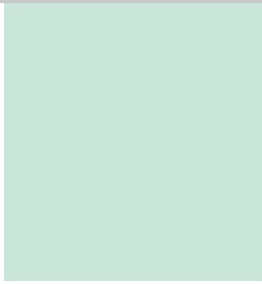


SARC



OUR  
MESSAGE

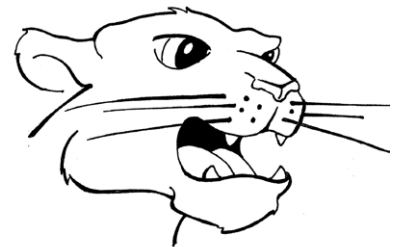


OUR  
TEACHERS

OUR  
SCHOOL

# Parkside Elementary School

2014-15  
School Accountability Report Card  
Published in 2015-16



Jeff Varner  
Principal  
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Pittsburg, CA 94565

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Phone: (925) 473-2420  
www.pittsburg.k12.ca.us/parkside

CDS Code: 07-61788-6004568

Para español, visita:  
www.pittsburg.k12.ca.us

SARC



## School Mission Statement

Parkside Elementary School is dedicated to the diverse Pittsburg community. Parkside students are given a solid foundation that stimulates thought, appreciation of culture, wonder and a lifelong passion for learning. Providing the tools necessary for all students as they enter middle school and beyond is Parkside Elementary School's top priority.

## Principal's Message

Parkside Elementary is only one of two schools not in Program Improvement in Pittsburg. By focusing on attendance, close communication with our parents, making every lesson count and making our students part of setting their educational goals, we have achieved two major goals.

Parkside Elementary School is that "dream" school that you want for your child. Many times our new families say, "They did not do that at our child's old school," because we challenge our students and expect them to do their best. Our staff of highly qualified professionals is extremely committed to your child. Parkside's teachers and support staff go that extra mile to educate our children.

Our first priority at Parkside is the safety of our children. Our parents trust us to take care of their children, and we take pride in keeping our children safe.

Parkside has a very detailed curriculum that is Common Core State Standards based. Our students are assessed at frequent intervals, and each child is taught based on the results of our assessments. All of our students aspire to be academically proficient, and they are recognized for that achievement. Thank you, Parkside families, for joining us on our journey in educating your children effectively.

Our Parkside kids will always remember that PARKSIDE RULES!!!

Jeff Varner

Principal

## Parental Involvement

At Parkside, we realize the importance of a strong relationship between the parents, students, staff and school. Our staff welcomes parents into their classrooms to volunteer and be a part of their child's education. Furthermore, we have parent nights that center around literacy, math and celebrating our different cultures. Through other resources we provide assistance for parents in helping with homework and English-language instruction.

Parents are encouraged to attend Parkside School Site Council (SSC) and the English Learner Advisory Committee (ELAC) meetings. Through these groups, parents have input in the education of their children. Parents are also recruited and encouraged to run for office for these committees.

Parents are encouraged to contact their child's teacher or parent liaison Claudia Barrera at (925) 473-4320 to volunteer and join us in their child's education.

## School Safety

Our school safety plan is reviewed and updated on an annual basis. The plan addresses the response to earthquakes, fire, intruders and other emergencies. Fire drills are conducted each month, and drills for earthquakes and intruders are conducted semiannually.

Visitors must sign in at the office, and the entire campus is fenced and secured with locked gates at all times while students are on campus.

The school safety plan was most recently reviewed, updated and discussed with school faculty in October 2015.

