Portola Elementary

School Accountability Report Card, 2011–2012
San Bruno Park Elementary School District

>> **An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.**

Portola Elementary

School Accountability Report Card, 2011–2012
San Bruno Park Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2011–2012 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2012_en.html

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

300 Amador Avenue
San Bruno, CA 94066
Principal: Charles Rohrbach
Phone: (650) 624-3175

How to Contact Our District

500 Acacia Ave.
San Bruno, CA 94066
Phone: (650) 244-0133
http://sbpsd.k12.ca.us/

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» Principal's Message

All students at Portola have access to a variety of wonderful opportunities because our small, intimate setting ensures that students have frequent adult–child interactions, and staff members demonstrate a kind and caring attitude. The decision–making process of the School Site Council (SSC) and PTA focuses on balancing the importance of student achievement and the development of the whole child. Our child–centered core curriculum sets and meets high standards, and our school and PTA budgets strive to provide some extras.

Charles Rohrbach, PRINCIPAL

Grade range and calendar

K–6
TRADITIONAL

Academic Performance Index

921
County Average: 854
State Average: 814

Student enrollment

299
County Average: 454
State Average: 535

Major Achievements

- We support students before and after school with a variety of programs that help to meet individual needs, because when the school day officially ends, many children remain on the campus. Students receive academic help in the Early Bird/Late Bird tutorial program, with a focus on reading and math skills. Our older students will be learning new games or receiving academic intervention through the early bird/late bird tutorial program. The younger children will be working on art activities or home-work in the Champions daycare program.

Focus for Improvement

- Portola focused on school-wide improvement in the area of reading comprehension during the 2011–2012 school year. The Portola School library is a source of pride and is updated through community fundraising. Each week, every classroom visits the library. Our school librarian reads to primary classes and checks out books. Classrooms at Portola have extensive libraries as well. Scholastic Reading Counts is a computer-based program used to improve reading comprehension amongst the students. Student reading scores are monitored during the course of the school year. Teachers worked collaboratively and under the direction of the San Mateo County Office of Education to improve teaching strategies for ELL Students at Portola.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Portola's API was 921 (out of 1000). This is an increase of 19 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2010–2011 test results, we started the 2011–2012 school year with a base API of 902. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 9 out of 10.
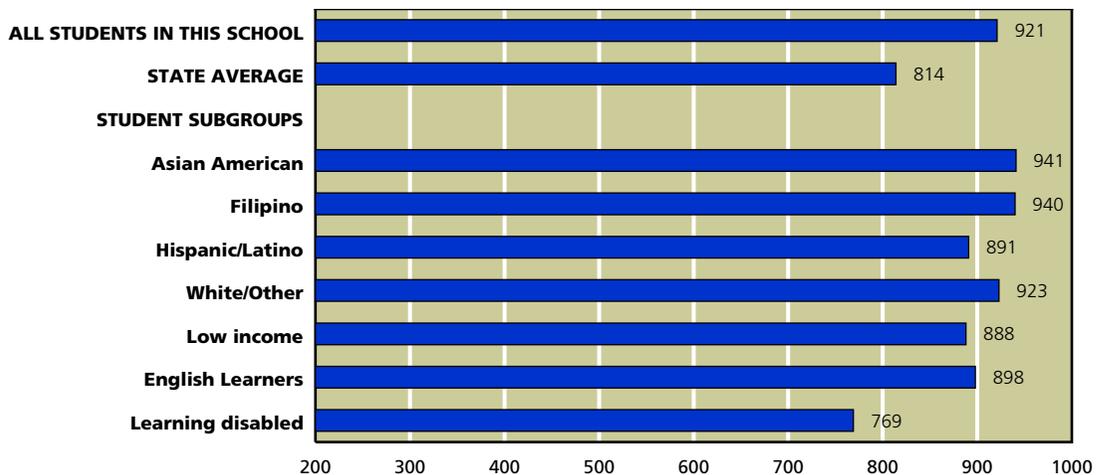
SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2011–2012 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**921**
Growth attained from prior year	**+19**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2012 test cycle. Growth scores alone are displayed and are current as of December 2012.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

API, Spring 2012

ALL STUDENTS IN THIS SCHOOL	921
STATE AVERAGE	814
STUDENT SUBGROUPS	
Asian American	941
Filipino	940
Hispanic/Latino	891
White/Other	923
Low income	888
English Learners	898
Learning disabled	769

