

# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Parkside Intermediate School

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Para español, visita:  
[www.sbpsd.k12.ca.us](http://www.sbpsd.k12.ca.us)

# San Bruno Park SD





### 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

### Principal's Message

Parkside Intermediate School in the 2016-17 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.

In 2015, 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 and lunchtime monitors, field-trip chaperones, fundraising helpers, as well as both general and music booster clubs, PTO, 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.

### 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 is funded through a grant from the San Mateo County Office of Education.

### 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.



*Proud Schools in a Proud Community*

### District Mission Statement

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

### San Bruno Park School District Belief Statements

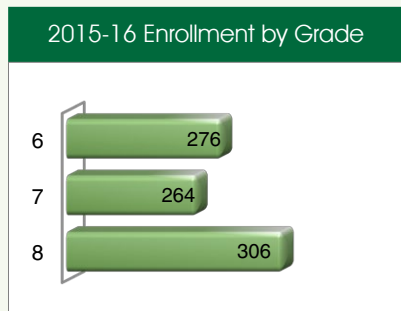
We believe that:

- 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.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



## 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.

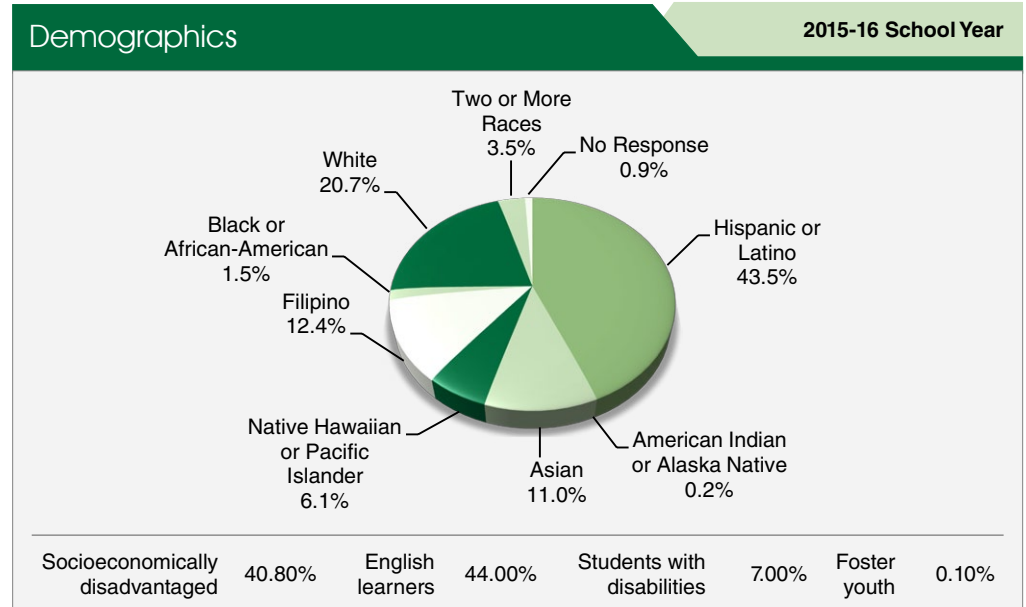
Parkside Professional Learning Teams have a shared prep period every day to collaborate and work to maximizing the learning for each student! Teaching teams also collaborate on early release Thursdays twice a month.

**Professional Development Days**

2014-15	3 days
2015-16	3 days
2016-17	3 days

## Enrollment by Student Group

The total enrollment at the school was 846 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



## 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 School Site Council 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 September 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 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 February 2017.

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.