## 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 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.



## Pittsburg Unified Mission Statement

It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

## Governing Board

Mr. Duane Smith, President

Mr. De'Shawn Woolridge, Vice president

Dr. Laura Canciamilla, Trustee

Mr. George Miller, Trustee

Mr. Joseph Arenivar, Trustee

## Board Goals

### 1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

### 2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

### 3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

### 4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

### 5. High-Performing, Accountable Organization

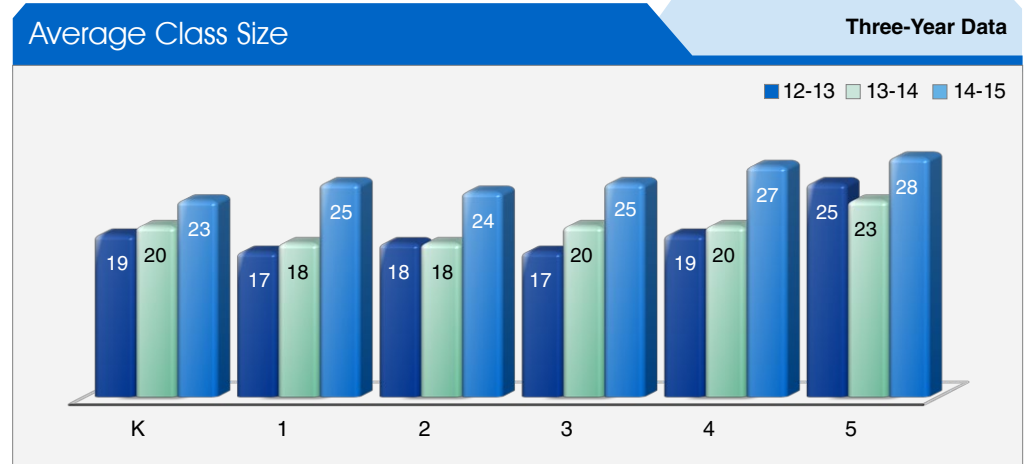
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

### 6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

## 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**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	6			6				6	
1	6			6				4	
2	6			7				4	
3	6			5				5	
4	1	5		1	4			4	
5		4		1	4			4	

## Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.

**Professional Development Days** **Three-Year Data**

	2013-14	2014-15	2015-16
Parkside ES	3 days	3 days	3 days

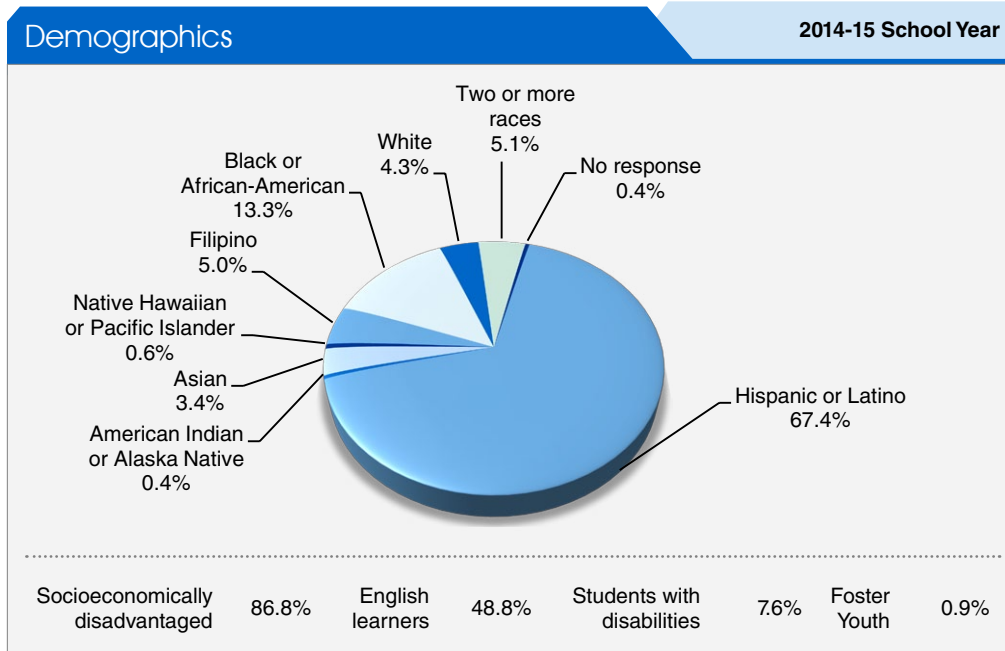


*"Our staff of highly qualified professionals is extremely committed to your child."*



