

Park Side Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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	http://sebastopolschools.org/park-side-elementary/
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 2016-17)

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 Gardening 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 Common Core State Standards.

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 2015-16)

Grade Level	Number of Students
Kindergarten	67
Grade 1	45
Grade 2	54
Grade 3	48
Grade 4	56
Total Enrollment	270

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	0.4
Filipino	0.4
Hispanic or Latino	37.4
Native Hawaiian or Pacific Islander	0.7
White	48.9
Two or More Races	9.6
Socioeconomically Disadvantaged	50.7
English Learners	23.7
Students with Disabilities	10.7
Foster Youth	1.1

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	11	12	12
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	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 (School Year 2016-17)

Year and month in which data were collected: Jan 2017

In 16-17 new instructional materials have been piloted for adoption in English Language Arts (Benchmark) and Mathematics (Bridges) for full adoption in 2017-18.

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	Houghton-Mifflin	No	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof repairs are needed They are underway and will continue into the following fiscal year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/1/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	41	36	51	54	44	48
Mathematics	40	39	35	35	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	46	45	97.8	42.2
	4	59	58	98.3	31.6
Male	3	20	20	100.0	30.0
	4	34	34	100.0	27.3
Female	3	26	25	96.2	52.0
	4	25	24	96.0	37.5
Black or African American	3	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	4	--	--	--	--
Hispanic or Latino	3	19	19	100.0	31.6
	4	25	25	100.0	12.5
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	22	21	95.5	61.9
	4	28	27	96.4	48.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	22	22	100.0	22.7
	4	34	34	100.0	20.6
English Learners	3	12	12	100.0	
	4	16	16	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	46	45	97.8	60.0
	4	59	58	98.3	22.4
Male	3	20	20	100.0	50.0
	4	34	34	100.0	17.6
Female	3	26	25	96.2	68.0
	4	25	24	96.0	29.2
Black or African American	3	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	4	--	--	--	--
Hispanic or Latino	3	19	19	100.0	57.9
	4	25	25	100.0	16.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	22	21	95.5	71.4
	4	28	27	96.4	29.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	22	22	100.0	40.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	34	34	100.0	14.7
English Learners	3	12	12	100.0	41.7
	4	16	16	100.0	6.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	2.8	0.4	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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		2		23		2		23		2	
1	26		1		26		1		26		2	
2	28		1		25		1		25		2	
3	24		2		24		2		24		2	
4	27		1		22		1		22		2	
5	27		2		22		2		22		2	

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 2015-16)

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	0	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,703	\$3,174	\$7,529	\$67,765
District	N/A	N/A	\$7,694	\$67,970
Percent Difference: School Site and District	N/A	N/A	-2.1	-0.3
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	32.6	11.1

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

Types of Services Funded (Fiscal Year 2015-16)

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. 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,903	\$41,085
Mid-Range Teacher Salary	\$59,306	\$59,415
Highest Teacher Salary	\$73,094	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)	\$85,221	\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$120,000	\$116,069
Percent of Budget for Teacher Salaries	34%	33%
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 and the integration of instructional technology in the classroom . 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 and integration of the Common Core Standards. 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. Focus has also been on integrating technology into the curriculum as well as the Common Core.