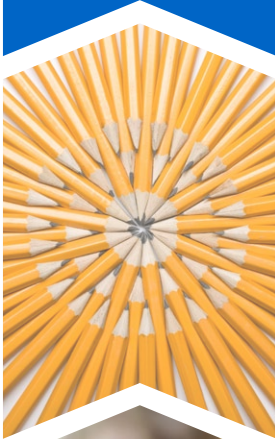


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Portola Elementary School

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CDS Code: 41-69013-6044010

San Bruno Park SD





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

Principal’s Message

All students at Portola Elementary School 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 physical education (PE) 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 explorer Gaspar de Portolà—for whom the school is named—was the first European to see 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, and each spring, the school holds a family potluck, where the entire Portola community comes together for an evening of 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 San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

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 have many opportunities to be informed of school activities. The school parking lot marquee and the lobby bulletin board offer updated reports on upcoming events. The Portola Paw Print newsletter, the school website, and the Portola Facebook page 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 Deni Meyerhoff, parent liaison, 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 December 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.

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.



Proud Schools in a Proud Community

District Mission Statement

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

San Bruno Park School District Belief Statements

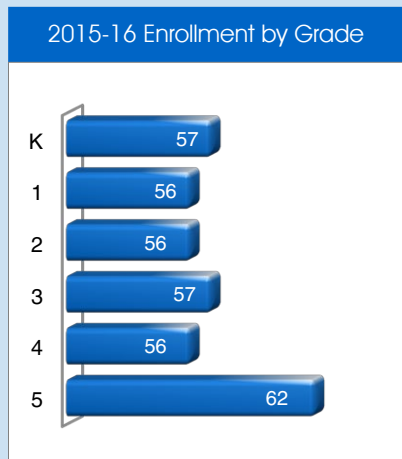
We believe that:

- 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.



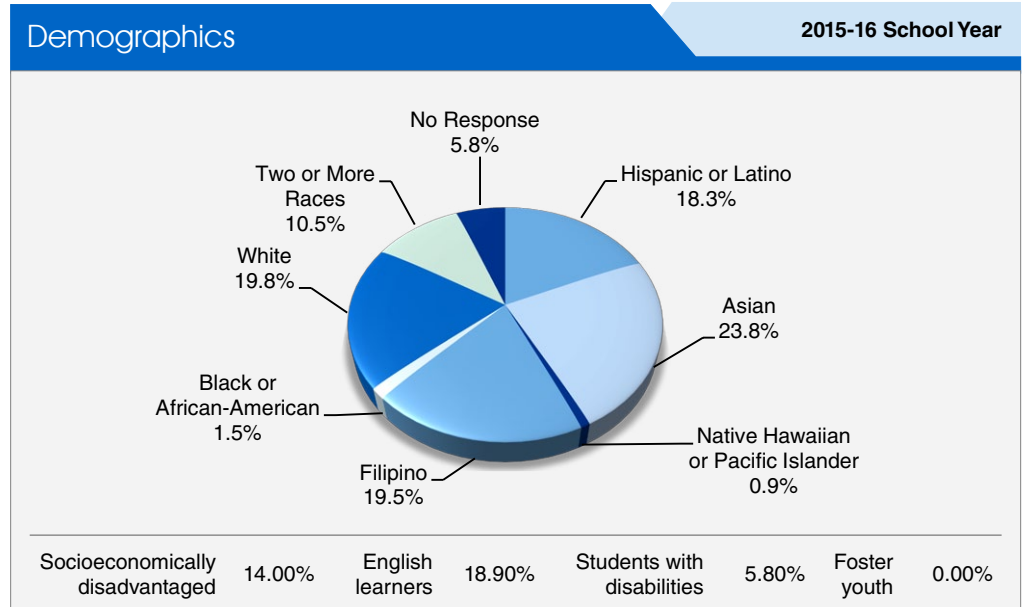
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Enrollment by Student Group

The total enrollment at the school was 344 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



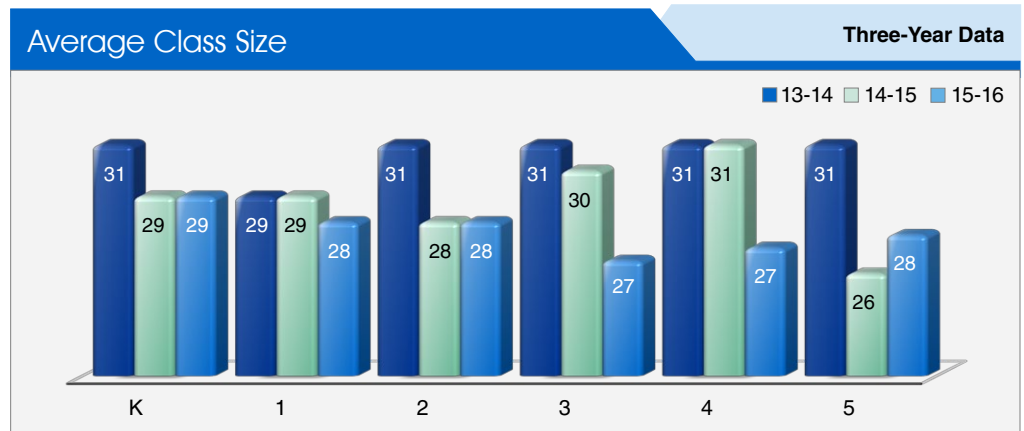
Suspensions and Expulsions

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			
	13-14	14-15	15-16
Suspension rates	3.0%	0.1%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	13-14	14-15	15-16
Suspension rates	1.3%	0.3%	2.8%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

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



Number of Classrooms by Size Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1		2			2			2	
2		2			2			2	
3		1 ½			2			2	
4		½ 1 ½			2			2	
5		½ 1			2			2	



Measures for Improvement

Portola focused on schoolwide improvement in the area of language arts during the 2015-16 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 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 ELA.