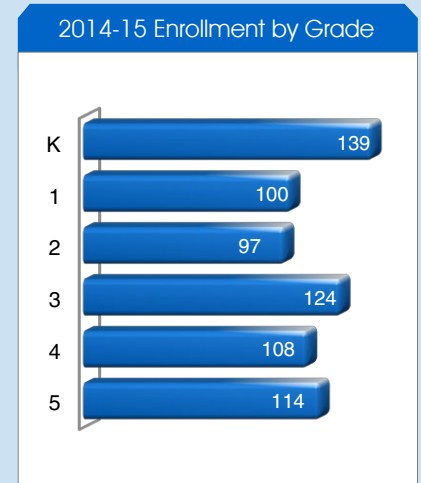
### Enrollment by Student Group

The total enrollment at the school was 682 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



### 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 ES			
	12-13	13-14	14-15
Suspension rates	2.5%	4.5%	3.0%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	12-13	13-14	14-15
Suspension rates	10.4%	10.8%	7.8%
Expulsion rates	0.1%	0.1%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

### 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).

California Physical Fitness Test		2014-15 School Year
Percentage of Students Meeting Fitness Standards	Parkside ES	
	Grade 5	
Four of six standards	23.3%	
Five of six standards	25.9%	
Six of six standards	18.1%	





## Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional Development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, data protocol, etc.
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

«Parkside Elementary School is that 'dream' school that you want for your child.»»

## 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 ES	Pittsburg USD	California	
<b>Met overall AYP</b>	Yes	No	Yes	
<b>Met participation rate:</b>				
<b>English language arts</b>	Yes	No	Yes	
<b>Mathematics</b>	Yes	Yes	Yes	
<b>Met percent proficient:</b>				
<b>English language arts</b>	■	■	■	
<b>Mathematics</b>	■	■	■	
<b>Met attendance rates</b>	Yes	Yes	Yes	
<b>Met graduation rate</b>	○	Yes	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 ES	Pittsburg USD	
<b>Program Improvement status</b>	Not In PI	In PI	
<b>First year of Program Improvement</b>	◇	2008-2009	
<b>Year in Program Improvement</b>	◇	Year 3	
<b>Number of Title I schools currently in Program Improvement</b>	8		
<b>Percentage of Title I schools currently in Program Improvement</b>	72.70%		

■ 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.

◇ Not applicable. The school is not in Program Improvement.

## 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 ES			Pittsburg USD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	27%	28%	22%	44%	49%	42%	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	42%
All students at the school	22%
Male	30%
Female	15%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	18%
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	20%
English learners	2%
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 ES	Pittsburg USD	California
English language arts/literacy	27%	29%	44%
Mathematics	19%	21%	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 3-5.

