what they felt our critical areas of need are, and what professional development was needed.

## English Learner Program

Parkside Intermediate School services English learners students with English Language Development (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 (CELDT) scores are reviewed and used for appropriate class placement.

## Professional 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 administrative team and the newly created department chair team will create a professional development calendar for the year in conjunction with the aid of the San Mateo County Office of Education and the district office.

Parkside Professional Learning Teams have a shared prep period every day to collaborate and work to maximizing the learning for each student!

### Professional Development Days

<b>2013-14</b>	2 days
<b>2014-15</b>	3 days
<b>2015-16</b>	3 days

## Achievements

In the 2014-15 school year, Parkside Intermediate School began a process of reflection and transition to different methods and approaches. We took the opportunity to focus on math practices and take stock of what practices and approaches we wanted to start potentially revising. The school also completed phase one of a strategic planning process that led to a revised mission statement and the determination of the values and concrete three-year goals for Parkside.

During the 2014-15 school year, the school also received the California Gold Ribbon Schools Award for our work in the area of implementing Common Core math. This is a major victory for Parkside, as we have been under the cloud of PI for several years, and receiving the state's current equivalent of the distinguished school award confirms to the community that great things are happening at Parkside, and our students are receiving a high-quality education.



## 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](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 7	
Four of six standards	18.9%
Five of six standards	22.3%
Six of six standards	51.0%

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year		
	Parkside IS	San Bruno Park SD	California	
<b>Met overall AYP</b>	Yes	Yes	Yes	
<b>Met participation rate:</b>				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
<b>Met percent proficient:</b>				
English language arts	■	■	■	
Mathematics	■	■	■	
<b>Met attendance rates</b>	Yes	Yes	Yes	
<b>Met graduation rate</b>	○	○	Yes	

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year	
	Parkside IS	San Bruno Park SD	
<b>Program Improvement status</b>	In PI	In PI	
<b>First year of Program Improvement</b>	2009-2010	2011-2012	
<b>Year in Program Improvement</b>	Year 5	Year 3	
<b>Number of Title I schools currently in Program Improvement</b>	3		
<b>Percentage of Title I schools currently in Program Improvement</b>	100.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	Parkside IS			San Bruno Park SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	58%	65%	63%	57%	62%	61%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	61%
All students at the school	63%
Male	71%
Female	57%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	82%
Filipino	83%
Hispanic or Latino	48%
Native Hawaiian or Pacific Islander	40%
White	75%
Two or more races	❖
Socioeconomically disadvantaged	49%
English learners	56%
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Parkside IS	San Bruno Park SD	California
English language arts/literacy	42%	43%	44%
Mathematics	35%	38%	33%

❖ 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.

❖ Information is not available at this time.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 6-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	274	267	97.4%	26%	28%	34%	7%
Male		126	46.0%	29%	30%	32%	4%
Female		141	51.5%	23%	26%	35%	10%
Black or African-American		6	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		1	0.4%	❖	❖	❖	❖
Asian		26	9.5%	15%	31%	38%	15%
Filipino		32	11.7%	9%	28%	44%	9%
Hispanic or Latino		118	43.1%	33%	28%	31%	3%
Native Hawaiian or Pacific Islander		19	6.9%	37%	21%	37%	0%
White		55	20.1%	22%	27%	33%	13%
Two or more races		8	2.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		125	45.6%	34%	30%	31%	2%
English learners		106	38.7%	42%	31%	20%	3%
Students with disabilities		22	8.0%	59%	14%	5%	9%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	274	267	97.4%	27%	32%	22%	13%
Male		126	46.0%	28%	31%	24%	10%
Female		141	51.5%	27%	33%	21%	15%
Black or African-American		6	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		1	0.4%	❖	❖	❖	❖
Asian		26	9.5%	19%	27%	23%	27%
Filipino		32	11.7%	16%	25%	31%	19%
Hispanic or Latino		119	43.4%	34%	30%	23%	7%
Native Hawaiian or Pacific Islander		19	6.9%	32%	42%	16%	5%
White		54	19.7%	20%	33%	22%	19%
Two or more races		8	2.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		126	46.0%	38%	33%	16%	8%
English learners		106	38.7%	45%	31%	12%	7%
Students with disabilities		22	8.0%	68%	14%	5%	9%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ 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.

