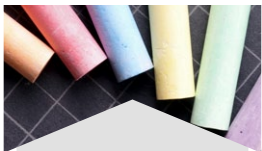
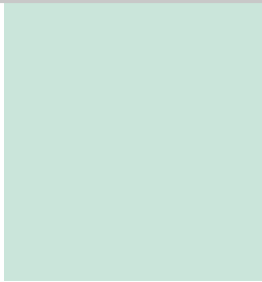


SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

# Portola Elementary School

2014-15  
School Accountability Report Card

Published in 2015-16



Barbara Alford  
Principal  
balford@sbpsd.k12.ca.us

300 Amador Avenue  
San Bruno, CA 94066

Grades: K-5  
Phone: (650) 624-3175  
<http://sbpsd.k12.ca.us/portola/index.htm>

CDS Code: 41-69013-6044010

SARC



## Principal's Message

All students at Portola have access to a variety of wonderful opportunities, because our small, intimate setting ensures 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. The school and PTA strive to provide extras such as P.E. and music for all grades.

Portola is a school with many traditions that the students have come to love. In the fall, students participate in an annual schoolwide hike to the top of Sweeney Ridge where Gaspar de Portolá—for whom the school is named—discovered the San Francisco Bay in 1769. In December, the students build gingerbread houses and participate in Hour of Code; in March, the students celebrate Dr. Seuss' birthday with a schoolwide morning reading program; each spring, the school holds a family potluck, where the entire Portola community comes together for an evening a food and fellowship; and at the end of the school year, we gather at the San Bruno City Park for a day of field games and a barbecue lunch. These are just a few of our many traditions.

Barbara Alford

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 Hour of Code, field-trip chaperoning, Hike-a-Thon, Parent Teacher Association (PTA) membership, School Site Council (SSC), and English Learners Advisory Committee (ELAC). Portola parents feel a part of the school community in additional ways. The school parking lot marquee and the lobby bulletin board offer updated reports on upcoming events. The Portola PawPrint newsletter and the school website are other means of communication. Electronic communication through Big Tent and email is used regularly 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. 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. It was most recently reviewed, updated and discussed with staff in January 2016. Safety drills are held on a regular basis: Fire drills are held monthly, earthquake drills are held quarterly 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 and at lunch. 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 students 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.

## School Accountability Report Card

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.



## District Motto

*Proud Schools in a Proud Community*

## San Bruno Park School District Mission Statement

San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

## San Bruno Park School District Goals

- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students

### Portola Practices

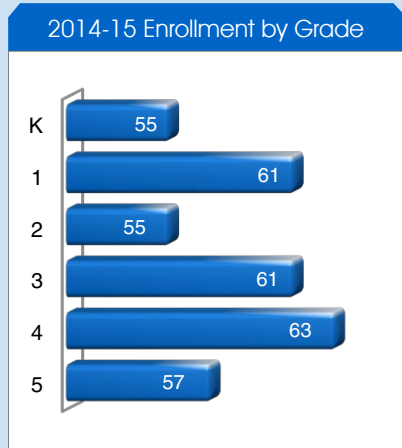
The school encourages students, staff and community to always

- Be Respectful
- Be Productive
- Be Safe

Decisions are made keeping the best interest of all students in mind.

