

# Portola Elementary School

CDS Code: 41-69013-6044010

300 Amador Avenue San Bruno, CA 94066 • Phone: (650) 624-3175 • Grades: K-5  
<http://sbpsd.k12.ca.us/portola/index.htm> • Charles Rohrbach, Principal • E-mail: [crohrbach@sbpsd.k12.ca.us](mailto:crohrbach@sbpsd.k12.ca.us)



## 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 Parent Teacher Association (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

## Portola Elementary School Mission and Vision Statement

The members of the Portola Elementary School family are committed to developing a positive learning environment that addresses individual learning styles. As a community of teachers, students, staff and parents, it is our purpose to present a rich, meaningful, developmentally appropriate curriculum. We strive to empower children to set high standards and to achieve their personal best. We aim to ensure that each student acquires the knowledge, confidence, and skills necessary to succeed in our school and beyond. Our ultimate goal is to provide students with a variety of academic and social experiences that promote leadership, creativity, individual responsibility, and a joy of lifelong learning.

## Parental 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, fundraising, 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.

For more information on how to become involved at the school, please contact Pam Gamble, PTA President, at (650) 624-3175.

## School 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. It was most recently reviewed, updated, and discussed with staff in January 2015. 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 the public to 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.

## San Bruno Park School District Belief Statements

We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage them to do their best.
- In education, one size does not fit all, we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.

## Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## San Bruno Park School District

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## District Motto

*Proud Schools in a Proud Community*

## Portola Elementary School

*A California Distinguished School*



*"Home of the Portola Pandas!"*

## San Bruno Park School District Mission Statement

*The mission of the San Bruno Park School District is to provide our diverse community of learners a challenging and high-level academic program in a positive, safe, and secure environment by cultivating creativity, curiosity, compassion, and respectful coexistence.*

Para español visita:  
<http://sbpsd.k12.ca.us/>

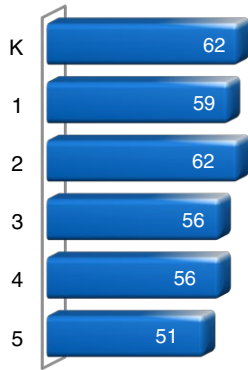
## 2013-14 School Accountability Report Card — Published during the 2014-15 school year

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

### Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade



### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

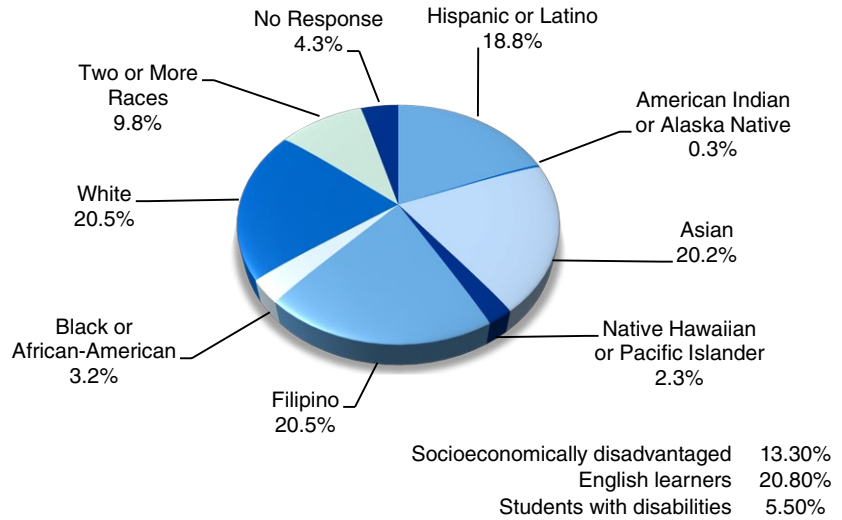
Portola ES			
	11-12	12-13	13-14
Suspension rates	6.4%	1.0%	3.0%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	11-12	12-13	13-14
Suspension rates	2.4%	1.3%	1.3%
Expulsion rates	0.2%	0.1%	0.1%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

### Enrollment by Student Group

The total enrollment at the school was 346 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2013-14 School Year