◇ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	305	300	98.4%	24%	22%	40%	10%
Male		153	50.2%	28%	24%	35%	9%
Female		147	48.2%	20%	20%	46%	12%
Black or African-American		4	1.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		26	8.5%	15%	19%	50%	15%
Filipino		40	13.1%	3%	20%	53%	23%
Hispanic or Latino		141	46.2%	38%	25%	30%	4%
Native Hawaiian or Pacific Islander		19	6.2%	37%	21%	26%	5%
White		61	20.0%	10%	21%	56%	13%
Two or more races		8	2.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		121	39.7%	35%	31%	29%	1%
English learners		134	43.9%	41%	22%	31%	2%
Students with disabilities		24	7.9%	71%	13%	4%	4%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	305	302	99.0%	25%	33%	23%	13%
Male		154	50.5%	27%	30%	23%	14%
Female		148	48.5%	22%	37%	23%	12%
Black or African-American		4	1.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		26	8.5%	4%	12%	38%	42%
Filipino		41	13.4%	10%	29%	34%	24%
Hispanic or Latino		142	46.6%	40%	37%	11%	4%
Native Hawaiian or Pacific Islander		18	5.9%	22%	50%	22%	0%
White		61	20.0%	8%	33%	39%	16%
Two or more races		8	2.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		123	40.3%	35%	37%	17%	4%
English learners		136	44.6%	37%	34%	16%	7%
Students with disabilities		24	7.9%	71%	25%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	271	261	96.3%	29%	32%	30%	5%
Male		132	48.7%	33%	33%	27%	2%
Female		129	47.6%	25%	31%	33%	8%
Black or African-American		3	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		31	11.4%	19%	29%	35%	13%
Filipino		30	11.1%	3%	30%	43%	13%
Hispanic or Latino		115	42.4%	41%	37%	19%	1%
Native Hawaiian or Pacific Islander		16	5.9%	50%	31%	13%	0%
White		54	19.9%	19%	24%	46%	4%
Two or more races		5	1.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		110	40.6%	44%	35%	18%	1%
English learners		121	44.6%	41%	36%	17%	3%
Students with disabilities		31	11.4%	81%	19%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	271	261	96.3%	34%	27%	21%	12%
Male		132	48.7%	36%	24%	26%	9%
Female		129	47.6%	33%	30%	16%	15%
Black or African-American		3	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		31	11.4%	32%	6%	29%	32%
Filipino		30	11.1%	10%	30%	20%	37%
Hispanic or Latino		116	42.8%	44%	28%	16%	2%
Native Hawaiian or Pacific Islander		16	5.9%	56%	25%	13%	0%
White		53	19.6%	23%	32%	32%	11%
Two or more races		5	1.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		111	41.0%	46%	33%	10%	2%
English learners		121	44.6%	46%	23%	18%	6%
Students with disabilities		31	11.4%	68%	19%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

## Textbooks and Instructional Materials

The instructional-materials selection process in SBPSD, when there is adequacy of funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "Comparison Pilot," meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on October 14, 2015. The most recently adopted textbooks were from the state-approved list.

The textbook content fits within the State Board of Education-adopted curriculum frameworks. The district is in the final year of a four-year transition plan to align textbooks with Common Core State Standards.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Holt Literature & Language Arts, Harcourt	2005
English learners	<i>Inside</i> , Hampton Brown/National Geographic	2010
Mathematics	<i>Algebra Readiness</i> , McDougal Littell	2008
Mathematics	<i>Math Course 1</i> , McDougal Littell	2008
Science	<i>Focus on Life Science</i> , Glencoe/McGraw-Hill	2007
Science	<i>Focus on Physical Science</i> , Glencoe/McGraw-Hill	2007
History/social science	<i>History Alive!</i> , TCI	2004
History/social science	<i>Medieval and Early Modern Times</i> , Glencoe/McGraw-Hill	2006
History/social science	<i>The American Journey to World War I</i> , Glencoe/McGraw-Hill	2006

## Quality of Textbooks

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

Quality of Textbooks		2015-16 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 Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2015-16 School Year
Data collection date		10/2015

✧ Not applicable.

## 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

#### 2015-16 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	✧

## Homework

Homework is mandatory and must be completed as assigned. Students will be assigned approximately two hours of homework per night. Homework is a required part of the student's educational program. It is each student's responsibility to ask questions in class so his or her assignments are clearly understood. Students are responsible for having necessary materials to complete the assignment and to return homework on time.