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



*"Home of the Portola Pandas"*

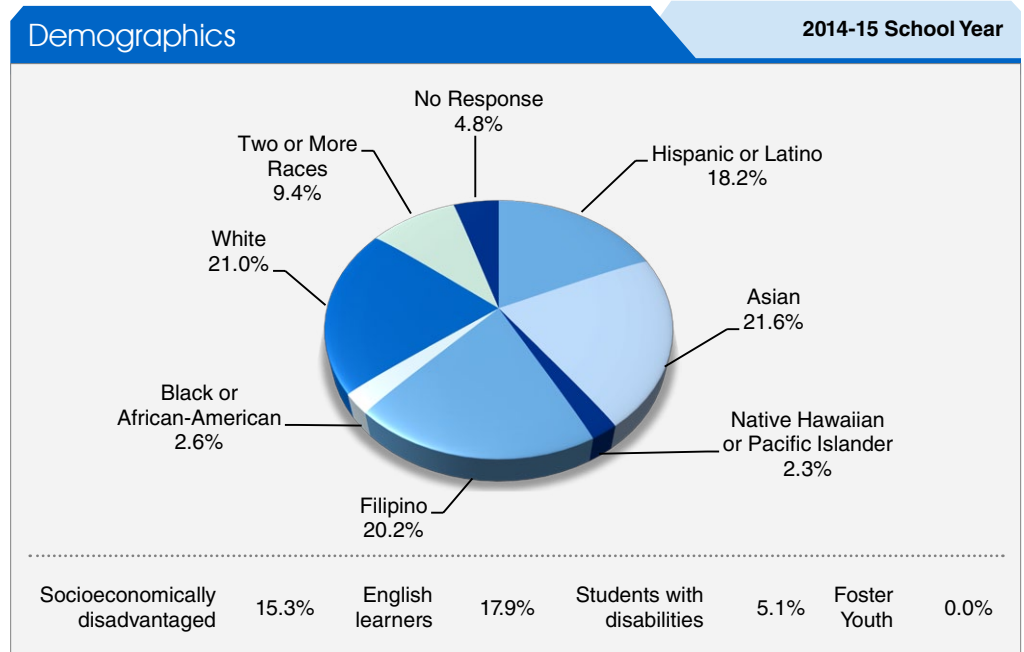
### English Learner Program

English learners are provided special instruction in core curriculum subject areas conducted by teachers with Crosscultural Language and Academic Development (CLAD) certification. Student progress is based on California English Language Development Test (CELDT) results. Rosetta Stone is also used to support English learners.

*"Portola is a school with many traditions that the students have come to love."*

### Enrollment by Student Group

The total enrollment at the school was 352 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



### 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 pullout 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 for nurses to conduct 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 (IEP) of each student with physical, emotional or learning disabilities.

### Measures for Improvement

Portola focused on schoolwide improvement in the area of language arts during the 2014-15 school year. Teachers received professional development to strengthen either writing or math 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. 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.

In the current school year, teachers will again focus on math and writing. All teachers will participate in Writing Workshop coaching cycles, which include individualized coaching, demonstration lessons and peer walkthroughs.

### 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, Hour of Code, spirit days, the spelling bee, music, assemblies provided by PTA funding, faculty-student sports competition and the annual Cultural Dinner. All students participate in the Rhythm & Moves physical-education program and music program several times per week, depending on the grade level.

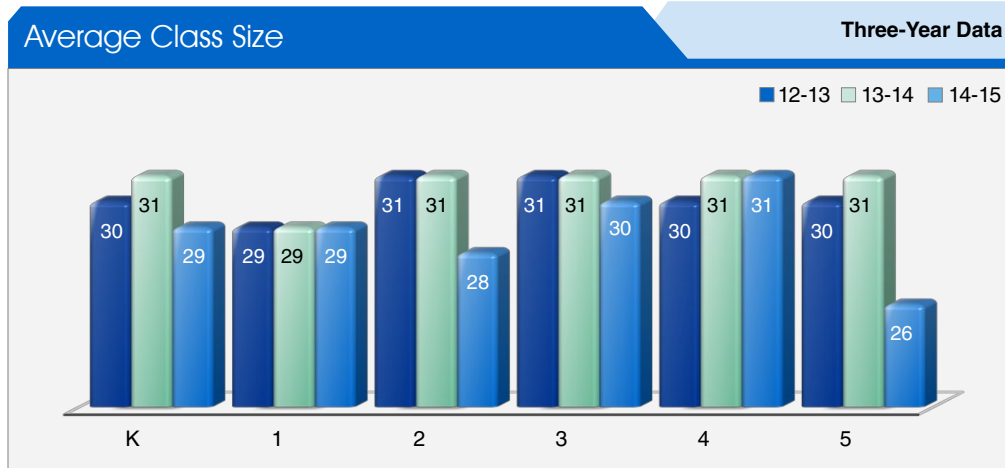


*"We are extremely proud of all our Portola students for their hard work."*



## 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.



## 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 and receiving coaching both during and after school. Based on district and site goals, math and a Writing Workshop are focus areas for the current year.