## 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.

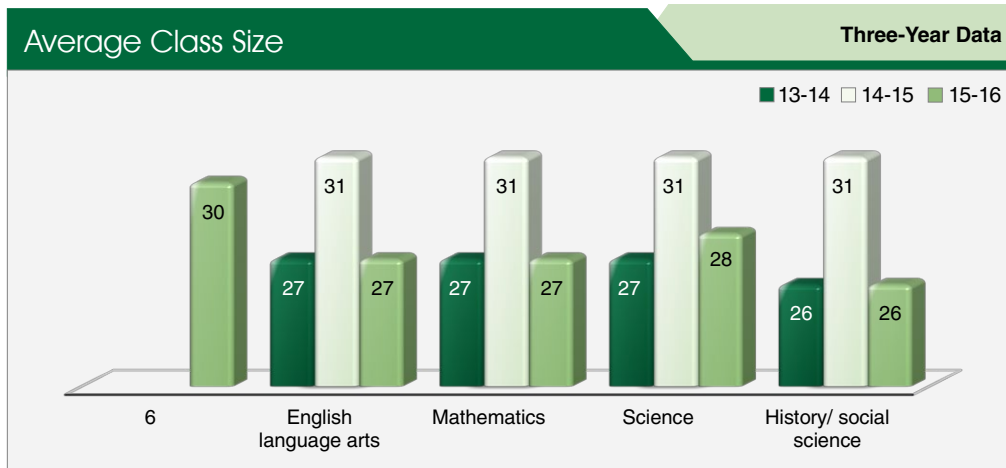
Parkside Intermediate School provides additional support for students with special needs. The Special Educator Program, three resource specialist program (RSP) and a special day class (SDC) are tailored to the Individualized Education Program (IEP) of each student with physical, emotional or learning 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.



### 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Subject	Grade	2013-14									2014-15									2015-16								
		Number of Students									Number of Students									Number of Students								
		1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+									
English language arts	6 <sup>th</sup> grade		9					5										9										
	7 <sup>th</sup> grade		9					2										10										
	8 <sup>th</sup> grade		9					2										10										
Mathematics	6 <sup>th</sup> grade		11					5										9										
	7 <sup>th</sup> grade	1*	10					2										10										
	8 <sup>th</sup> grade	1	8					2										10										
Science	6 <sup>th</sup> grade		11					4										9										
	7 <sup>th</sup> grade		10					2										10										
	8 <sup>th</sup> grade		10					2										10										
History/social science	6 <sup>th</sup> grade		11					4										9										
	7 <sup>th</sup> grade		10					2										10										
	8 <sup>th</sup> grade		10					2										10										

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

### 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.



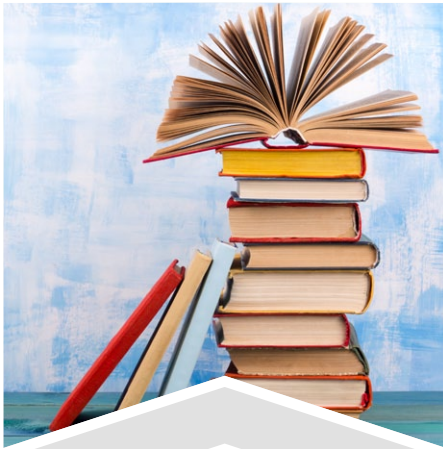
### Suspensions and Expulsions

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			
	13-14	14-15	15-16
Suspension rates	4.6%	2.1%	5.3%
Expulsion rates	0.6%	0.1%	0.0%
San Bruno Park SD			
	13-14	14-15	15-16
Suspension rates	1.3%	0.3%	2.8%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

### Achievements

In the 2015-16 school year, Parkside Intermediate School agreed to adopt CPM I, II and III Math. The math teachers voted to accept this curriculum versus pilot any additional systems. 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. In the 2016-17 school year, an ELA teacher began the full implementation of the Amplify curriculum as well.



## 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	
2015-16 School Year	
Grade 7	
Four of six standards	22.7%
Five of six standards	19.2%
Six of six standards	43.9%

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

## Measures for Improvement

In the 2015-16 school year, we reviewed student performance and Smarter Balanced Assessment Consortium data. We then polled the staff about what they felt our critical areas of need are, and what professional development was needed. The students completed the Healthy Survey and School Safety. Plus the parents completed a school wide survey.

## 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. This year we were able to hire an experienced bilingual EL teacher to support newcomer students.

## 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 special day class 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 modified 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.

## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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	2016-17 School Year	
	Parkside IS	San Bruno Park SD
Program Improvement status	In PI	In PI
First year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement	3	
Percentage of schools currently in Program Improvement	100.00%	



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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Parkside IS			San Bruno Park SD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65%	63%	58%	62%	61%	54%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	306	243	79.41%	58.02%	
Male	158	129	81.65%	58.14%	
Female	148	114	77.03%	57.89%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	27	24	88.89%	66.67%	
Filipino	42	37	88.10%	64.86%	
Hispanic or Latino	142	109	76.76%	45.87%	
Native Hawaiian or Pacific Islander	19	12	63.16%	41.67%	
White	62	49	79.03%	77.55%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	120	95	79.17%	38.95%	
English learners	136	103	75.74%	41.75%	
Students with disabilities	27	21	77.78%	61.90%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Parkside IS		San Bruno Park SD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	44%	44%	44%	46%	44%	48%
Mathematics	37%	39%	40%	41%	33%	36%

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

## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

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

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

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 6-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	273	268	98.20%	40.45%
Male	146	144	98.60%	36.81%
Female	127	124	97.60%	44.72%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	41	40	97.60%	57.50%
Filipino	37	36	97.30%	55.56%
Hispanic or Latino	100	98	98.00%	26.53%
Native Hawaiian or Pacific Islander	16	16	100.00%	31.25%
White	59	58	98.30%	43.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	121	119	98.40%	29.41%
English learners	112	110	98.20%	28.18%
Students with disabilities	28	27	96.40%	7.41%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	273	268	98.20%	35.07%
Male	146	144	98.60%	35.42%
Female	127	124	97.60%	34.68%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	41	41	100.00%	51.22%
Filipino	37	36	97.30%	50.00%
Hispanic or Latino	100	98	98.00%	19.39%
Native Hawaiian or Pacific Islander	16	16	100.00%	18.75%
White	59	58	98.30%	44.83%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	121	120	99.20%	20.83%
English learners	112	110	98.20%	21.82%
Students with disabilities	28	27	96.40%	11.11%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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





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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	269	255	94.80%	51.46%
Male	130	122	93.90%	45.22%
Female	139	133	95.70%	57.26%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	25	96.20%	80.95%
Filipino	29	29	100.00%	75.86%
Hispanic or Latino	117	112	95.70%	39.05%
Native Hawaiian or Pacific Islander	19	17	89.50%	35.71%
White	59	55	93.20%	59.26%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	122	116	95.10%	37.38%
English learners	109	104	95.40%	30.53%
Students with disabilities	20	20	100.00%	5.56%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	269	262	97.40%	47.56%
Male	130	126	96.90%	46.22%
Female	139	136	97.80%	48.82%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	26	100.00%	56.00%
Filipino	29	29	100.00%	58.62%
Hispanic or Latino	117	114	97.40%	38.10%
Native Hawaiian or Pacific Islander	19	18	94.70%	43.75%
White	59	57	96.60%	61.11%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	122	119	97.50%	33.96%
English learners	109	106	97.30%	23.96%
Students with disabilities	20	20	100.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	306	297	97.10%	40.53%
Male	158	153	96.80%	28.37%
Female	148	144	97.30%	54.47%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	48.15%
Filipino	42	42	100.00%	60.53%
Hispanic or Latino	142	135	95.10%	31.03%
Native Hawaiian or Pacific Islander	19	19	100.00%	16.67%
White	62	62	100.00%	51.85%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	120	114	95.00%	24.75%
English learners	136	132	97.10%	27.27%
Students with disabilities	27	25	92.60%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	306	296	96.70%	35.95%
Male	158	153	96.80%	36.29%
Female	148	143	96.60%	35.59%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	76.47%
Filipino	42	41	97.60%	57.58%
Hispanic or Latino	142	137	96.50%	17.09%
Native Hawaiian or Pacific Islander	19	18	94.70%	35.29%
White	62	60	96.80%	51.06%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	120	116	96.70%	20.79%
English learners	136	133	97.80%	26.32%
Students with disabilities	27	26	96.30%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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



## 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 12, 2016. 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Amplify	2016
English learners	Amplify	2016
Mathematics	CPM	2015
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>Discovering Our Past: Medieval and Early Modern Times</i> , Glencoe/McGraw-Hill	2006
History/social science	<i>Discovering Our Past: The American Journey to World War I</i> , Glencoe/McGraw-Hill	2006

## 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		2016-17 School Year
Parkside IS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

◇ Not applicable.

## 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 Textbooks

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

Currency of Textbooks	
2016-17 School Year	
Data collection date	10/12/2016

## Homework

Homework is mandatory and must be completed as assigned. Students may be assigned approximately two hours of homework per night. Homework is a required part of the student's educational program. Students are responsible for having necessary materials to complete the assignment and to return homework on time.