SOURCE: API based on spring 2012 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

San Bruno Park Elementary School District

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 11 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 78.4 percent on the English/language arts test and 79.0 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 740 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2012	**No**

SOURCE: AYP is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students' test results in the 2011–2012 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

🟢 MET GOAL   🔴 DID NOT MEET GOAL   — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 78.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 79.0% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	🟢	🟢	🟢	🟢
STUDENTS BY ETHNICITY				
Asian American	🟢	🟢	🟢	🟢
Filipino	🟢	—	🟢	—

SOURCE: AYP release of October 2012, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2011–2012 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

NOTE: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

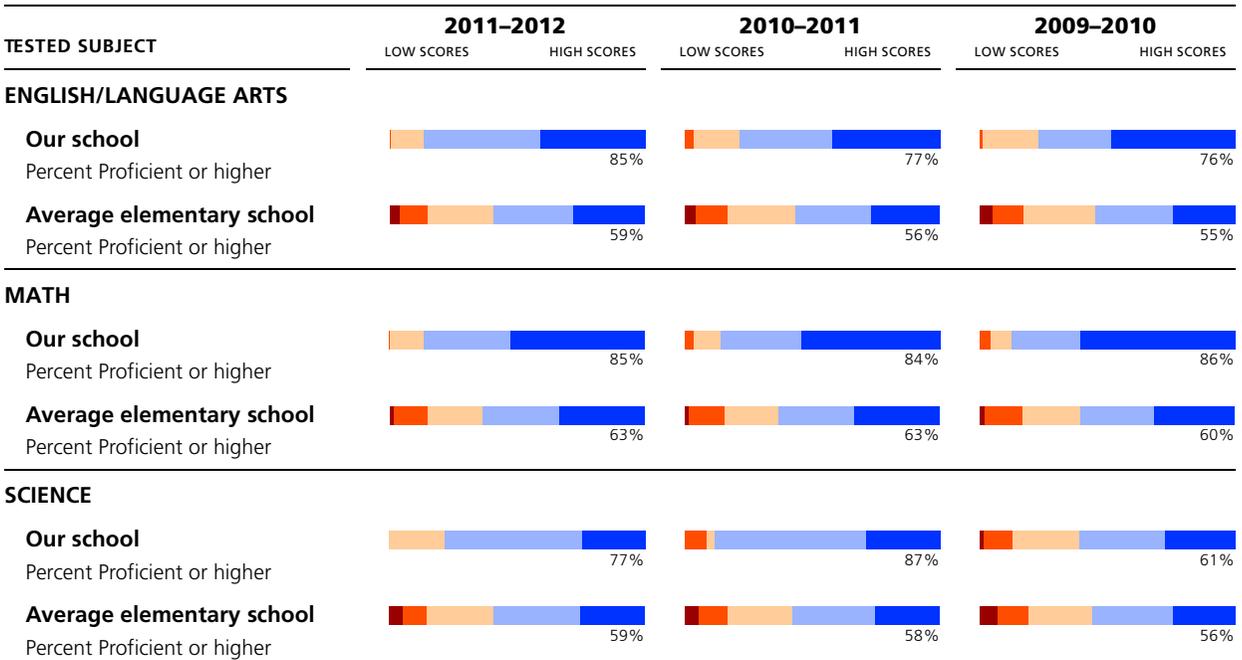San Bruno Park Elementary School District

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC   ■ BELOW BASIC   ■ BASIC   ■ PROFICIENT   ■ ADVANCED

TESTED SUBJECT	2011–2012 LOW SCORES	2011–2012 HIGH SCORES	2010–2011 LOW SCORES	2010–2011 HIGH SCORES	2009–2010 LOW SCORES	2009–2010 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		85%		77%		76%
Average elementary school Percent Proficient or higher		59%		56%		55%
MATH						
Our school Percent Proficient or higher		85%		84%		86%
Average elementary school Percent Proficient or higher		63%		63%		60%
SCIENCE						
Our school Percent Proficient or higher		77%		87%		61%
Average elementary school Percent Proficient or higher		59%		58%		56%

SOURCE: The scores for the CST are from the spring 2012 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 59 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

San Bruno Park Elementary School District

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		85%	99%	**SCHOOLWIDE AVERAGE:** About 26 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		67%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		59%	94%	