### Professional Development Days

|                |        |
|----------------|--------|
| <b>2013-14</b> | 2 days |
| <b>2014-15</b> | 3 days |
| <b>2015-16</b> | 2 days |



## Number of Classrooms by Size

**Three-Year Data**

| Grade    | 2012-13            |       |     | 2013-14 |       |     | 2014-15 |       |     |
|----------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
|          | Number of Students |       |     |         |       |     |         |       |     |
|          | 1-20               | 21-32 | 33+ | 1-20    | 21-32 | 33+ | 1-20    | 21-32 | 33+ |
| <b>K</b> |                    | 2     |     |         | 2     |     |         | 2     |     |
| <b>1</b> |                    | 2     |     |         | 2     |     |         | 2     |     |
| <b>2</b> |                    | 1 ½   |     |         | 2     |     |         | 2     |     |
| <b>3</b> |                    | ½ 1   |     |         | 1 ½   |     |         | 2     |     |
| <b>4</b> |                    | 1 ½   |     |         | ½ 1 ½ |     |         | 2     |     |
| <b>5</b> |                    | ½ 1   |     |         | ½ 1   |     |         | 2     |     |

## 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 may attend an after-school Parks and Recreation program, while the younger children may attend the Champions day-care program.

We are extremely proud of all our Portola students for their hard work. The Portola Learning Community supports our students in many activities to promote student academic and social-emotional success.

## 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.

## 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              |       |       |       |
|-------------------------|-------|-------|-------|
|                         | 12-13 | 13-14 | 14-15 |
| <b>Suspension rates</b> | 1.0%  | 3.0%  | 0.1%  |
| <b>Expulsion rates</b>  | 0.0%  | 0.0%  | 0.0%  |
| San Bruno Park SD       |       |       |       |
|                         | 12-13 | 13-14 | 14-15 |
| <b>Suspension rates</b> | 1.3%  | 1.3%  | 0.3%  |
| <b>Expulsion rates</b>  | 0.1%  | 0.1%  | 0.0%  |
| California              |       |       |       |
|                         | 12-13 | 13-14 | 14-15 |
| <b>Suspension rates</b> | 5.1%  | 4.4%  | 3.8%  |
| <b>Expulsion rates</b>  | 0.1%  | 0.1%  | 0.1%  |





## 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 |       |
|--|-------|
| 2014-15 School Year                              |       |
| Grade 5  |       |
| Four of six standards                            | 14.5% |
| Five of six standards                            | 21.8% |
| Six of six standards                             | 32.7% |

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

| Adequate Yearly Progress Criteria |            | 2014-15 School Year |            |  |
|-----------------------------------|------------|---------------------|------------|--|
|                                   | Portola ES | San Bruno Park SD   | California |  |
| <b>Met overall AYP</b>            | Yes        | Yes                 | Yes        |  |
| <b>Met participation rate:</b>    |            |                     |            |  |
| English language arts             | Yes        | Yes                 | Yes        |  |
| Mathematics                       | Yes        | Yes                 | Yes        |  |
| <b>Met percent proficient:</b>    |            |                     |            |  |
| English language arts             | ■          | ■                   | ■          |  |
| Mathematics                       | ■          | ■                   | ■          |  |
| <b>Met attendance rates</b>       | Yes        | Yes                 | Yes        |  |
| <b>Met graduation rate</b>        | ○          | ○                   | Yes        |  |

## 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 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 percentage 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.

