

Park Side Elementary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15



Park Side Elementary Contact Information (School Year 2014-15)

7450 Bodega Ave.

Sebastopol, CA 95472-3651

(707) 829-7400

Principal: Linda Irving, Superintendent/Principal

Contact E-mail Address: lirving@sebusd.org

County-District-School (CDS) Code: 49709386052229

Sebastopol Union Elementary

Contact Information (School Year 2014-15)

(707) 829-4570

www.sebastopolschools.org

Superintendent: Linda Irving

Contact E-mail Address: lirving@sebusd.org



Park Side Elementary 2013-14

School Accountability Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year

School Name	Park Side Elementary
Street	7450 Bodega Ave.
City, State, Zip	Sebastopol, CA 95472-3651
Phone Number	(707) 829-7400
Principal	Linda Irving, Superintendent/Principal
E-mail Address	lirving@sebusd.org
Web Site	www.sebastopolschools.org
County-District-School (CDS) Code	49709386052229

School Description and Mission Statement- Most Recent Year

As an International Baccalaureate School, Park Side provides an academically rigorous, 21st Century learning experience that values and fosters "international mindedness" through an inquiry-based instructional program. Students are provided with multiple opportunities every day to use and develop their creative and critical thinking skills and to understand their roles as responsive and responsible members of their community. The IB Program has identified ten traits that comprise the Learner Profile it seeks to engender in all students, supporting them to become: Thinkers, Inquirers, Risk-takers, Principled, Caring, Open-minded, Balanced, Knowledgeable, Communicators and Reflective.

Through the dynamic combination of knowledge-building, teaching of higher order thinking skills, a commitment toward the development of a global perspective, we nurture the qualities that enable our students to leave Park Side as life-long learners who have the skills and confidence to pursue a life of active, responsible citizenship.

Park Side School provides an environment where staff, students, parents and the community work together to ensure that a hunger for knowledge and understanding, cooperation, tolerance and self-discipline enable our students to become lifelong learners and responsible participants in our culturally diverse, democratic society. In its 75 years of existence, Sebastopol's 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 throughout all subject areas is considered essential for a well-rounded curriculum. Progress toward the attainment of academic standards is monitored through a variety of performance measures, information from which is used by teachers to continually improve their teaching practices.

Park Side implements a social/emotional curriculum called Tool Box that is designed to build community and citizenship through a common language based on personal and social awareness. Tool Box is a nationally recognized program that develops resiliency in children while engendering compassion and empathy for others. In addition, Park Side pro-actively promotes a positive and safe school climate through its participation in the Building Effective Schools Together (BEST) program that is designed to maintain a healthy school-wide atmosphere with effective management practices. Park Side supports the emotional needs of children through its long-standing, highly effective Rainbow House program. Here at Park Side, we believe that all students have the ability to learn and succeed, and we are committed to providing programs and conditions that ensure their success.

Curriculum and instruction are consistent with state standards and reflect current research on 'best practices' for effective instruction. Fine arts and technology enhance our instruction. We offer PE and Spanish through Specialists in those areas and Art and Music are integrated within the regular class program. We strive to maintain strong collaborative partnerships with parents, community groups, and civic organizations that support and promote each child's social endeavors, personal growth and superior academic goals.

Park Side is committed to promoting a happy and supportive educational environment that addresses children's individual needs while challenging all students to realize their full potential. We support the development of self-esteem, self-worth and a positive self-image. It is the mission of the Sebastopol School District to provide exemplary services to the students of the Sebastopol community.

The District is committed to providing the following:

- 1) A comprehensive educational program that meets the needs of all students through diverse instructional options;
- 2) A curriculum of rigorous standards that are articulated through the grade levels and measured by multiple accountability systems.
- 3) Services to students that promote character development, citizenship, positive personal relationships and healthy life styles.
- 4) A 'state-of-the-art' facility that encourages pride among its stakeholders, supports the educational program, and ensures the safety of its students.
- 5) A genuine partnership with its parents, support organizations and the business community .
- 6) A highly trained collaborative, and committed staff.
- 7) Effective leadership among the Board of trustees and Administration that is representative of the community and empowers the excellent work of its staff.

All classroom teachers are fully credentialed, and many have advanced degrees. The school principal and all staff members are dedicated to nurturing the whole child through a high quality core curriculum. Students with special needs have full access to the core curriculum. This curriculum is updated to align with the California State Frameworks and State Standards in every subject area.

