

Park Side Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Park Side Elementary School
Street	7450 Bodega Ave.
City, State, Zip	Sebastopol, CA 95472
Phone Number	(707) 829-7400
Principal	Linda Irving
E-mail Address	lirving@sebusd.org
Web Site	https://parkside.sebastopolschools.org/
CDS Code	49709386052229

District Contact Information	
District Name	Sebastopol Union Elementary School District
Phone Number	(707) 829-4570
Superintendent	Linda Irving
E-mail Address	lirving@sebusd.org
Web Site	www.sebastopolschools.org

School Description and Mission Statement (School Year 2018-19)

Park Side provides an academically rigorous, 21st-century learning experience through an inquiry-based instructional program. Students are provided with opportunities to use and develop their creative and critical thinking skills and to understand their roles as active members of their community. Through the dynamic combination of knowledge building, the teaching of higher order thinking skills, and a commitment toward the development of a global perspective, we enable our students to leave Park Side as life-long learners. Park Side School provides an environment where staff, students, parents, and the community work together to encourage a hunger for knowledge. Park Side students become responsible participants in our culturally diverse, democratic society.

Park Side Elementary School has maintained an unwavering commitment to providing students with a rich, broad academic foundation on which to build successful futures. Excellence in the core academic subjects is paramount, while dedication to the integration of the sciences, the arts, and physical education is essential for a well-rounded curriculum. Progress toward mastery of academic standards is monitored through a variety of formative assessments. Data collected from various measures is used by teachers to improve teaching practices and differentiate for the needs of individual students.

Park Side implements a social-emotional curriculum called TOOLBOX that is designed to build community and citizenship through common language based on personal awareness. TOOLBOX is a nationally recognized program that develops resiliency in children while encouraging empathy for others. Additionally, students are recognized for demonstrating “Tiger Traits,” including Teamwork, Integrity, Good Citizenship, Empathy, and Responsibility. Park Side staff believes that all students have the ability to learn and are committed to providing programs and conditions that ensure success. Curriculum and instruction are consistent with the Common Core State Standards and reflect current research on best practices for effective instruction. The implementation of fine arts and technology enhance instruction.

In addition to the standards-based curriculum, Park Side offers a robust gardening program and comprehensive music classes. The staff strives to maintain strong partnerships with parents, community groups, and civic organizations that support students’ social endeavors, personal growth, and academic success. Park Side is committed to promoting a safe and supportive educational environment that addresses children’s individual needs while challenging all students to realize their full potential.

The district is committed to providing the following:

- 1) A comprehensive educational program that meets the needs of all students through diverse instructional practices
- 2) A rigorous standards-based curriculum that is articulated through the grade levels and measured by formative assessments
- 3) Services to students that promote character development, citizenship, positive personal relationships, and healthy lifestyles
- 4) A state-of-the-art facility that encourages pride among its stakeholders, including classrooms that support the educational program and ensure the safety of all students
- 5) A genuine partnership with parents and the community
- 6) A highly trained, collaborative, and committed staff
- 7) Effective leadership, demonstrated by the Board of Trustees and administrative team, that empowers Park Side’s dedicated staff

Our Mission:

As a progressive district that is an integral part of its engaged and diverse community, Sebastopol Union School District graduates all of its students as globally-minded citizens, critical and creative thinkers, skilled collaborators, and fully-engaged learners who achieve academic excellence and are socially and emotionally resilient; we accomplish this with inspired teaching of a rigorous and meaningful curriculum in a dynamic learning environment where we support and challenge every student in partnership with families and community.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	64
Grade 1	55
Grade 2	59
Grade 3	41
Grade 4	47
Total Enrollment	266

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.8
Asian	0.4
Filipino	0.4
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.4
White	48.9
Socioeconomically Disadvantaged	49.6
English Learners	22.9
Students with Disabilities	10.9
Foster Youth	1.1

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	14	14	27
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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 2018-19)

Year and month in which data were collected: Jan 2019

In 17-18 Park Side fully implemented English Language Arts (Benchmark) and Mathematics (Bridges) instructional materials K-4

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Universe	Yes	0
Mathematics	Bridges	Yes	0
Science	McGraw-Hill	Yes	0
History-Social Science	Scott Foresman	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

1. Classroom ceilings continue to be monitored for evidence of leaking. Tiles were replaced, and painted.
2. The raised beds in the school garden were inspected for damage and rot. They were reinforced and replaced as needed.
3. Ceiling leaks in one classroom in the main building continue to be problematic, although concerted efforts to find and repair the source of the leaks has greatly improved the problem and reduced the frequency of occurrence from "regular" to "intermittent."

The facility grounds needed general cleanup, mowing and maintenance after a warm summer season. General facility grounds maintenance was completed prior to the beginning of school.