This table displays the 2015-16 Program Improvement 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  |             | 2015-16 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 currently in Program Improvement</b>     | 3           |                     |  |
| <b>Percentage of Title I schools currently in Program Improvement</b> | 100.00%     |                     |  |

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

## California Standards Tests for All Students: 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 |       |       |                   |       |       |            |       |       |
|---|-----------------|-------|-------|-------------------|-------|-------|------------|-------|-------|
|   | Portola ES      |       |       | San Bruno Park SD |       |       | California |       |       |
| Subject   | 12-13           | 13-14 | 14-15 | 12-13             | 13-14 | 14-15 | 12-13      | 13-14 | 14-15 |
| Science   | 65%             | 72%   | 84%   | 57%               | 62%   | 61%   | 59%        | 60%   | 56%   |

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

| Students Scoring at Proficient or Advanced Levels | 2014-15 School Year |
|---|---------------------|
| Group   | Science             |
| All students in the district                      | 61%                 |
| All students at the school                        | 84%                 |
| Male  | 86%                 |
| Female  | 81%                 |
| Black or African-American                         | ❖                   |
| American Indian or Alaska Native                  | ❖                   |
| Asian   | 92%                 |
| Filipino  | ❖                   |
| Hispanic or Latino                                | ❖                   |
| Native Hawaiian or Pacific Islander               | ❖                   |
| White   | 81%                 |
| Two or more races                                 | ❖                   |
| Socioeconomically disadvantaged                   | ❖                   |
| English learners                                  | 78%                 |
| Students with disabilities                        | ❖                   |
| Students receiving Migrant Education services     | ❖                   |
| Foster youth                                      | ◇                   |

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | 2014-15 School Year |                   |            |
|---|---------------------|-------------------|------------|
| Subject   | Portola ES          | San Bruno Park SD | California |
| English language arts/literacy                              | 58%                 | 43%               | 44%        |
| Mathematics   | 65%                 | 38%               | 33%        |

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

◇ Information is not available at this time.

## 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).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

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).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

## Students Achieving at Each Performance Level

2014-15 School Year

| English Language Arts: Grade 3                |                  |               |                                       | Percent Achievement |         |         |         |
|---|------------------|---------------|---------------------------------------|---------------------|---------|---------|---------|
| Group   | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Level 1             | Level 2 | Level 3 | Level 4 |
| All students                                  | 61               | 61            | 100.0%                                | 7%                  | 23%     | 38%     | 33%     |
| Male  |                  | 29            | 47.5%                                 | 10%                 | 34%     | 31%     | 24%     |
| Female  |                  | 32            | 52.5%                                 | 3%                  | 13%     | 44%     | 41%     |
| Black or African-American                     |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| American Indian or Alaska Native              |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Asian   |                  | 19            | 31.1%                                 | 16%                 | 21%     | 26%     | 37%     |
| Filipino                                      |                  | 11            | 18.0%                                 | 0%                  | 36%     | 45%     | 18%     |
| Hispanic or Latino                            |                  | 8             | 13.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Native Hawaiian or Pacific Islander           |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| White   |                  | 12            | 19.7%                                 | 0%                  | 17%     | 42%     | 42%     |
| Two or more races                             |                  | 8             | 13.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Socioeconomically disadvantaged               |                  | 7             | 11.5%                                 | ❖                   | ❖       | ❖       | ❖       |
| English learners                              |                  | 11            | 18.0%                                 | 27%                 | 18%     | 36%     | 18%     |
| Students with disabilities                    |                  | 5             | 8.2%                                  | ❖                   | ❖       | ❖       | ❖       |
| Students receiving Migrant Education services |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Foster youth                                  |                  | ◇             | ◇                                     | ◇                   | ◇       | ◇       | ◇       |
| Mathematics: Grade 3                          |                  |               |                                       | Percent Achievement |         |         |         |
| Group   | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Level 1             | Level 2 | Level 3 | Level 4 |
| All students                                  | 61               | 61            | 100.0%                                | 8%                  | 18%     | 49%     | 23%     |
| Male  |                  | 29            | 47.5%                                 | 7%                  | 14%     | 59%     | 21%     |
| Female  |                  | 32            | 52.5%                                 | 9%                  | 22%     | 41%     | 25%     |
| Black or African-American                     |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| American Indian or Alaska Native              |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Asian   |                  | 19            | 31.1%                                 | 5%                  | 11%     | 47%     | 37%     |
| Filipino                                      |                  | 11            | 18.0%                                 | 9%                  | 18%     | 45%     | 27%     |
| Hispanic or Latino                            |                  | 8             | 13.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Native Hawaiian or Pacific Islander           |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| White   |                  | 12            | 19.7%                                 | 0%                  | 25%     | 50%     | 17%     |
| Two or more races                             |                  | 8             | 13.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Socioeconomically disadvantaged               |                  | 7             | 11.5%                                 | ❖                   | ❖       | ❖       | ❖       |
| English learners                              |                  | 11            | 18.0%                                 | 9%                  | 18%     | 64%     | 9%      |
| Students with disabilities                    |                  | 5             | 8.2%                                  | ❖                   | ❖       | ❖       | ❖       |
| Students receiving Migrant Education services |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Foster youth                                  |                  | ◇             | ◇                                     | ◇                   | ◇       | ◇       | ◇       |