Student Enrollment by Grade Level (School Year 2013-14)

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Grade Level	Number of Students
Transitional Kindergarten	6
Kindergarten	40
Grade 1	34
Grade 2	26
Grade 3	38
Grade 4	30
Grade 5	37
Total Enrollment	211

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.9
Asian	1.3
Filipino	0
Hispanic or Latino	47.6
Native Hawaiian/Pacific Islander	0.9
White	43.3
Two or More Races	4.7
Socioeconomically Disadvantaged	51.9
English Learners	27.5
Students with Disabilities	9.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	15	13	12	35
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	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:--- ---

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2002 Good Quality	Houghton-Mifflin	0%
Mathematics	2004 Good Quality	Houghton-Mifflin	0%
Science	2002 Good Quality	McGraw-Hill	0%
History-Social Science	2006 Good Quality	Scott Foresman	0%
Foreign Language	n/a	n/a	N/A
Health	n/a	n/a	N/A
Visual and Performing Arts	n/a	n/a	N/A
Science Laboratory Equipment (grades 9-12)	n/a	n/a	N/A

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.

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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.

School Facility Good Repair Status - Most Recent Year

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—
Interior: Interior Surfaces		—	—
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—
Electrical: Electrical		—	—
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—
Safety: Fire Safety, Hazardous Materials		—	—
Structural: Structural Damage, Roofs		—	—
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	46%	35%	71%	66%	61%	69%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	69%
All Students at the School	71%
Male	68%
Female	72%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	60%
Native Hawaiian or Pacific Islander	N/A
White	84%
Two or More Races	N/A
Socioeconomically Disadvantaged	62%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57%	64%	62%	64%	68%	64%	54%	56%	55%
Mathematics	67%	63%	64%	55%	55%	54%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	74%	64%	55%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	7	6
Similar Schools	1	9	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	88	4	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	129	12	-18
Native Hawaiian or Pacific Islander			
White	81	6	13
Two or More Races			
Socioeconomically Disadvantaged	115	25	-27
English Learners			
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	32.6%	27.9%	27.9%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

C. Engagement

State Priority: Parental Involvement

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

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

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 in and out of the classroom.

There is an active International Baccalaureate (IB) Parent Steering Committee that supports the IB Program through fundraising, sponsoring community-building family events and acting as an information conduit between the school and the parent community.

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 IB Steering Committee is invaluable for their on- going support to Park Side School, organizing family activities, and fundraising and any form of School support that is needed or requested. 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 our English learners, to provide insight into the impact that linguistic and cultural differences may have on learning and to create opportunities for the entire school community 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	0	0.9	0	4	2.4	2.8	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

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 Blackboard Connect 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

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Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	2	0	17	1	1		24		2	
1	18.7	3	0	0	15	2	1		26		1	
2	19.7	3	0	0	17	1	1		21	1	1	
3	28.7	0	3	0	18	1	1		17	1	1	
4	30	0	1	0	21	1	1		18	1	1	
5	28	0	1	0	31		1		22	1	1	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non - teaching)	0	N/A
Other		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.

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Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,666	\$2,543	\$5,132	\$65,701
District	N/A	N/A	\$6,435	\$65,701
Percent Difference - School Site and District	N/A	N/A	-20.25	N/A
State	N/A	N/A	\$4,690	\$57,931
Percent Difference - School Site and State	N/A	N/A	9.42	13.41

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

Types of Services Funded (Fiscal Year 2013-14)

Park Side offers student counseling and intervention services through its counseling staff, Rainbow House and Rainbow Connection, and in collaboration with West Sonoma County Community Services.

Academic intervention in reading for at-risk students is provided by a Reading Specialist. Music and Art programs have proven to be highly successful and well received by both students and parents.

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 by the addition of a Vermiculture Project that allows students to witness how food waste is transformed by worms to become nutrient-rich compost that may be used to replenish the soil in the garden.

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 PTSA fundraising as well as ongoing donations from our community in support of our enrichment programs.

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Teacher and Administrative Salaries (Fiscal Year 2012-13)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,388	\$38,970
Mid-Range Teacher Salary	\$56,872	\$56,096
Highest Teacher Salary	\$70,094	\$71,434
Average Principal Salary (Elementary)	\$89,103	\$91,570
Average Principal Salary (Middle)	\$0	\$97,460
Average Principal Salary (High)	\$0	\$99,544
Superintendent Salary	\$122,850	\$107,071
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	5%	7%

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 as International Baccalaureate (IB) teachers. Park Side School embarked on the journey of becoming an International Baccalaureate School offering the Primary Years Program in 2007. The IB Organization requires that all teachers in an IB School be formally trained in the curriculum and instructional philosophy and practices that are foundational IB schools around the world. Once they have been certified by the IB Organization, teachers continue the process of refining their program and teaching practice through collaborative study, by availing themselves of higher level training offered through the IB Organization and by participating in teacher workshops offered by regional associations of IB Schools.

In addition, 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