Subgroup Test Scores

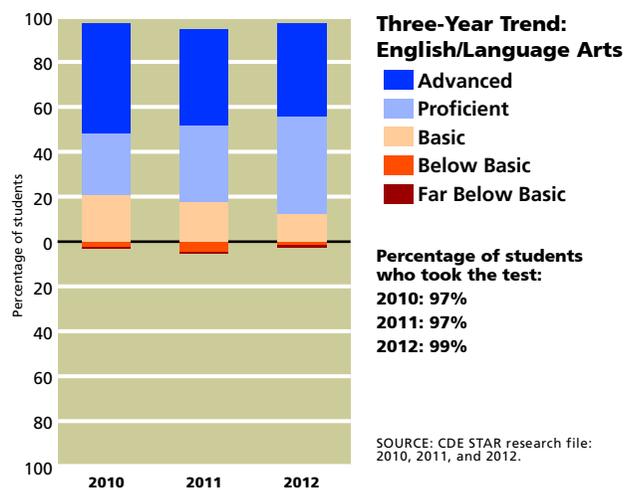**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		84%	97	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls		86%	96	
English proficient		87%	153	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		76%	40	
Low income		91%	33	**INCOME:** About three percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income		88%	160	
Learning disabled	NO DATA AVAILABLE	N/A	8	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		86%	185	
Asian American		83%	50	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino		100%	49	
Hispanic/Latino		91%	30	
White/Other		79%	44	

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/ language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2010: 97%
2011: 97%
2012: 99%

SOURCE: CDE STAR research file: 2010, 2011, and 2012.

Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC**   ■ **BELOW BASIC**   ■ **BASIC**   ■ **PROFICIENT**   ■ **ADVANCED**

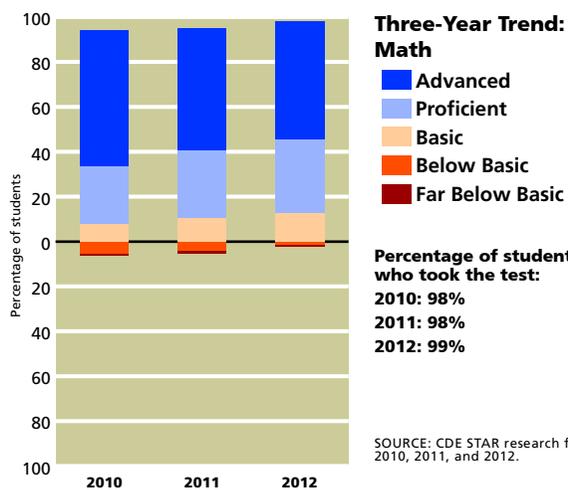| GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		85%	99%	**SCHOOLWIDE AVERAGE:** About 22 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		71%	89%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		63%	90%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC**   ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		84%	98	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls		86%	96	
English proficient		87%	154	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		80%	40	
Low income		73%	33	**INCOME:** About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		87%	161	
Learning disabled	NO DATA AVAILABLE	N/A	9	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		85%	185	
Asian American		97%	50	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino		91%	50	
Hispanic/Latino		73%	30	
White/Other		79%	44	

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2010: 98%
2011: 98%
2012: 99%

SOURCE: CDE STAR research file: 2010, 2011, and 2012.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		77%	100%	**SCHOOLWIDE AVERAGE:** About 18 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		66%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		59%	93%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

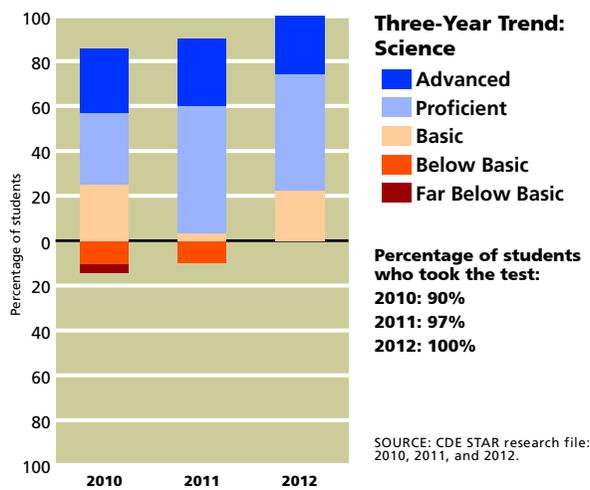■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE	N/S	16	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE	N/S	15	
English proficient	DATA STATISTICALLY UNRELIABLE	N/S	26	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	5	
Low income	NO DATA AVAILABLE	N/A	2	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE	N/S	29	
Learning disabled	NO DATA AVAILABLE	N/A	2	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	29	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	12	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.