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

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

◇ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

| Students Achieving at Each Performance Level  |                  |               |                                       | 2014-15 School Year |         |         |         |
|---|------------------|---------------|---------------------------------------|---------------------|---------|---------|---------|
| English Language Arts: Grade 4                | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement |         |         |         |
| Group   |                  |               |                                       | Level 1             | Level 2 | Level 3 | Level 4 |
| All students                                  | 62               | 62            | 100.0%                                | 29%                 | 19%     | 32%     | 18%     |
| Male  |                  | 28            | 45.2%                                 | 29%                 | 18%     | 36%     | 14%     |
| Female  |                  | 34            | 54.8%                                 | 29%                 | 21%     | 29%     | 21%     |
| Black or African-American                     |                  | 2             | 3.2%                                  | ❖                   | ❖       | ❖       | ❖       |
| American Indian or Alaska Native              |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Asian   |                  | 10            | 16.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Filipino                                      |                  | 12            | 19.4%                                 | 17%                 | 17%     | 25%     | 42%     |
| Hispanic or Latino                            |                  | 12            | 19.4%                                 | 50%                 | 17%     | 25%     | 8%      |
| Native Hawaiian or Pacific Islander           |                  | 1             | 1.6%                                  | ❖                   | ❖       | ❖       | ❖       |
| White   |                  | 14            | 22.6%                                 | 29%                 | 29%     | 43%     | 0%      |
| Two or more races                             |                  | 10            | 16.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Socioeconomically disadvantaged               |                  | 8             | 12.9%                                 | ❖                   | ❖       | ❖       | ❖       |
| English learners                              |                  | 7             | 11.3%                                 | ❖                   | ❖       | ❖       | ❖       |
| Students with disabilities                    |                  | 2             | 3.2%                                  | ❖                   | ❖       | ❖       | ❖       |
| Students receiving Migrant Education services |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Foster youth                                  |                  | ❖             | ❖                                     | ❖                   | ❖       | ❖       | ❖       |
| Mathematics: Grade 4                          | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement |         |         |         |
| Group   |                  |               |                                       | Level 1             | Level 2 | Level 3 | Level 4 |
| All students                                  | 62               | 62            | 100.0%                                | 5%                  | 24%     | 40%     | 27%     |
| Male  |                  | 28            | 45.2%                                 | 4%                  | 21%     | 46%     | 25%     |
| Female  |                  | 34            | 54.8%                                 | 6%                  | 26%     | 35%     | 29%     |
| Black or African-American                     |                  | 2             | 3.2%                                  | ❖                   | ❖       | ❖       | ❖       |
| American Indian or Alaska Native              |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Asian   |                  | 10            | 16.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Filipino                                      |                  | 12            | 19.4%                                 | 0%                  | 17%     | 42%     | 42%     |
| Hispanic or Latino                            |                  | 12            | 19.4%                                 | 17%                 | 33%     | 42%     | 8%      |
| Native Hawaiian or Pacific Islander           |                  | 1             | 1.6%                                  | ❖                   | ❖       | ❖       | ❖       |
| White   |                  | 14            | 22.6%                                 | 0%                  | 29%     | 43%     | 29%     |
| Two or more races                             |                  | 10            | 16.1%                                 | ❖                   | ❖       | ❖       | ❖       |
| Socioeconomically disadvantaged               |                  | 8             | 12.9%                                 | ❖                   | ❖       | ❖       | ❖       |
| English learners                              |                  | 7             | 11.3%                                 | ❖                   | ❖       | ❖       | ❖       |
| Students with disabilities                    |                  | 2             | 3.2%                                  | ❖                   | ❖       | ❖       | ❖       |
| Students receiving Migrant Education services |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Foster youth                                  |                  | ❖             | ❖                                     | ❖                   | ❖       | ❖       | ❖       |