## 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 265 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, hallways, cafeteria and all the restrooms clean. The district maintenance department provides myriad services to the site. This year we began locking 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 and certificated staff do an outstanding job of keeping the school running!

In the summer of 2017, a new oversized portable was placed on the current black-top to support the growing music program.

*"In working together, we bring out the best in each other and create the best version of Parkside for everyone."*

## 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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Fair	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Fair	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Fair
<b>Electrical</b>	Good	<b>External</b>	Fair
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			10/25/2016
<b>Date of the most recent completion of the inspection form</b>			10/25/2016

## 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		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	Infrastructure in half of school is old and decaying. Phase I. ½ school is new – Phase II planned.	After bond measure or 10 years limit is lifted.
<b>Interior</b>	Many doors are filthy especially, around handles Formica damage on counters; baseboards splitting; wall coverings coming loose, corner guards missing; loose handrails; windows casing coming off.	Cleaning doors planned for summer 2017. All other repairs will be completed as time permits and materials located.
<b>Structural</b>	Roof vent leaks rain. Possible sprinklers leak. Repairs part of Phase II.	As funds become available.
<b>External</b>	Broken gate was repaired.	10/28/2016



## 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	16-17	14-15	15-16	16-17
<b>With a full credential</b>	116	34	35	35
<b>Without a full credential</b>	0	0	1	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	1	4	0

## Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Parkside IS		
Teachers	14-15	15-16	16-17
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	1	0

## Core Academic Classes Taught by Highly Qualified Teachers

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

Highly Qualified Teachers	2015-16 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%

✦ Not applicable.



## 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	
2015-16 School Year	
Academic Counselors	
<b>FTE of academic counselors</b>	0.0
<b>Average number of students per academic counselor</b>	✦
Support Staff	
FTE	
<b>Social/behavioral counselor</b>	1.6
<b>Career development counselor</b>	0.0
<b>Library media teacher (librarian)</b>	0.0
<b>Library media services staff (paraprofessional)</b>	1.0
<b>Psychologist</b>	1.0
<b>Social worker</b>	0.0
<b>Nurse</b>	0.0
<b>Speech/language/hearing specialist</b>	0.6
<b>Resource specialist (nonteaching)</b>	1.0
Other	
FTE	
<b>Special education paraprofessionals</b>	6.0



## 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	
2014-15 Fiscal Year	
<b>Total expenditures per pupil</b>	\$5,371
<b>Expenditures per pupil from restricted sources</b>	\$819
<b>Expenditures per pupil from unrestricted sources</b>	\$4,553
<b>Annual average teacher salary</b>	\$66,397

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data

The financial data displayed in this SARC is from the 2014-15 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

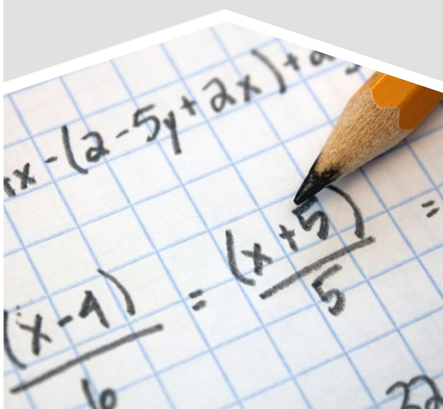
This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	San Bruno Park SD	Similar Sized District
<b>Beginning teacher salary</b>	\$39,338	\$44,507
<b>Midrange teacher salary</b>	\$68,597	\$68,910
<b>Highest teacher salary</b>	\$79,200	\$88,330
<b>Average elementary school principal salary</b>	\$103,346	\$111,481
<b>Average middle school principal salary</b>	\$107,511	\$115,435
<b>Superintendent salary</b>	\$135,634	\$169,821
<b>Teacher salaries: percentage of budget</b>	32%	39%
<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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Parkside IS</b>	\$4,553	\$66,397
<b>San Bruno Park SD</b>	\$6,607	\$61,508
<b>California</b>	\$5,677	\$71,610
<b>School and district: percentage difference</b>	-31.1%	+7.9%
<b>School and California: percentage difference</b>	-19.8%	-7.3%



## School Accountability Report Card

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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 Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.