## 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-serve 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.



## School Facilities

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 currently consists of 24 classrooms, a media center, portable classroom for music, multipurpose room, a special-education room, counseling office, two locker rooms (boys and girls), a staff room, and a gym.

Parkside Intermediate School serves approximately 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 four custodians keep each classroom and all the restrooms clean. The district maintenance department provides myriad services to the site. One of our goals this year is to begin transitioning gates and perimeter fencing around the school to push-bar gates so we can close the campus to the outside during the school day and improve the safety of everyone at school. In the meantime, besides the drills and other routines in place to safeguard students and staff, there are also cameras throughout the school, and fences around the main area of the school that help prevent unwelcomed access to the site.

All classified staff does an outstanding job of keeping the school running!

*"Preparing students for high school and beyond is one of the main goals of the work we do here at Parkside."*

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

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		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Fair
<b>Interior</b>	Fair	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Poor
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			11/5/2015
<b>Date of the most recent completion of the inspection form</b>			11/5/2015

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>Interior</b>	Door in music room has gap. Replaced door 12/31/2015.	
<b>Restrooms/fountains</b>	Floor drainage in 2nd story bathroom. Restrooms / fountains are assessed / monitored on a regular basis. Alternative cleaning method implemented. Replace or repaired as need between September 2015 and May 2016.	

## Types of Services Funded

Programs and supplemental services that are provided at the school either through categorical funds or other sources that support and assist students include After School Tutoring, partnerships with the city's Parks and Recreation Department, and Academic Centers funded through a grant from the San Mateo County Office of Education.

## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	Parkside IS		
Teachers	15-16	13-14	14-15	15-16
<b>With full credential</b>	103	39	34	35
<b>Without full credential</b>	2	0	0	1
<b>Teaching outside subject area of competence (with full credential)</b>	4	1	1	4

## 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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Parkside IS		
Teachers	13-14	14-15	15-16
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	1

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Parkside IS</b>	100.00%	0.00%
<b>All schools in district</b>	100.00%	0.00%
<b>High-poverty schools in district</b>	100.00%	0.00%
<b>Low-poverty schools in district</b>	100.00%	0.00%



*"You are welcome to visit us and share in the journey of educating young adolescents."*

## 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

#### 2014-15 School Year

#### Academic Counselors

**FTE of academic counselors** 2.60

**Average number of students per academic counselor** 327

#### Support Staff FTE

**Social/behavioral or career development counselors** 2.50

**Library media teacher (librarian)** 0.00

**Library media services staff (paraprofessional)** 1.00

**Psychologist** 0.33

**Social worker** 0.00

**Nurse** 0.00

**Speech/language/hearing specialist** 0.50

**Resource specialist (nonteaching)** 0.00

## 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	
2013-14 Fiscal Year	
<b>Total expenditures per pupil</b>	\$5,227
<b>Expenditures per pupil from restricted sources</b>	\$972
<b>Expenditures per pupil from unrestricted sources</b>	\$4,255
<b>Annual average teacher salary</b>	\$63,447

## Financial Data

The financial data displayed in this SARC is from the 2013-14 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://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](http://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.

District Salary Data	2013-14 Fiscal Year	
	San Bruno Park SD	Similar Sized District
<b>Beginning teacher salary</b>	\$38,700	\$42,723
<b>Midrange teacher salary</b>	\$67,513	\$65,936
<b>Highest teacher salary</b>	\$74,381	\$84,545
<b>Average elementary school principal salary</b>	\$98,817	\$106,864
<b>Average middle school principal salary</b>	\$102,548	\$110,494
<b>Superintendent salary</b>	\$129,135	\$159,133
<b>Teacher salaries: percentage of budget</b>	32%	40%
<b>Administrative salaries: percentage of budget</b>	5%	6%

## 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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Parkside IS</b>	\$4,255	\$63,447
<b>San Bruno Park SD</b>	\$6,063	\$65,179
<b>California</b>	\$5,348	\$69,086
<b>School and district: percentage difference</b>	-29.8%	-2.7%
<b>School and California: percentage difference</b>	-20.4%	-8.2%

## 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.

### School Accountability Report Card

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& Achievement  
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Data for this year's SARC was provided by the California Department of Education (CDE), 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://data1.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 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.