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

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

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

## Students Achieving at Each Performance Level

2014-15 School Year

| English Language Arts: Grade 5                |                  |               |                                       | Percent Achievement |         |         |         |
|---|------------------|---------------|---------------------------------------|---------------------|---------|---------|---------|
| Group   | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Level 1             | Level 2 | Level 3 | Level 4 |
| All students                                  | 58               | 56            | 96.6%                                 | 23%                 | 18%     | 32%     | 21%     |
| Male  |                  | 33            | 56.9%                                 | 33%                 | 15%     | 24%     | 21%     |
| Female  |                  | 23            | 39.7%                                 | 9%                  | 22%     | 43%     | 22%     |
| Black or African-American                     |                  | 4             | 6.9%                                  | ❖                   | ❖       | ❖       | ❖       |
| American Indian or Alaska Native              |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Asian   |                  | 14            | 24.1%                                 | 21%                 | 7%      | 29%     | 43%     |
| Filipino                                      |                  | 10            | 17.2%                                 | ❖                   | ❖       | ❖       | ❖       |
| Hispanic or Latino                            |                  | 10            | 17.2%                                 | ❖                   | ❖       | ❖       | ❖       |
| Native Hawaiian or Pacific Islander           |                  | 4             | 6.9%                                  | ❖                   | ❖       | ❖       | ❖       |
| White   |                  | 12            | 20.7%                                 | 17%                 | 25%     | 33%     | 8%      |
| Two or more races                             |                  | 2             | 3.4%                                  | ❖                   | ❖       | ❖       | ❖       |
| Socioeconomically disadvantaged               |                  | 13            | 22.4%                                 | 54%                 | 0%      | 15%     | 15%     |
| English learners                              |                  | 16            | 27.6%                                 | 38%                 | 19%     | 19%     | 19%     |
| Students with disabilities                    |                  | 5             | 8.6%                                  | ❖                   | ❖       | ❖       | ❖       |
| Students receiving Migrant Education services |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Foster youth                                  |                  | ◇             | ◇                                     | ◇                   | ◇       | ◇       | ◇       |
| Mathematics: Grade 5                          |                  |               |                                       | Percent Achievement |         |         |         |
| Group   | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Level 1             | Level 2 | Level 3 | Level 4 |
| All students                                  | 58               | 55            | 94.8%                                 | 13%                 | 35%     | 22%     | 31%     |
| Male  |                  | 33            | 56.9%                                 | 18%                 | 27%     | 18%     | 36%     |
| Female  |                  | 22            | 37.9%                                 | 5%                  | 45%     | 27%     | 23%     |
| Black or African-American                     |                  | 4             | 6.9%                                  | ❖                   | ❖       | ❖       | ❖       |
| American Indian or Alaska Native              |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Asian   |                  | 14            | 24.1%                                 | 7%                  | 21%     | 7%      | 64%     |
| Filipino                                      |                  | 10            | 17.2%                                 | ❖                   | ❖       | ❖       | ❖       |
| Hispanic or Latino                            |                  | 10            | 17.2%                                 | ❖                   | ❖       | ❖       | ❖       |
| Native Hawaiian or Pacific Islander           |                  | 4             | 6.9%                                  | ❖                   | ❖       | ❖       | ❖       |
| White   |                  | 11            | 19.0%                                 | 9%                  | 36%     | 36%     | 18%     |
| Two or more races                             |                  | 2             | 3.4%                                  | ❖                   | ❖       | ❖       | ❖       |
| Socioeconomically disadvantaged               |                  | 13            | 22.4%                                 | 31%                 | 54%     | 15%     | 0%      |
| English learners                              |                  | 15            | 25.9%                                 | 27%                 | 20%     | 20%     | 33%     |
| Students with disabilities                    |                  | 5             | 8.6%                                  | ❖                   | ❖       | ❖       | ❖       |
| Students receiving Migrant Education services |                  | 0             | 0.0%                                  | ❖                   | ❖       | ❖       | ❖       |
| Foster youth                                  |                  | ◇             | ◇                                     | ◇                   | ◇       | ◇       | ◇       |