Three-Year Trend: Science

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2010: 90%
2011: 97%
2012: 100%

SOURCE: CDE STAR research file: 2010, 2011, and 2012.

Other Measures of Student Achievement

San Bruno Park School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The Standardized Testing and Reporting program, district performance assessments, student reading lexile scores, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards

STUDENTS

Students' English Language Skills

At Portola, 80 percent of students were considered to be proficient in English, compared with 70 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	80%	68%	70%
English Learners	20%	32%	30%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 59 students classified as English Learners. At Portola, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	24%	72%	84%
Vietnamese	0%	1%	3%
Cantonese	12%	4%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	19%	7%	1%
Korean	3%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	42%	15%	9%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent elementary schools only.

Ethnicity

Most students at Portola identify themselves as Asian/Pacific Islander. In fact, there are about two times as many Asian/Pacific Islander students as White students, the second-largest ethnic group at Portola. The state of California allows citizens to choose more than one ethnic identity, or to select "two or more races" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	4%	3%	6%
Asian American/ Pacific Islander	49%	21%	11%
Hispanic/Latino	16%	39%	53%
White	23%	31%	25%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2011. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $41,348 a year (based on a family of four) in the 2011–2012 school year. At Portola, 14 percent of the students qualified for this program, compared with 58 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	14%	39%	58%
Parents with some college	77%	67%	57%
Parents with college degree	47%	49%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2011–2012 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 77 percent of the students at Portola have attended college and 47 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 65 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class–size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Portola varies across grade levels from a low of 26 students to a high of 32. Our average class size schoolwide is 29 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	27	25
First grade	32	28
Second grade	31	26
Third grade	28	29
Fourth grade	26	26
Fifth grade	31	26
Sixth grade	32	29

SOURCE: California Department of Education, SARC Research File. District averages represent elementary schools only.

Safety

To safeguard the well–being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council (SSC). The SSC, which meets throughout the year, sets long–term goals for the school. The Safety Plan is updated each fall and covers various safety procedures including the visitor policy, emergency materials, and evacuation procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held twice a year, and intruder/lockdown drills are held as appropriate. The Safety Plan is located for public access in the school office. All visitors to Portola Elementary School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon supervisors, teachers, and the school's administration.

Discipline

Students at Portola Elementary School are guided by specific rules and classroom expectations, which promote respect, cooperation, courtesy, and acceptance of others. The school's philosophy promotes a safe school and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal at Portola is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Each teacher determines the appropriate measure of homework for his or her students based on the district homework policy. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. The Homework Club provides additional instruction for students. In addition, Portola teachers provide tutoring assistance for students after school.

Schedule

Portola Elementary School offered 180 days of instruction, composed of 166 regular days and 14 minimum days. Students were released early every Thursday to allow time for teacher planning and collaboration. All instructional days exceeded the daily instructional minute requirements specified in the California Education Code. Classes begin at 8:15 a.m. and end at 11:45 a.m. for early bird kindergarten students, while late bird kindergarten students arrive at 9:05 a.m. and are dismissed at 1:40 p.m. Early Bird primary students arrive at 8:15 a.m. and leave at 2:00 p.m., while Late Bird primary students arrive at 9:05 a.m. and go home at 2:45 p.m. Portola fourth through sixth students arrive at 8:15 a.m. and are dismissed at 2:45 a.m. Portola school office hours are from 7:30 a.m. to 3:30 p.m.

Parent Involvement

Portola Elementary is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and library volunteering, helping with the cultural dinner, field trip chaperoning, fund-raising, Parent Teacher Association (PTA) membership, School Site Council (SSC), and English Learners Advisory Committee (ELAC). Portola parents are made to feel a part of the school community in additional ways. The school parking lot marquee and the lobby bulletin board offer a daily, updated report on upcoming events. The Portola Paw-Print newsletter is another means of communication. Electronic communication through Big Tent and email is used daily to inform parents.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Leadership at Portola Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Charles Rohrbach, is the principal at Portola Elementary School, a California Distinguished School.

