



Parkside Intermediate School

1801 Niles Avenue • San Bruno, CA 94066 • (650) 624-3180 • Grades 6-8

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<https://www.sbpsd.org/parkside>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Bruno Park School District

500 Acacia Ave.

San Bruno, CA 94066

(650) 624-3100

www.sbpsd.org

District Governing Board

Teri L. Chavez

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Valerie Rogers, Ph.D.

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Educational Services**

Mariana Solomon

**Associate Superintendent, Business
Services**

Principal's Message:

Parkside Intermediate School is continuing to support a rigorous environment where all students are welcome. The school currently boasts an extremely diverse population of 736 students

Preparing students for high school and beyond is one of our main goals here at Parkside. It is the intent of Parkside administration to provide a clear path for students and parents, striving to make the transition from elementary to high school a seamless continuum of learning and social-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!

School Mission Statement

Parkside believes that every child, given a balanced educational foundation in a safe and risk free environment, will grow into a successful and independent member of our community.

San Bruno Park School District Vision Statement: The San Bruno Park School District will engage and inspire our students to be productive critical thinkers who embrace diversity, curiosity and innovation throughout their lives.

We believe that:

- The whole child
- Accountability
- Teamwork and collaboration
- Respect
- Ethical Behavior
- Innovation and creativity

In 2019, the district undertook the task of creating Portrait of the Graduate, which provides the ultimate vision of the skills with which all San Bruno students will attain by 8th grade: Compassionate, Collaborative, Critical Thinkers, Contributors, Creative and Innovative, and Communicators.



About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	260
Grade 7	266
Grade 8	263
Total Enrollment	789

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	11.8
Filipino	11
Hispanic or Latino	41.3
Native Hawaiian or Pacific Islander	6.6
White	20
Socioeconomically Disadvantaged	41.1
English Learners	26.2
Students with Disabilities	6.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Parkside Intermediate	17-18	18-19	19-20
With Full Credential	33	36	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Bruno Park School	17-18	18-19	19-20
With Full Credential	♦	♦	118
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Parkside Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The instructional-materials selection process in SBPSD, when there is adequate 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 textbook content fits within the State Board of Education-adopted curriculum frameworks. This year, the District began implementation of new History-Social Science curriculum. Science textbooks will be piloted during the Spring of 2020 and will make a final recommendation at the end of the 2020 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: 8/9/18

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Amplify - 2016 Supplemental: English 3D - 2018 READ 180/System 44 - 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CPM - 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Focus on Life Science, Glencoe/McGraw-Hill - 2007 Focus on Physical Science, Glencoe/McGraw-Hill - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TCI: Social Studies Alive! (6-8) 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	World Languages by Middlebury Interactive 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Teen Talk by Health Connected 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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 and library, a portable classroom for music, a multipurpose room, a special-education room, a counseling office, two locker rooms, a staff room, and a gym. The music portable was installed in February, 2018.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 9/12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cafeteria/MPR:
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Exterior Grounds: Gymnasium:
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Science Bldg: Restrooms seem to be intact but are closed and used for storage & are very cluttered.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Cafeteria/MPR: Science Bldg: Restrooms seem to be intact but are closed and used for storage & are very cluttered.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior Grounds:
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	48	48	49	50	50
Math	43	37	45	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	25.8	19.3	41.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	766	740	96.61	48.11
Male	404	395	97.77	44.56
Female	362	345	95.30	52.17
Black or African American	15	15	100.00	40.00
American Indian or Alaska Native	--	--	--	--
Asian	91	89	97.80	69.66
Filipino	83	79	95.18	72.15
Hispanic or Latino	321	312	97.20	36.22
Native Hawaiian or Pacific Islander	56	53	94.64	30.19
White	157	154	98.09	54.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	314	302	96.18	31.79
English Learners	303	284	93.73	29.93
Students with Disabilities	68	61	89.71	13.11
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	766	749	97.78	36.98
Male	404	396	98.02	37.37
Female	362	353	97.51	36.54
Black or African American	15	15	100.00	26.67
American Indian or Alaska Native	--	--	--	--
Asian	91	89	97.80	67.42
Filipino	83	82	98.80	62.20
Hispanic or Latino	321	315	98.13	20.95
Native Hawaiian or Pacific Islander	56	53	94.64	24.53
White	157	154	98.09	46.10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	314	307	97.77	21.17
English Learners	303	295	97.36	23.05
Students with Disabilities	68	60	88.24	6.67
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