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

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

◇ Information is not available at this time.

## 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, with representatives 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 an actual instructional setting. They 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 October 14, 2015. The most recently adopted textbooks were from the state-approved list.

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

| Textbooks and Instructional Materials List |  | 2015-16 School Year |
|--|--|---------------------|
| Subject                                    | Textbook   | Adopted             |
| English language arts                      | Open Court Reading, 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                     | California Vistas, Macmillan/McGraw-Hill             | 2006                |

## 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 |                    | 2015-16 School Year |
|---|--------------------|---------------------|
| Portola Elementary                                  | Percentage Lacking |                     |
| Reading/language arts                               | 0%                 |                     |
| Mathematics   | 0%                 |                     |
| Science   | 0%                 |                     |
| History/social science                              | 0%                 |                     |
| Visual and performing arts                          | ◇                  |                     |
| Foreign language                                    | ◇                  |                     |
| Health  | ◇                  |                     |

## Currency of Textbook Data

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

| Currency of Textbook Data |         | 2015-16 School Year |
|---------------------------|---------|---------------------|
| Data collection date      | 10/2015 |                     |

◇ Not applicable.

## Quality of Textbooks

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

| Quality of Textbooks  |        |
|---|--------|
| 2015-16 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    |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes    |

« *"The school and PTA strive to provide extras such as P.E. and music for all grades."* »



## 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/gym, staff lounge, stage, computer carts and a large playground. The school is in great condition as a result of the update and is cleaned on a daily 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 needed work.

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 a complete refurbishing of all classrooms, the library, multipurpose room and administration office.

**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.

**Classrooms:** Classrooms at Portola are equipped with wireless Internet connection, computers, document cameras and LCD projectors. Chromebook carts are located in each wing of the building. Additionally, an iPad cart is available for all students.

**Safety:** 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.



## Types of Services Funded

The Portola PTA supports our students through a variety of ways. Music, P.E., classroom instructional aides, and before- and after-school tutoring are all supported by the Portola PTA. Local Control and Accountability Plan (LCAP) funds support additional intervention resources.

## 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/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## 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                               |               | 2015-16 School Year        |               |
|--|---------------|----------------------------|---------------|
| Items Inspected  | Repair Status | Items Inspected            | Repair Status |
| <b>Systems</b>   | Good          | <b>Restrooms/fountains</b> | Good          |
| <b>Interior</b>  | Good          | <b>Safety</b>              | Good          |
| <b>Cleanliness</b>   | Good          | <b>Structural</b>          | Good          |
| <b>Electrical</b>  | Good          | <b>External</b>            | Poor          |
| <b>Overall summary of facility conditions</b>                    |               |                            | Good          |
| <b>Date of the most recent school site inspection</b>            |               |                            | 11/5/2015     |
| <b>Date of the most recent completion of the inspection form</b> |               |                            | 11/5/2015     |

## 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 |   | 2015-16 School Year |
|--------------------------|---|---------------------|
| Items Inspected          | Deficiencies, Action Taken or Planned, and Date of Action           |                     |
| <b>External</b>          | Fire engine play equipment rusted. Removed from playground 11/5/15. |                     |

