



Portola Elementary School

300 Amador Ave • San Bruno • 6506243175 • Grades K-5

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<https://www.sbpsd.org/Domain/12>

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



San Bruno Park School District

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San Bruno, CA 94066

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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 community and PTA strive to provide extras opportunities, including physical education for all grades. Portola is a pilot site for Recology's Zero Waste initiative and Dr. Krotz is a fellow in the San Mateo County Office of Education Environmental Sustainability program. Portola is focusing on becoming a Zero Waste school every day, with different activities and projects scheduled throughout the year.

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 March, the students celebrate Read Across America Day 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. STEM experiences and a schoolwide Science Fair are held annually. The end of the year culminates with Field day and 5th-grade promotion.

Dr. Sheila Krotz
Principal

The San Bruno Park School District will engage and inspire our students to be productive critical thinkers who embrace diversity, curiosity, and innovation throughout their lives.

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. Portola's mission and vision complement the District's Portrait of a Graduate by encompassing the core tenets: Communicator, Creative/Innovative, Contributor, Critical Thinker, Collaborator, and Compassionate. These core values embody the culture and climate of Portola and students are individually recognized at our weekly awards ceremony every Thursday.

The San Bruno Park School District values...

The whole child

Accountability

Teamwork and collaboration

Respect

Ethical Behavior

Innovation and creativity



About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	57
Grade 2	53
Grade 3	51
Grade 4	51
Grade 5	58
Total Enrollment	329

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	37.7
Filipino	17.5
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	2.1
White	19.6
Two or More Races	0.3
Socioeconomically Disadvantaged	12.8
English Learners	17.5
Students with Disabilities	7.4
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Portola Elementary	17-18	18-19	19-20
With Full Credential	13	15	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Bruno Park School	17-18	18-19	19-20
With Full Credential	♦	♦	118
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Portola Elementary School

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

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

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

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

The instructional-materials selection process in SBPSD, when there is adequate 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 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

Year and month in which data were collected: 8/9/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw-Hill 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka, Great Minds 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Pearson Scott Foresman 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	My World, Pearson 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 makes repairs as needed.

A 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/30/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Exterior Grounds: Play structures are in good repair, asphalt needs seal coating, Fields need to be renovated, Storm drain inlet on west side needs to be rebuilt. Roofs: Roofing is weather bare but intact. Most HVAC units are old but are functioning properly. Most rain gutters and downspouts are completely rusted through. South Wing: HVAC unit was not maintaining setpoint temperature. A work order has been generated.
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofs: Roofing is weather bare but intact. Most HVAC units are old but are functioning properly. Most rain gutters and downspouts are completely rusted through.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior Grounds: Play structures are in good repair, asphalt needs seal coating, Fields need to be renovated, Storm drain inlet on west side needs to be rebuilt.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	63	71	48	49	50	50
Math	65	66	45	41	38	39

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

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

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

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	9.8	35.3	41.2

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	161	100.00	71.43
Male	77	77	100.00	70.13
Female	84	84	100.00	72.62
Black or African American	--	--	--	--
Asian	50	50	100.00	80.00
Filipino	37	37	100.00	83.78
Hispanic or Latino	32	32	100.00	59.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.00	63.64
Socioeconomically Disadvantaged	20	20	100.00	50.00
English Learners	31	31	100.00	58.06
Students with Disabilities	12	12	100.00	41.67
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	161	100.00	66.46
Male	77	77	100.00	76.62
Female	84	84	100.00	57.14
Black or African American	--	--	--	--
Asian	50	50	100.00	78.00
Filipino	37	37	100.00	70.27
Hispanic or Latino	32	32	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.00	66.67
Socioeconomically Disadvantaged	20	20	100.00	45.00
English Learners	31	31	100.00	58.06
Students with Disabilities	12	12	100.00	33.33
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parental Involvement

Portola Elementary is proud of its many opportunities for parents to be involved with their child's education. Volunteer opportunities include assisting in the classroom or library, 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's parents have many opportunities to be informed of school activities. The school parking lot marquee and the lobby bulletin board offer updated reports on coming events. The Portola Paw Print newsletter, the school website, and the Portola Facebook page are other means of communication. Electronic communication through Blackboard Connect 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.

State Priority: School Climate

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

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

School Safety Plan

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 visitor policy, emergency materials, and evacuation procedures. The safety plan is reviewed with all staff members and the School Site Council. Safety drills are held on a regular basis: Fire drills and earthquake drills are held quarterly and intruder and lock-down 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. The Safety plan was approved at the December 9th, 2019 SSC meeting.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.3	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.1	3.0
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	26		27		23	9	18		22	1	2	
1	28		18		28		9		26		2	
2	29		18		28		18		28		2	
3	25	1	18		28		18		27		2	
4	29		26		26		26		28		2	
5	24	5	26		29		26		27		2	
Other**	10	8			20	6	9		4	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	25	25

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, STEM, Math, and English language arts are focus areas for the current year. The Instructional Leadership Team meets monthly to discuss curricular focus areas, in particular vertical alignment in Math and the Accelerated Reader program in ELA.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,160	\$49,378
Mid-Range Teacher Salary	\$73,493	\$77,190
Highest Teacher Salary	\$84,893	\$96,607
Average Principal Salary (ES)	\$111,213	\$122,074
Average Principal Salary (MS)	\$115,414	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$188,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	6%

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

Types of Services Funded

Local Control and Accountability Plan (LCAP) funds support the STEM program, additional intervention resources through instructional aides, as well as providing PE for all grades K-5.

DataQuest

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

Internet Access

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,897	\$758	\$4,138	\$74,097
District	N/A	N/A	\$6,770	\$70,906.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-48.3	9.3
School Site/ State	-45.5	-0.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.