The school district has the benefit of 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. Parents can volunteer to be classroom helpers, after-school sports program coaches, playground and lunchtime monitors, field-trip chaperones, fundraising helpers, as well as getting involved with PTO, English Learner Advisory Committee (ELAC), and the School Site Council (SSC). Parent education programs, such as PIQE (Parents Institute for Quality Education), have also been implemented over the past year. .

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety is an essential area of focus at Parkside Intermediate School. To safeguard the well-being of students and staff, a plan was developed by the administration and will be approved by the School Site Council on February 26th, 2020. The plan is updated annually at the beginning of the school year and includes:

- Big 5 Emergency Procedures

o (Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation)

- Visitor Policy
- Emergency Materials
- Personal Safety regarding bullying and harassment

Safety drills are held each month. In addition, Parkside has participated in the Great Shakeout the past two years. Parkside provides students access to two academic counselors in the main building. Any issues of bullying can be reported to the counseling department or the administration in the main office, either in person or via email. Any incidents that are reported to the counseling department or administration are investigated in a timely manner. In addition to the administration, three parents work as yard duty assistance to ensure the safety of each student at lunch. Before school and after school, the administration and teachers provide supervision to ensure student safety as well. All visitors at Parkside Intermediate School are required to sign in at the office and wear a visitor's pass at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	4.3	7.0
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.1	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	394.5

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	9	19		23	9	15		25	4	11	
Mathematics	23	6	17		23	9	14		25	5	15	1
Science	25	3	18		28	1	13		28	1	17	
Social Science	24	6	14		26	1	17		27	2	15	1

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

District and site provide time and resources for collaboration, planning, and professional development for all staff. In the 2018-2019 school year, teachers used SBAC data to identify areas of growth on which to focus. Listening and Speaking was a common area of growth across grade levels. Teachers met in departments throughout the school year to review and discuss progress in this area, as well as identify needs for their department. This was done on Site-designated Early Release Days. Teacher directed early release days were used for teacher planning and collaboration. Professional development days were also used to provide teachers with additional training that reinforced the areas of focus. Integrated ELD strategies, particularly in regards to speaking and listening, was provided to all grades and subjects. The math department used Professional Development days to begin on going collaboration with the math department at Capuchino High School, our feeder high school, with a focus on routines in reasoning and problem-based lesson structures.

In addition, 2018-2019 saw the implementation of the site Instructional Learning Team, which met twice a month to collaborate and create a site plan that focuses on improving instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,160	\$49,378
Mid-Range Teacher Salary	\$73,493	\$77,190
Highest Teacher Salary	\$84,893	\$96,607
Average Principal Salary (ES)	\$111,213	\$122,074
Average Principal Salary (MS)	\$115,414	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$188,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,147	\$782	\$4,365	\$70,209
District	N/A	N/A	\$6,770	\$70,906.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-43.2	3.9
School Site/ State	-40.4	-5.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Programs and supplemental services are provided onsite through either categorical funds or other sources that support student achievement. This includes the following:

- A partnership with the San Bruno Parks and Recreation Department to provide a variety of sports throughout the school year, as well as the ASA after school program.
- A grant through the San Mateo County Office of Education helps fund after school Academic Centers where students can receive tutoring.
- English 3D, which is the curriculum used in all ELD sections.
- Read 180, a reading intervention that is used in all SpEd ELA sections.
- WEB (Where Everybody Belongs) Program. In this program, 8th graders are given training to be WEB leaders. These leaders mentor the incoming 6th grade students throughout the school year.
- PIQE (Parent Institute for Quality Education) Program provides parent education and training to empower parents to be more active in their child's education.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.