## 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.

## 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   |            |       |       |
|---|-------------------|------------|-------|-------|
|   | San Bruno Park SD | Portola ES |       |       |
| Teachers  | 15-16             | 13-14      | 14-15 | 15-16 |
| <b>With full credential</b>   | 103               | 12         | 13    | 13    |
| <b>Without full credential</b>  | 2                 | 0          | 0     | 0     |
| <b>Teaching outside subject area of competence (with full credential)</b> | 4                 | 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 |       |       |
|---|-----------------|-------|-------|
|   | Portola ES      |       |       |
| Teachers  | 13-14           | 14-15 | 15-16 |
| <b>Teacher misassignments of English learners</b>   | 0               | 0     | 0     |
| <b>Total teacher misassignments</b>                 | 0               | 0     | 0     |
| <b>Vacant teacher positions</b>                     | 0               | 0     | 0     |

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (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 2014-15 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 | 2014-15 School Year                             |   |
|---|---|---|
|   | Percentage of Classes in Core Academic Subjects |   |
|   | Taught by Highly Qualified Teachers             | Not Taught by Highly Qualified Teachers |
| <b>Portola ES</b>                       | 100.00%   | 0.00%                                   |
| <b>All schools in district</b>          | 100.00%   | 0.00%                                   |
| <b>High-poverty schools in district</b> | 100.00%   | 0.00%                                   |
| <b>Low-poverty schools in district</b>  | 100.00%   | 0.00%                                   |

✦ Not applicable.

*"Portola Elementary is proud of its many opportunities for parents to volunteer their time."*

## 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

#### 2014-15 School Year

| Academic Counselors                                       |      |
|---|------|
| <b>FTE of academic counselors</b>                         | 0.00 |
| <b>Average number of students per academic counselor</b>  | ✦    |
| Support Staff   |      |
| <b>Social/behavioral or career development counselors</b> | 0.33 |
| <b>Library media teacher (librarian)</b>                  | 0.00 |
| <b>Library media services staff (paraprofessional)</b>    | 0.40 |
| <b>Psychologist</b>                                       | 0.33 |
| <b>Social worker</b>                                      | 0.00 |
| <b>Nurse</b>  | 0.00 |
| <b>Speech/language/hearing specialist</b>                 | 0.40 |
| <b>Resource specialist (nonteaching)</b>                  | 0.05 |



## 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                            |          |
|--|----------|
| 2013-14 Fiscal Year                              |          |
| Total expenditures per pupil                     | \$4,505  |
| Expenditures per pupil from restricted sources   | \$758    |
| Expenditures per pupil from unrestricted sources | \$3,748  |
| Annual average teacher salary                    | \$67,717 |

## Financial Data

The financial data displayed in this SARC is from the 2013-14 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 California Department of Education (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                          | 2013-14 Fiscal Year |                        |
|---|---------------------|------------------------|
|   | San Bruno Park SD   | Similar Sized District |
| Beginning teacher salary                      | \$38,700            | \$42,723               |
| Midrange teacher salary                       | \$67,513            | \$65,936               |
| Highest teacher salary                        | \$74,381            | \$84,545               |
| Average elementary school principal salary    | \$98,817            | \$106,864              |
| Average middle school principal salary        | \$102,548           | \$110,494              |
| Superintendent salary                         | \$129,135           | \$159,133              |
| Teacher salaries: percentage of budget        | 32%                 | 40%                    |
| Administrative salaries: percentage of budget | 5%                  | 6%                     |

## 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                    | 2013-14 Fiscal Year                              |                               |
|--|--|-------------------------------|
|  | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Portola ES                                   | \$3,748  | \$67,717                      |
| San Bruno Park SD                            | \$6,063  | \$65,179                      |
| California                                   | \$5,348  | \$69,086                      |
| School and district: percentage difference   | -38.2%   | +3.9%                         |
| School and California: percentage difference | -29.9%   | -2.0%                         |

## 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.

### School Accountability Report Card

PUBLISHED BY:



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 and comparisons of the school to the district, the county and the state, 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. Per Education Code 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 2015.

# 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 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 [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](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> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.