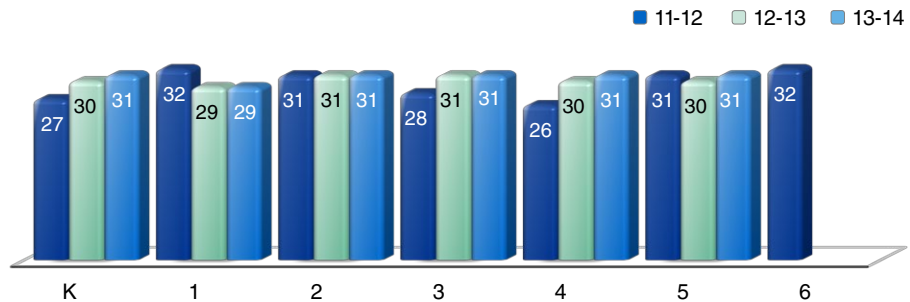


### Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data Comparison



Number of Classrooms by Size

Three-Year Data Comparison

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K		2			2			2	
1		1 ½			2			2	
2		½ 1			1 ½			2	
3		1 ½			½ 1			1 ½	
4		½ 1			1 ½			½ 1 ½	
5		1			½ 1			½ 1	
6		1							

Note: The number of classrooms by size data includes combination classes.

### California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Portola ES			San Bruno Park SD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	77%	65%	71%	64%	58%	63%	60%	59%	60%

### California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	63%
All students at the school	71%
Male	70%
Female	73%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	94%
Filipino	64%
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	54%
Students with disabilities	❖
Students receiving Migrant Education services	❖

### Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts and mathematics. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Portola ES			San Bruno Park SD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	76%	85%	82%	58%	63%	58%	54%	56%	55%
Mathematics	84%	85%	90%	65%	69%	64%	49%	50%	50%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap) for the API information guide and [www.cde.ca.gov/ta/ac/ar/aprfaq.asp](http://www.cde.ca.gov/ta/ac/ar/aprfaq.asp) for information on the changes to API.

## API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	9	9	10
Similar Schools API Rank	9	9	10

## API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Portola ES – Actual API Change		
	Portola ES	San Bruno Park SD	California	10-11	11-12	12-13
All students	929	819	790	-12	19	10
Black or African-American	❖	789	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	960	911	906	■	■	■
Filipino	953	886	867	■	■	■
Hispanic or Latino	893	763	743	■	■	■
Native Hawaiian or Pacific Islander	❖	795	773	■	■	■
White	913	860	852	■	■	■
Two or more races	931	861	845	■	■	■
Socioeconomically disadvantaged	880	757	742	■	■	■
English learners	917	759	717	■	■	■
Students with disabilities	❖	651	616	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2013-14 School Year	
	Portola ES	San Bruno Park SD	
<b>Met overall AYP</b>	**	**	
<b>Met participation rate</b>			
English language arts	**	**	
Mathematics	**	**	
<b>Met percent proficient</b>			
English language arts	**	**	
Mathematics	**	**	
<b>Met graduation rate</b>	x	x	

### Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2014-15 School Year	
	Portola ES	San Bruno Park SD	
<b>Program Improvement status</b>	Not Title I	In PI	
<b>First year of Program Improvement</b>	◇	2011-2012	
<b>Year in Program Improvement*</b>	◇	Year 3	
<b>Number of Title I schools identified for Program Improvement</b>		3	
<b>Percent of Title I schools identified for Program Improvement</b>		100.00%	

\*\* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

x Not applicable. The graduation rate for AYP criteria applies to high schools.

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

◇ Not applicable.

### Types of Services Funded

The Portola PTA supports our students through a variety of ways. Music, PE, classroom instructional aides, and after-school 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 appropriated PTA and Economic Impact Aid (EIA) money to the library.



### California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
<b>Four of six standards</b>	31.20%
<b>Five of six standards</b>	22.90%
<b>Six of six standards</b>	22.90%

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇
◇ Not applicable.	

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	9/2014

## 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 learn new games or receive academic intervention through the after-school Park and Rec program. The younger children work on art activities or homework in the Champions day-care program.

We are extremely proud of all our Portola Students who again this year scored at a high level. The Portola Learning Community supports our students in many extracurricular activities to promote student academic success.

Portola earned the California Distinguished School Award for the 2013-14 school year. Our entire community is very proud of this accomplishment.

## Measures for Improvement

Portola focused on schoolwide improvement in the area of language arts during the 2013-14 school year. Teachers received professional development to understand and deliver both writing and reading lessons in the Common Core teaching strategies. 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 among 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.

## Textbooks and Instructional Materials

The instructional materials selection process in SBPSD, when there is adequacy of funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, representative from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "Comparison Pilot," meaning that they have to use the two finalists in actual instructional setting. Participants, teachers, then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on August 13, 2014. The most recently adopted textbooks were from the state-approved list.