Shared decision making, a broad–based curriculum, and research–based instructional strategies provide the basis for excellent instruction. It is the goal of Portola Elementary School to provide all students with a quality education and an opportunity for success. Leadership teams and committees at Portola Elementary School include School Site Council, PTA, SSC, ELAC, and School Site Leadership Team.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2012.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2012–2013 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state's schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state's schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

The district and school site provide time and resources for collaboration, planning, and professional development for all staff. Teachers at Portola Elementary School receive training directly related to curriculum and instruction by attending workshops and conferences which are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging and responsive to student needs. Staff members were offered three staff development days annually for the past three year. During the 2010–2011 school year, topics included Data Analysis and Intervention Strategies, Intervention Software Instruction, and ELL teaching strategies.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2011–2012	0.0
2010–2011	0.0
2009–2010	N/A

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually, and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria includes: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. However, when a substitute is unavailable, the students are placed into other classrooms to receive instruction from other certificated teachers.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.0
Behavioral/career counselors	0.2
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities and programs at Portola Elementary School include Homework/Intervention Club, Posy Parade participation, School Picnic, Reading Day, Spirit Days, Spelling Bee competition, competitive sports, music, assemblies through school provided by PTA funding, faculty/student volleyball competition, and the annual Cultural Dinner,. All students participate in the Rhythm and Moves physical education program several times per week depending on the grade level.

Special Education Program

Portola Elementary School provides additional support for students with special needs. Special education services are tailored to the Individualized Educational Plan (IEP) of each student with physical, emotional, or learning disabilities. The special educators provide instruction individually through a pull–out and push–in program. Whenever possible, special education students are mainstreamed into traditional classrooms.

The district psychologist and counselor are devoted to helping students deal with problems, assisting them to reach positive goals, and providing additional counseling services. In addition, the district contracts out with nurses for vision, hearing, and scoliosis testing. Portola Elementary School provides additional support for students with special needs. Special education services are tailored to the Individualized Educational Plan (IEP) of each student with physical, emotional, or learning disabilities.

English Learner Program

The English Language Development (ELD) program at Portola Elementary School assists students who are English Learners. The program provides special instruction in core curriculum subject areas and is conducted by CLAD–certificated teachers. Student progress is based on California English Language Development Test (CELDT) results. All ELD instruction is fully integrated into classroom curriculum.

RESOURCES

Buildings

Portola Elementary was originally constructed in 1964 and is currently composed of 11 classrooms, a special education room, library, counseling office with a speech/language room, cafeteria, staff lounge, physical education room, computer labs, and a large playground.

A $30-million bond was approved to modernize the entire school district. The two-year project at Portola Elementary School was completed in the summer of 2003. The remodeling project included complete refurbishing of all classrooms, the library, the multipurpose room, and the administration office. Portola Elementary is truly one of the most beautiful schools in California.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **Facilities Inspection Tool** used for the assessment on the Web site of the OPSC.

Library

Portola students in all grades visit the library weekly. Younger students develop a life-long love of reading in this setting. Students use the library to select books for independent reading, research, and support of the language arts curriculum. The PTA and yearly book fairs fund Portola's extensive library.

Computers

Classrooms at Portola are equipped with computers, TVs, DVD players, document cameras and LCD projectors. The portable laptop center is located in the upper-grade wing of the building, and it has the ability to travel to any classroom since Portola has a wireless Internet connection. Laptop computers, LCD projectors, document cameras are incorporated into classroom multimedia lessons.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2012–2013 school year and whether those **textbooks** covered the California Content Standards.

Curriculum

For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the **California Department of Education (CDE)**. California adopted new Common Core Standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the **CDE FAQs** for details about the new standards.

SCHOOL EXPENDITURES

The Portola PTA supports our students through a variety of ways. Music, PE, classroom instructional aids, and afterschool tutoring are all supported by the Portola PTA. Economic Impact Aid funds pay for small–group or individual intervention for at-risk students. When research showed us that having a better school library relates to higher reading achievement, we PTA and EIA money to the library.

