



Parkway Heights Middle School

650 Sunset Ave. • South San Francisco, CA 94080-7343 • 650.877.8788 • Grades 6-8

Marco Lopez, Principal
mlopez@ssfusd.org
www.ssfusd.org

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



South San Francisco Unified School District

398 B. Street
South San Francisco, CA 94080
650.877.8700
www.ssfusd.org

District Governing Board

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Eddie Flores
Daina R. Lujan
John C. Baker
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District Administration

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Superintendent

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Assistant Superintendent, Educational Services and Categorical Programs

Jay Spaulding, Ed.D.

Assistant Superintendent Human Resources and Student Services

Ted O

Assistant Superintendent, Business Services

Karla Groth, Ed.D.

Director English Learner Programs, Categorical Programs and Special Projects

Jason Brockmeyer

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Valerie Garrett, Ed.D.

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Director of Facilities and Safety

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Director of Nutrition Services and Distribution

School Description

While the Parkway Heights Middle School student community is comprised of diverse learners, our students have very similar needs and aspirations. We are also committed to providing a rigorous standards-based curriculum that will prepare all of our students for high school success. Student achievement data is used to place students in classes and on an on-going basis, to evaluate the overall effectiveness of our instructional program. Our English learners gain access to the core curriculum by receiving instruction that is tailored to meet their academic needs. Our Special Education students also receive instruction that is individualized and is intended to make the California Common Core Standards accessible to them.

Mission statement:

We will work collaboratively to ensure that each student is prepared for high school and post-secondary education.

DataQuest

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

Internet Access

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

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 6	200
Grade 7	212
Grade 8	201
Total Enrollment	614

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	4.4
Filipino	5.4
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	1.1
White	3.6
Two or More Races	1.6
Socioeconomically Disadvantaged	69.9
English Learners	31.8
Students with Disabilities	17.1
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Parkway Heights	17-18	18-19	19-20
With Full Credential	36	31	29
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Parkway Heights Middle School

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

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

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

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

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.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Digits/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Focus on Science/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Impact California Social Studies Grades 6 - 8/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe/McGraw-Hill-Teen Health / Gr 6-8 / 1999-2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Parkway Middle School was built in 1953. The school has 41 teaching stations, MUR, Counseling Center, Locker Rooms and Administration Offices providing education for grades 6-8. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Architectural planning for replacing the entire school began during the 2013/2014 school year. Local bond funds were used. The new classrooms, library, and MUR were occupied by students in the 2019-2020 school year.

School Facility Good Repair Status

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	39	50	52	50	50
Math	26	24	43	44	38	39

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

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

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

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	20.0	19.0	18.1

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	613	590	96.25	38.61
Male	293	277	94.54	33.45
Female	320	313	97.81	43.13
Black or African American	--	--	--	--
Asian	28	26	92.86	57.69
Filipino	31	31	100.00	54.84
Hispanic or Latino	506	487	96.25	34.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	475	455	95.79	33.63
English Learners	402	380	94.53	26.12
Students with Disabilities	104	103	99.04	7.84
Students Receiving Migrant Education Services	21	21	100.00	19.05
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	613	602	98.21	24.17
Male	293	285	97.27	24.65
Female	320	317	99.06	23.73
Black or African American	--	--	--	--
Asian	28	27	96.43	44.44
Filipino	31	31	100.00	45.16
Hispanic or Latino	506	496	98.02	21.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	31.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	475	465	97.89	19.22
English Learners	402	392	97.51	16.15
Students with Disabilities	104	102	98.08	5.88
Students Receiving Migrant Education Services	21	20	95.24	0.00
Homeless	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2019-20)

Parents and the community are very supportive of the educational programs at Parkway Heights Middle School. As research indicates that children learn more and experience increased school success when parents, school staff, students and the community work together, increasing parent involvement continues to be a top priority for our school.

The Parent Teacher Student Association (PTSA) plays an active role at Parkway Heights Middle School through fundraising and the organization of special activities. PTSA meetings are held the third Wednesday of each month (see master school calendar for changes) at 6:00 p.m. This provides opportunities for parent input as well as information on current events and on the school program. Parents are also represented on the School Site Council (monthly meetings), and on the English Language Advisory Council (ELAC-4 meetings/year). Parents and community members are also represented on the Parkway Heights School Site Council; a team that monitors the implementation of our school improvement efforts.

To learn more about specific opportunities for getting involved, please contact the school principal, Marco Lopez, at 650-877-8788 or mlopez@ssfusd.org

State Priority: School Climate

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

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

School Safety Plan

The 2019-20 Parkway Heights School Safety Plan includes an overview of the school’s current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of an emergency planning: mitigation, preparedness, response and recovery. Our plan identifies members of the school’s emergency response team, their roles and responsibilities, and their lines of communications with the district’s emergency response team.

Emergency policies and procedures and the location and inventory of the school’s first aid and emergency supplies kits are detailed in our plan. Our School Safety Plan also incorporates the state’s Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook. Parkway’s 2019-20 was reviewed, updated and discussed with all Parkway community stakeholders in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.3	13.7	10.5
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	409.3

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	6	9	1	21	9	10	1	22	9	10	2
Mathematics	20	10	7	5	20	9	9	3	23	6	9	3
Science	24	5	8	4	24	5	6	5	26	5	2	9
Social Science	25	4	9	3	24	4	9	3	24	5	8	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers in the South San Francisco Unified School District have the opportunity to participate in formal, full-day professional development days scheduled as part of the district calendar.

Professional Development days of 19-20 have/will focus on best teaching practices required to address district LCAP Goal priority 1 and the continued work of developing a guaranteed and viable curriculum for all students in ELA, Math, science and social science. Scope and Sequence meetings have been held the past 2 years in the major content areas to ensure a uniform pacing guide district-wide. Teachers administered a common formative assessment and reviewed student results in order to inform instruction. Another major area of professional development has been in what we refer to as unpacking priority standards. These standards are taught and assessed in the form of CFA's that are taken throughout the course of the school year. Data analysis consists of scoring, calibration, and analyzing the results of student performance on these assessments.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,847.80	5,537.23	310.57	\$80,994
District	N/A	N/A	2,106.39	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-148.6	0.0
School Site/ State	-183.3	5.7

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

Peer Assistance and Review; Gifted and Talented (GATE); Title I, Part A – Basic Grant; Title II, Part A – Teacher Quality; Title III, Part A – Limited English Proficient (LEP); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Economic Impact Aid; Instructional Materials; Art and Music Block Grant