Restructuring of the district's maintenance department has allowed for a facilities maintenance and repair plan to be developed and implemented. Several facilities walk-throughs by the maintenance team, and district and site administration provided the information needed to prioritize the maintenance and repair projects, placing issues that impact health and safety at the top of the list. Close examination was given to the doors, walls, floors, ceilings, carpets, windows and working hardware. All areas of each classroom were inspected, including the closets and storage areas, ceilings, vents and water fountains. We looked for evidence of leaks, discolored walls or ceiling tiles. Ventilation and heating filters were replaced. All the school bathrooms were inspected, examining the pipes and hardware, walls, windows and floors. The tiled walls were sound, as were the partitions and plumbing. The school inspections included the Library, Multi-Purpose Room/cafeteria, and the storage sheds used to house playground equipment. All of the outside facilities were inspected, including the perimeter fences, gates and locks. In addition, each roof was inspected, swept clean of debris and accumulated branches and leaves, then checked closely for cracks and wear.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/28/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/28/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof repairs are needed They are underway and will continue into the following fiscal year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/28/19	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	56.0	55.0	52.0	54.0	48.0	50.0
Mathematics (grades 3-8 and 11)	51.0	44.0	37.0	38.0	37.0	38.0

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	88	98.88	54.55
Male	51	50	98.04	46.00
Female	38	38	100.00	65.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	35	34	97.14	41.18
White	43	43	100.00	60.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50	43.59
English Learners	23	22	95.65	36.36
Students with Disabilities	12	12	100.00	16.67
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.75	43.68
Male	51	49	96.08	38.78
Female	38	38	100	50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	35	33	94.29	33.33
White	43	43	100	46.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.5	25.64
English Learners	23	22	95.65	27.27
Students with Disabilities	12	11	91.67	27.27
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2018-19)

Opportunities for Parental Involvement – Most Recent Year: Park Side School is supported on a continual basis by a network of parent volunteers who assist teachers and staff both in and out of the classroom. The Sebastopol Education Foundation (SEF) is also a vital part of Park Side’s parent participation program. Throughout the year, SEF’s volunteers work tirelessly, raising funds to sponsor many activities and programs for Park Side School. The School Site Council provides ongoing support to Park Side by organizing family activities and fundraisers. Park Side always welcomes and appreciates our community of parent volunteers. The ELAC (English Language Advisory Council), comprised of parents of students who are learning English as a second language, meet on a regular basis to discuss the needs and programs that serve English learners. Additionally, the council provides insight into the impact that linguistic and cultural differences may have on learning and creates opportunities for the entire school population to benefit from the riches that we may enjoy because we are fortunate enough to live in a culturally diverse community.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	1.0	0.0	0.0	2.3	1.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Park Side's School Safety Plan is designed to positively support the health and safety of school employees, students, and community. The Safety Plan is designed to serve as a quick reference manual to help all employees become familiar with the proper procedures, telephone numbers, and forms to deal with all types of emergencies. The plan is reviewed yearly, and training is provided to all the certificated and classified staff in order to prepare for emergency response to medical emergencies, bomb threats, natural disasters, and crisis procedures.

The School and District provide safety in-service opportunities, conduct annual site inspections, review safety suggestions, review hazard reporting, report to School Board annually on the status of repairs, and address compliance issues. Park Side adheres closely to all State and Federal regulations that relate to student and employee health and safety issues. The District utilizes the Parent Square parent communication system to get messages to families ranging from routine information to school emergency closures.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		22	1	3		21	1	2	
1	23		1		27		1		23		2	
2	24		2		28		2		23		3	
3	24		2		27		2		21	1	1	
4	28		2		23		2		24		2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,801.22	\$2,491.69	6,309.53	\$68,857
District	N/A	N/A	\$9,200.69	\$68,891
Percent Difference: School Site and District	N/A	N/A	-37.3	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	-12.1	8.5

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 (Fiscal Year 2017-18)

Park Side offers student counseling and intervention services through its counseling staff, school psychologist, and Rainbow House. Academic intervention in reading for at-risk students is provided by a Reading Specialist. Through a generous donation from the Sebastopol Rotary Club, Learn with Me provides 1:1 support to students in need via trained volunteers. The library at Park Side is an excellent resource for students to obtain reference materials for class assignments as well as books for their reading enjoyment. Our school librarian ensures that the most current materials are available to our students. The Park Side School Garden provides opportunities for environmental education and to study the relationship between agriculture and community that distinguishes this area. The Garden Project was recently enhanced. Park Side School is also equipped with a regulation baseball field, which is also used after-school throughout the year by community sports organizations. A partnership between the Sonoma County Bicycle Coalition, the City of Sebastopol and the Sebastopol Union School District teaches students about bicycle and pedestrian safety, as well as the health benefits to individuals and to the environment of walking or bicycling to school. Park Side Elementary School is very fortunate to be the recipient of additional educational funding through grants provided by SEF, (Sebastopol Education Foundation), Parcel Tax dollars, and Sebastopol Education Foundation (SEF) fundraising as well as ongoing donations from our community in support of our enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,405	\$44,375
Mid-Range Teacher Salary	\$63,328	\$65,926
Highest Teacher Salary	\$78,052	\$82,489
Average Principal Salary (Elementary)	\$0	\$106,997
Average Principal Salary (Middle)	\$103,661	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$134,800	\$121,894
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	3.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The primary focus for Professional Development over the past several years has been to hone our instructional practices by linking them to Common Core Standards based on data results and the integration of instructional technology in the classroom. Teachers continue to receive training in the development of our Response to Intervention Program, in the implementation of instructional strategies that effectively support English Learners, in analyzing student achievement data as a means of determining how best to differentiate instruction and implementing common assessments for monitoring academic progress in English Language Arts and Math as well as the Common Core.