Spending per Student (2010–2011)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 261 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$3,879	$4,996	-22%	$5,434	-29%
Restricted funds ($/student)	$419	$1,083	-61%	$2,889	-85%
TOTAL ($/student)	$4,298	$6,080	-29%	$8,323	-48%

SOURCE: Information provided by the school district.
* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2010–2011)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries (all certificated staff)	$691,077	$30,836	$721,913	64%
Other staff salaries	$90,983	$51,768	$142,751	13%
Benefits	$205,521	$19,264	$224,785	20%
Books and supplies	$3,863	$572	$4,435	0%
Equipment replacement	$0	$0	$0	0%
Services and direct support	$20,961	$6,978	$27,939	2%
TOTAL	$1,012,405	$109,418	$1,121,823	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2010–2011)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 11 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE*	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$65,628	$66,822	-2%	$74,075	-11%
Retirement benefits	$5,493	$5,462	1%	$6,062	-9%
Health and medical benefits	$8,334	$8,501	-2%	$10,417	-20%
Other benefits	$955	$313	205%	$635	50%
TOTAL	$80,410	$81,098	-1%	$91,189	-12%

SOURCE: Information provided by the school district.
* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2010–2011)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$721,912	82%
Retirement benefits	$60,418	7%
Health and medical benefits	$91,673	10%
Other benefits	$10,502	1%
TOTAL	$884,505	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2012. The CDE may release additional or revised data for the 2011–2012 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2011); Language Census (March 2012); California Standards Tests (spring 2012 test cycle); Academic Performance Index (November 2012 growth score release); Adequate Yearly Progress (October 2012).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources 2012–2013

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2012–2013. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2010–2011	2011–2012	2012–2013
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	8	10	10
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Thursday, January 31, 2013.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2010–2011	2011–2012	2012–2013
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Thursday, January 31, 2013.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Thursday, January 31, 2013.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	**N/A**	N/A
A. SYSTEMS		
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)		No apparent problems.
C. CLEANLINESS		
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting		No apparent problems.
E. RESTROOMS/FOUNTAINS		
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY		
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL		
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.
Roofs		No apparent problems.

AREA	RATING	DESCRIPTION
H. EXTERNAL		
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	**N/A**	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Thursday, January 31, 2013 by STEVEN EICHMAN (CBO). The facilities inspection occurred on Friday, January 18, 2013. There were no other inspectors used in the completion of this form.   The Facilities Inspection Tool was completed on Friday, January 18, 2013.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.

STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	299
Black/African American	4%
American Indian or Alaska Native	0%
Asian	22%
Filipino	24%
Hispanic or Latino	16%
Pacific Islander	2%
White (not Hispanic)	23%
Two or more races	7%
Ethnicity not reported	2%
Socioeconomically disadvantaged	15%
English Learners	21%
Students with disabilities	4%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2011. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	53
Grade 1	49
Grade 2	45
Grade 3	44
Grade 4	44
Grade 5	31
Grade 6	33
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2011.

Average Class Size by Grade Level

GRADE LEVEL	2009–2010	2010–2011	2011–2012
Kindergarten	20	20	27
Grade 1	20	24	32
Grade 2	20	27	31
Grade 3	20	31	28
Grade 4	31	31	26
Grade 5	31	32	31
Grade 6	25	31	32
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	20	N/A	N/A

SOURCE: CALPADS, October 2011. Information for 2009-2010 provided by the school district.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2009–2010			2010–2011			2011–2012		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	2	N/A	N/A	10	17	0	0	18	0
Grade 1	2	N/A	N/A	2	9	0	0	27	0
Grade 2	2	N/A	N/A	0	18	0	0	9	0
Grade 3	1	N/A	N/A	0	9	0	1	15	0
Grade 4	N/A	1	N/A	0	13	0	5	14	0
Grade 5	N/A	1	N/A	0	13	0	0	13	0
Grade 6	N/A	1	N/A	0	12	0	0	11	1
Combined K–3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2011. Information for 2009-2010 provided by the school district.

San Bruno Park Elementary School District

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential,
for both our school and the district.

| | SCHOOL | | | DISTRICT |
TEACHERS	2009–2010	2010–2011	2011–2012	2011–2012
With Full Credential	12	10	10	108
Without Full Credential	0	0	0	0

SOURCE: Information provided by school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

| | PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES | | |
GRADE LEVEL	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2011–2012 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2011–2012 school year, we had 38 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2011–2012	13	4	N/A
2010–2011	4	2	5
2009–2010	3	1	6
Expulsions per 100 students			
2011–2012	0	0	N/A
2010–2011	0	0	0
2009–2010	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

<div style="background:blue;color:white;text-align:center">**STUDENT PERFORMANCE**</div>