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 through their regular classroom teacher and through instructional aides with a focus on reading. 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.

Special Education Program

Portola Elementary School provides additional support for students with special needs. Special-education services are tailored to the Individualized Education Program (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, counselor, mental-health staff, and behaviorist 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 IEP of each student with physical, emotional or learning disabilities.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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.

Federal Intervention Program	2016-17 School Year	
	Portola ES	San Bruno Park SD
Program Improvement status	Not in PI	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		3
Percentage of schools currently in Program Improvement		100.00%

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

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.

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.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5

Four of six standards	17.5%
Five of six standards	30.2%
Six of six standards	25.4%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced

Three-Year Data

Subject	Portola ES			San Bruno Park SD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	72%	84%	58%	62%	61%	54%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced

2015-16 School Year

Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	64	62	96.88%	58.06%
Male	29	28	96.55%	64.29%
Female	35	34	97.14%	52.94%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	15	14	93.33%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	15	100.00%	40.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards

Two-Year Data

Subject	Portola ES		San Bruno Park SD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	59%	65%	44%	46%	44%	48%
Mathematics	65%	63%	40%	41%	33%	36%

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	60	58	96.70%	67.20%
Male	31	29	93.60%	62.10%
Female	29	29	100.00%	72.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	86.70%
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	15	14	93.30%	35.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	11	11	100.00%	63.60%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	60	58	96.70%	75.90%
Male	31	29	93.60%	75.90%
Female	29	29	100.00%	75.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	100.00%	93.30%
Filipino	12	12	100.00%	58.30%
Hispanic or Latino	15	14	93.30%	57.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	11	11	100.00%	45.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	57	57	100.00%	70.20%
Male	30	30	100.00%	56.70%
Female	27	27	100.00%	85.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	17	100.00%	64.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	11	100.00%	63.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	57	57	100.00%	66.70%
Male	30	30	100.00%	66.70%
Female	27	27	100.00%	66.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	17	100.00%	70.60%
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	11	100.00%	81.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	64	63	98.40%	57.10%
Male	29	29	100.00%	48.30%
Female	35	34	97.10%	64.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	15	15	100.00%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	15	100.00%	60.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	64	63	98.40%	47.60%
Male	29	29	100.00%	44.80%
Female	35	34	97.10%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	12	12	100.00%	66.70%
Hispanic or Latino	15	15	100.00%	33.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	15	100.00%	53.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	10/12/2016

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, English language arts and Illuminate (data management system) are focus areas for the current year.

Professional Development Days	
2014-15	3 days
2015-16	2 days
2016-17	2 days

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 12, 2016. 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Wonders, McGraw-Hill	2016
English learners	Wonders, McGraw-Hill	2016
Mathematics	Eureka, Great Minds	2015
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		2016-17 School Year
Portola ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

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.



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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/28/2016
Date of the most recent completion of the inspection form			10/28/2016

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		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Room 32 HVAC too hot. Air may be diverted, otherwise Trane can adjust.	December 2016
Interior	Rooms 1, 4, & 31 have badly stained carpets. Carpets will be cleaned during the summer.	June 2017
Electrical	Intercom not working in room 2. Technology department fixed the problem.	December 2016
Structural	Rain gutters need replacement. Requesting quotes from roofers.	June 2017
External	Exterior window frame rotting east wing, faculty entrance. Frame was patched, primed and painted.	December 2016

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. English learners (ELs) are also supported with dedicated EL instructional time and materials.

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.

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.



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.

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral counselor	0.10
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.50
Psychologist	0.30
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	0.10

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.

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	Portola ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	116	13	13	14
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Portola ES		
Teachers	14-15	15-16	16-17
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

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage 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 2014-15 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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		2014-15 Fiscal Year	
	San Bruno Park SD	Similar Sized District	
Beginning teacher salary	\$39,338	\$44,507	
Midrange teacher salary	\$68,597	\$68,910	
Highest teacher salary	\$79,200	\$88,330	
Average elementary school principal salary	\$103,346	\$111,481	
Average middle school principal salary	\$107,511	\$115,435	
Superintendent salary	\$135,634	\$169,821	
Teacher salaries: percentage of budget	32%	39%	
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		2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Portola ES	\$4,126	\$61,214	
San Bruno Park SD	\$6,607	\$61,508	
California	\$5,677	\$71,610	
School and district: percentage difference	-37.5%	-0.5%	
School and California: percentage difference	-27.3%	-14.5%	

Types of Services Funded

The Portola PTA supports our students through a variety of ways. Music and STEM (science, technology, engineering and mathematics) are all supported by the Portola PTA. Local Control and Accountability Plan (LCAP) funds support additional intervention resources.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,266
Expenditures per pupil from restricted sources	\$1,140
Expenditures per pupil from unrestricted sources	\$4,126
Annual average teacher salary	\$61,214

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.

Data for this year's SARC was provided by the California Department of Education and 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 Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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