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 3

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	122	119	97.5%	44%	24%	19%	13%
Male		62	50.8%	47%	24%	16%	13%
Female		57	46.7%	40%	23%	23%	12%
Black or African-American		19	15.6%	47%	21%	21%	11%
American Indian or Alaska Native		1	0.8%	❖	❖	❖	❖
Asian		4	3.3%	❖	❖	❖	❖
Filipino		8	6.6%	❖	❖	❖	❖
Hispanic or Latino		79	64.8%	42%	25%	22%	10%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	1.6%	❖	❖	❖	❖
Two or more races		6	4.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		110	90.2%	45%	25%	19%	9%
English learners		54	44.3%	46%	24%	24%	6%
Students with disabilities		10	8.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	122	118	96.7%	39%	33%	22%	6%
Male		62	50.8%	39%	31%	21%	10%
Female		56	45.9%	39%	36%	23%	2%
Black or African-American		19	15.6%	42%	32%	26%	0%
American Indian or Alaska Native		1	0.8%	❖	❖	❖	❖
Asian		4	3.3%	❖	❖	❖	❖
Filipino		8	6.6%	❖	❖	❖	❖
Hispanic or Latino		78	63.9%	38%	32%	26%	4%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	1.6%	❖	❖	❖	❖
Two or more races		6	4.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		109	89.3%	40%	35%	20%	5%
English learners		54	44.3%	37%	31%	30%	2%
Students with disabilities		10	8.2%	❖	❖	❖	❖
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 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	114	112	98.2%	59%	22%	12%	6%
Male		58	50.9%	59%	24%	12%	3%
Female		54	47.4%	59%	20%	11%	9%
Black or African-American		18	15.8%	56%	33%	11%	0%
American Indian or Alaska Native		2	1.8%	❖	❖	❖	❖
Asian		3	2.6%	❖	❖	❖	❖
Filipino		6	5.3%	❖	❖	❖	❖
Hispanic or Latino		73	64.0%	63%	22%	8%	5%
Native Hawaiian or Pacific Islander		1	0.9%	❖	❖	❖	❖
White		6	5.3%	❖	❖	❖	❖
Two or more races		3	2.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		94	82.5%	63%	22%	10%	4%
English learners		53	46.5%	81%	9%	9%	0%
Students with disabilities		13	11.4%	92%	8%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	114	113	99.1%	44%	35%	13%	4%
Male		58	50.9%	47%	33%	14%	5%
Female		55	48.2%	42%	38%	13%	4%
Black or African-American		18	15.8%	44%	33%	17%	0%
American Indian or Alaska Native		2	1.8%	❖	❖	❖	❖
Asian		3	2.6%	❖	❖	❖	❖
Filipino		6	5.3%	❖	❖	❖	❖
Hispanic or Latino		73	64.0%	49%	37%	11%	1%
Native Hawaiian or Pacific Islander		1	0.9%	❖	❖	❖	❖
White		6	5.3%	❖	❖	❖	❖
Two or more races		4	3.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		95	83.3%	47%	38%	11%	1%
English learners		53	46.5%	58%	34%	6%	0%
Students with disabilities		13	11.4%	69%	15%	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 5

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	118	115	97.5%	39%	27%	26%	4%
Male		52	44.1%	44%	29%	17%	4%
Female		63	53.4%	35%	25%	33%	5%
Black or African-American		15	12.7%	53%	27%	20%	0%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	5.9%	❖	❖	❖	❖
Filipino		4	3.4%	❖	❖	❖	❖
Hispanic or Latino		76	64.4%	41%	30%	21%	3%
Native Hawaiian or Pacific Islander		2	1.7%	❖	❖	❖	❖
White		3	2.5%	❖	❖	❖	❖
Two or more races		8	6.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		104	88.1%	40%	27%	26%	3%
English learners		43	36.4%	58%	35%	2%	0%
Students with disabilities		9	7.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	118	117	99.2%	51%	36%	6%	6%
Male		52	44.1%	48%	35%	8%	8%
Female		65	55.1%	54%	37%	5%	5%
Black or African-American		15	12.7%	80%	20%	0%	0%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		8	6.8%	❖	❖	❖	❖
Filipino		4	3.4%	❖	❖	❖	❖
Hispanic or Latino		77	65.3%	56%	35%	4%	4%
Native Hawaiian or Pacific Islander		2	1.7%	❖	❖	❖	❖
White		3	2.5%	❖	❖	❖	❖
Two or more races		8	6.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		106	89.8%	54%	34%	7%	5%
English learners		44	37.3%	75%	23%	0%	0%
Students with disabilities		9	7.6%	❖	❖	❖	❖
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

California state-adopted textbooks are recommended by district committees adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks or instructional materials consistent with the state board-adopted curriculum framework cycle.



### Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	Treasures, Macmillan/McGraw-Hill (K-5)	2010
Mathematics	Macmillan/McGraw-Hill (K-5)	2008
Science	Macmillan/McGraw-Hill (K-5)	2007
History/social science	Scott Foresman (K-5)	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

2015-16 School Year

Parkside ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

## 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

◇ Not applicable.

## Currency of Textbook Data

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

### Currency of Textbooks

2015-16 School Year

Data collection date	9/2015
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*"Parkside's teachers and support staff go that extra mile to educate our children."*



## School Facility Items Inspected

The table shows 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



*"All of our students aspire to be academically proficient, and they are recognized for that achievement."*



## 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. At the time of this school facility inspection, no deficiencies were found.

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>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Exemplary
<b>Date of the most recent school site inspection</b>			8/18/2015
<b>Date of the most recent completion of the inspection form</b>			8/18/2015

## School Facilities

The Parkside campus was built in the 1950s and renovated in the 1990s. There are 28 classrooms (seven of which are portables), three playgrounds, a library, parent room, three computer labs and about a dozen smaller rooms, which function in a number of capacities (speech therapist's office, administrative offices, counseling center and more).

The custodial staff at Parkside—which is regularly recognized by the district for its exemplary performance—keeps the building and grounds clean and tidy at all times.

Every site is inspected according to the guidelines generated by the Williams case settlement decision. The site administrator and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis, and discrepancies are noted, work orders created, and corrections made on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

During the day, the gates are closed and locked to the public. All visitors must enter through the front of the school building.

All visitors are required to sign in at the office and get a visitor's pass. All employees wear district-issued identification badges. Front gates are opened during dismissal.

Facility projects include:

- New flooring installed throughout the halls and cafeteria
- New folding cafeteria tables were installed in October 2008
- The computer lab was installed in November 2008

All classrooms are equipped with document cameras, new computers, and ceiling-mounted projectors.

The multiuse room is equipped with a wireless microphone system, ceiling-mounted projector, and other presentation devices.

A document camera, LCD screen and new computers were installed in the library.

A parent-information system was installed in the office.

New windows were installed in the front of the school, providing a safer and brighter environment for students and staff.

*"Our Parkside kids will always remember that PARKSIDE RULES!!!"*



## 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			
	Pittsburg USD	Parkside ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	485	34	32	31
Without full credential	15	0	0	0
Teaching outside subject area of competence (with full credential)	7	0	0	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Parkside ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## 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
Parkside ES	100.00%	0.00%
All schools in district	86.66%	13.34%
High-poverty schools in district	86.66%	13.34%
Low-poverty schools in district	◇	◇

◇ 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	
2014-15 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
<b>Support Staff</b>	
	FTE
Social/behavioral or career development counselors	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
Other	FTE
Media aide	1.0
Language acquisition aide	1.0
Classroom and resource aide	2.0



## 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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,679
Expenditures per pupil from restricted sources	\$1,128
Expenditures per pupil from unrestricted sources	\$3,551
Annual average teacher salary	\$64,285

## 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	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$41,429	\$43,062
Midrange teacher salary	\$61,869	\$67,927
Highest teacher salary	\$76,884	\$87,811
Average elementary school principal salary	\$101,398	\$110,136
Average middle school principal salary	\$109,895	\$115,946
Average high school principal salary	\$121,484	\$124,865
Superintendent salary	\$189,855	\$211,869
Teacher salaries: percentage of budget	37%	39%
Administrative salaries: percentage of budget	6%	5%

## Financial Data Comparison

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

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Parkside ES	\$3,551	\$64,285
Pittsburg USD	\$6,035	\$61,038
California	\$5,348	\$59,180
School and district: percentage difference	-41.1%	+5.3%
School and California: percentage difference	-33.6%	+8.6%

## 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

PUBLISHED BY:



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.