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/ language arts	76%	76%	85%	58%	58%	62%	52%	54%	56%
Mathematics	86%	84%	85%	67%	65%	69%	48%	50%	51%
Science	61%	87%	77%	62%	61%	64%	54%	57%	60%

SOURCE: STAR results, spring 2012 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

	STUDENTS SCORING PROFICIENT OR ADVANCED		
STUDENT GROUP	**ENGLISH/ LANGUAGE ARTS 2011–2012**	**MATHEMATICS 2011–2012**	**SCIENCE 2011–2012**
African American	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%
Asian	78%	94%	0%
Filipino	94%	90%	100%
Hispanic or Latino	83%	73%	0%
Pacific Islander or Native Hawaiian	0%	0%	0%
White (not Hispanic)	84%	82%	0%
Two or more Races	0%	0%	0%
Boys	83%	83%	75%
Girls	86%	86%	80%
Socioeconomically disadvantaged	73%	76%	0%
English Learners	76%	76%	0%
Students with disabilities	0%	0%	0%
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2012 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

<div style="background:blue;color:white;text-align:center">**ACCOUNTABILITY**</div>

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at **http://www.cde.ca.gov/ta/ac/ap/**.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2009–2010	2010–2011	2011–2012
Statewide rank	9	10	9
Similar-schools rank	10	10	9

SOURCE: The API Base Report from June 2012.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2009–2010	2010–2011	2011–2012	2011–2012
All students at the school	+13	-12	+19	921
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	-29	+14	941
Filipino	N/A	+5	+3	940
Hispanic or Latino	N/A	-29	+49	891
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	+6	+16	923
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	+22	+14	888
English Learners	N/A	-27	+4	898
Students with disabilities	N/A	-59	+97	769

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL NUMBER OF STUDENTS	SCHOOL API	DISTRICT NUMBER OF STUDENTS	DISTRICT API	STATE NUMBER OF STUDENTS	STATE API
All students	191	921	1,924	830	4,664,264	788
Black/African American	7	N/A	35	719	313,201	710
American Indian or Alaska Native	0	N/A	3	N/A	31,606	742
Asian	51	941	200	916	404,670	905
Filipino	49	940	206	902	124,824	869
Hispanic or Latino	29	891	848	783	2,425,230	740
Pacific Islander	4	N/A	116	788	26,563	775
White (non Hispanic)	43	923	455	868	1,221,860	853
Two or more races	7	N/A	48	852	88,428	849
Socioeconomically disadvantaged	32	888	842	772	2,779,680	737
English Learners	41	898	780	772	1,530,297	716
Students with disabilities	13	769	242	656	530,935	607

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

San Bruno Park Elementary School District

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
(c) an API of at least 740 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall,
and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in October 2012.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not
make AYP for two consecutive years in the same content area (English/language arts or mathematics)
and for each grade span or on the same indicator (API or graduation rate). After entering PI,
districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	2 of 3
The year the district entered PI	2011
Number of schools currently in PI	3
Percentage of schools currently in PI	38%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2012.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2010–2011			
Total expenses	$19,578,196	$8,497,573,732	$46,278,595,991
Expenses per student	$7,841	$7,789	$8,323
FISCAL YEAR 2009–2010			
Total expenses	$20,811,221	$8,704,399,331	$47,205,560,698
Expenses per student	$8,249	$7,973	$8,452

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2010–2011

This table reports the salaries of teachers and administrators in our district for the 2010–2011 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$39,125	$40,962
Midrange teacher's salary	$68,226	$63,212
Highest-paid teacher's salary	$75,155	$80,545
Average principal's salary (elementary school)	$97,877	$102,057
Superintendent's salary	$132,138	$152,557
Percentage of budget for teachers' salaries	33%	40%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Open Court (McGraw Hill)	English/Language Arts	2002-03	2003
California Vista (MacMillan)	History/Social Studies	2006	2006
Houghton (Houghton-Mifflin)	Math	2008	2008
Califoria Science (Pearson, Scott, Foresman)	Science	2007	2007
Health Promotion Wave (Health Wave Inc)	Health		1994
Discover: Skills for Life(AGS Publisher)	Health		1990
World of Music (Silver Burdett Ginn)	Music		1994
Language Central-Pearson (Belle Air K-5)	English L.A.	2010	2011
Language Central-Pearson	EL	2010	2010