The textbook content fits within the State Board of Education-adopted curriculum frameworks, although the district is in the third year of a four-year transition plan to alignment with Common Core State Standards.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	<i>Open Court Reading</i> , McGraw-Hill	2003
English language arts	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2011
English learners	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2010
Mathematics	Houghton Mifflin	2006
Science	California Science, Pearson Scott Foresman	2007
History/social science	<i>California Vistas</i> , Macmillan McGraw-Hill	2006

## 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 Early/Late Bird tutoring provides additional instruction for students. In addition, Portola teachers provide tutoring assistance for students after school.

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Fair	Restrooms/fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Fair
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/27/2014
Date of the most recent completion of the inspection form			10/28/2014

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Inconsistent conditioned air provided classroom spaced. Thermostats replaced September 2014. When items inspected are not found in good repair a work order is created and maintenance is scheduled.	
Interior	Stained ACM tiles on kitchen. Tile replacement in December 2014.	
Cleanliness	No deficiencies found at the time of the inspection.	
Electrical	No deficiencies found at the time of the inspection.	
Restrooms/fountains	No deficiencies found at the time of the inspection.	
Safety	Stained ACM tiles on kitchen. Tile replacement in December 2014.	
Structural	Exterior drainage lines clogged. Drainage lines cleaned September - October 2014. Repairs are performed by district maintenance or referred to special services as needed.	
External	Regular exterior inspections are made and repair/maintenance conducted as needed.	

### School Facilities

Portola Elementary was originally constructed in 1964 and currently consists of 12 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. The school is in great condition as a result of the update and is cleaned on a nightly basis. Portola is staffed with a full-time day custodian and night custodian. The school is secured on a nightly basis. The San Bruno Park School District maintenance staff repair all needed work orders immediately.

The maintenance crew reviews all school work orders that are submitted and contact school personnel before beginning repairs.

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.

**Library:** Portola students in all grades visit the library weekly. Younger students develop a lifelong 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.

*Continued on the sidebar*

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

### School Facilities

*Continued from the left*

**Classrooms:** 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.

### Special 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: Posy Parade participation, the school picnic, Reading Day, spirit days, the spelling bee, competitive sports, music, assemblies through school provided by PTA funding, faculty-student sports competition, and the annual Cultural Dinner. All students participate in the Rhythm and Moves physical-education program and music program several times per week, depending on the grade level.



## Professional 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.

### Professional Development Days

2012-13	0 days
2013-14	2 days
2014-15	3 days

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Academic Counselors and School Support Staff Data

#### 2013-14 School Year

Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	◇
Support Staff	
Social/behavioral or career development counselors	0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.38
Psychologist	0.15
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.25
Resource specialist (non-teaching)	0.00
Other	
Instructional aides	1.60
SDC instructional aides	3.50

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

### Teacher Credential Information

#### Three-Year Data Comparison

	San Bruno Park SD	Portola ES		
	14-15	12-13	13-14	14-15
<b>Teachers</b>				
With full credential	120	12	12	13
Without full credential	0	0	0	0
Teaching outside subject area of competence	1	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

### Teacher Misassignments and Vacant Teacher Positions

#### Three-Year Data Comparison

	Portola ES		
	12-13	13-14	14-15
<b>Teachers</b>			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

### No Child Left Behind Compliant Teachers

#### 2013-14 School Year

	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Portola ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.



### Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2012-13 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$38,700	\$41,535
Midrange teacher salary	\$67,513	\$64,101
Highest teacher salary	\$74,421	\$82,044
Average elementary school principal salary	\$98,817	\$104,336
Average middle school principal salary	\$102,548	\$107,911
Superintendent salary	\$129,135	\$155,309
Teacher salaries — percent of budget	28%	41%
Administrative salaries — percent of budget	5%	6%

### Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Portola ES	\$3,236	\$56,493
San Bruno Park SD	\$6,772	\$61,216
California	\$4,690	\$67,289
School and district — percent difference	-52.2%	-7.7%
School and California — percent difference	-31.0%	-16.0%

### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$4,245
Expenditures per pupil from restricted sources	\$1,009
Expenditures per pupil from unrestricted sources	\$3,236
Annual average teacher salary	\$56,493

### 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 teachers with Cross-cultural Language and Academic Development (CLAD) certification. Student progress is based on California English Language Development Test (CELDT) results. All ELD instruction is fully integrated into classroom curriculum.

### 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 and hearing testing. Portola Elementary School provides additional support for students with special needs. Special-education services are tailored to the Individualized Educational Plan of each student with physical, emotional, or learning disabilities.

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>.

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.