

Murdock-Portal Elementary School

Cupertino Union School District

1188 Wunderlich Drive, San Jose, CA 95129

(408) 973-8191

Julie Ales, Principal

2007-2008 School Accountability Report Card

2007-08 Board of Education

Pearl Cheng
Member

Ben Liao
Member

Josephine Lucey
Member

Gary McCue
Member

Phyllis Vogel
Member

Superintendent

Phil Quon



School Profile

Murdock-Portal Elementary School is an alternative program environment that provides a climate for learning that is positive and risk-free, providing opportunities for all students to be socially, emotionally and academically successful. Teams of teachers and adults work with multi-age groups of students in a modified year-round environment. Teachers and students work together in villages for 2 years. Special Education students are fully included in the regular education program. The learning environment engages students in hands-on learning experiences with individual and project-based activities and experiences. Simulations and real-world experiences make learning more meaningful for students. Technology is pervasive throughout the school. Parents volunteers supervise lunch clubs to give students additional choices during free time. Parent nights are held in literacy, science and math. A school-wide discipline policy is distributed and discussed with all students and parents.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.2%
American Indian	0.6%
Asian	89.5%
Caucasian	9.0%
Filipino	0.0%
Hispanic or Latino	0.8%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Suspensions & Expulsions

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	415	293	425
Suspension Rate	0.0%	0.0%	0.0%	2.5%	1.7%	2.5%
Expulsions	0	0	0	7	2	3
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Murdock-Portal Elementary at (408) 973-8191.

Parent Involvement

Portal School Community Organization (alias: PTA) is an independently incorporated home-school club with an elected Board of Directors and organized committees. PSCO's primary responsibility is to provide funds for the enrichment activities at Murdock-Portal. It also has a charter to manage the volunteer functions. The PSCO holds monthly board meetings and two general meetings annually. All Murdock-Portal families and staff are members.

Parents also participate in our School Site Council and Project Cornerstone. Project Cornerstone has parents read to children in the classroom. The topic of the books involve conflict resolution.

For additional information about organized opportunities for parent involvement at Murdock-Portal Elementary, please contact PSCO at 408-973-8191.

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to enrollment.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
06	07	08	06	07	08	06	07	08	06	07	08	
K-3	20	21	20	21	20	19	-	1	1	-	-	-
4-8	30	30	27	-	-	1	6	6	5	-	-	-

Enrollment & Attendance

Regular attendance at Murdock-Portal Elementary School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement. The following chart illustrates enrollment at Murdock-Portal Elementary School over the past three years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	90	89	90
1st	90	91	90
2nd	90	90	90
3rd	89	90	90
4th	90	92	89
5th	90	88	83

Instructional Materials

Cupertino Union School held a Public Hearing on September 9, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school during the 2007-08 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2008	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2007	Yes	0.0%

Library Information

The school's library, staffed by a part-time Library Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit during lunch.



Additional Internet Access/ Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.

Computer Resources

Murdock-Portal Elementary has a computer lab with 24 computers and two laptop carts were recently added. Teachers schedule time when their classes need to use it. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	196	196	271
Students per computer	2.8	2.8	2.0
Classrooms connected to Internet	24	24	24

Curriculum Development

All curriculum development in the Cupertino Union School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Instructional Services Department to align with the state standards, district goals, and the statewide assessment program.

Safe School Plan

Safety of students and staff is a primary concern of Murdock-Portal Elementary. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation area, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year and intruder/lock-down drills are held annually.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. An updated copy of the plan is available to the public at the school office.

School Facilities

Murdock-Portal is comprised of K-5th grade classrooms, library media center, computer lab, large multipurpose room, and 24 classrooms. The school also enjoys a spacious playgrounds, as well as grassy fields for running, sports, and games. Facility information is current as of December 2008.

School Facility Conditions				
Date of Last Inspection: 08/26/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. In the evenings and during the day, one full-time custodian ensures classrooms, restrooms, and campus grounds are kept clean and safe.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.



Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district allocated \$171,184 for the deferred maintenance program. This represents 0.0012% of the district's general fund budget. For a list of deferred maintenance projects please contact the district office.

Counseling & Support Staff

It is the goal of Murdock-Portal Elementary to assist students in their social and personal development as well as academics. The table lists the support service personnel available at Murdock-Portal Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Clerk	1	.625
Nurse	1	.2
Psychologist	1	.2
Speech and Language Specialist	1	.1

Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
06	07	08	06	07	08	
All Students						
School	72	84	83	91	98	97
District	71	72	71	88	88	87
State	37	38	38	55	56	56
Males						
School	71	76	81	90	100	100
Females						
School	74	92	85	93	96	94
Asian						
School	72	84	83	94	97	98
Caucasian						
School	*	91	*	*	100	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
	All Students																										
School	93	98	93	82	92	95	97	99	99	95	98	97	100	99	98	91	97	97	96	97	100	99	97	98	92	93	97
District	83	83	84	77	75	78	87	88	89	84	84	88	89	89	90	88	89	90	88	88	89	86	86	87	75	79	86
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
	Males																										
School	88	100	90	81	88	95	96	98	98	96	96	95	100	100	100	90	95	100	96	98	100	98	98	95	92	92	95
District	81	81	82	73	72	73	86	87	88	82	82	86	90	89	90	88	88	89	88	87	88	87	87	88	77	79	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
	Females																										
School	98	96	96	83	96	96	97	100	100	93	100	100	100	98	96	93	100	96	97	98	100	100	97	100	90	95	100
District	86	87	85	80	79	82	89	90	92	86	87	88	88	88	90	89	89	91	88	89	89	85	86	85	72	78	84
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
	Asian																										
School	92	99	93	84	94	96	98	100	99	95	97	99	100	99	98	94	97	100	96	100	100	100	97	99	91	94	99
District	88	89	90	84	81	83	92	93	92	88	89	91	94	93	94	95	93	95	94	95	94	92	93	94	79	83	89
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
	Caucasian																										
School	100	*	*	*	82	*	*	*	100	*	*	*	100	*	*	*	100	*	*	*	100	*	*	*	*	*	*
District	81	79	75	72	73	71	84	85	90	81	85	85	85	85	87	83	86	85	82	81	82	79	79	80	71	80	84
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	9	10	
All Students				
Actual Growth	-7	15	4	992
Asian				
Actual Growth	-6	13	5	995

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Physical Fitness

In the spring of each year, Murdock-Portal Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. For the 2007-08 school year, 26.5% of all fifth graders at Murdock-Portal Elementary met the standards in all six fitness areas.



Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated four days to staff development annually for the past three years. Topics for staff development during the 2007-08 school year included a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.8%	1.2%

Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Murdock-Portal Elementary had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.



Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	27	25	25	817
Without Full Credentials	2	2	1	31
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

District Expenditures

Cupertino Union School spent an average of \$7,344 to educate each student, based on (2006-07 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,406
From Restricted Sources	\$674
From Unrestricted Sources	\$4,732
District	
From Unrestricted Sources	\$4,272
Percentage of Variation between School & District	10.77%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	10.72%

District Revenue Sources

In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:

- Title I Intervention Specialist
- Classroom aides
- 6th grade support team
- Ipass: Computer based math program
- Intervention strategies for parents
- STEP Parenting classes
- Professional Development Workshop
- After school study skills class
- Instructional aide coordinator
- School site Science Night
- Title I Reading Specialist
- After school test preparation
- Academy
- Differentiated Instruction Workshop
- After school tutorial program
- Safety Resource Officers
- Before school academic program
- GATE parent meetings
- School site Literacy Night

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$50,348	\$40,667
Mid-Range Teachers	\$74,008	\$66,167
Highest Teachers	\$95,473	\$84,142
Elementary School Principals	\$117,202	\$104,640
Middle School Principals	\$129,095	\$107,227
High School Principals	-	-
Superintendent	-	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.6%	42.3%
Administrative Salaries	5.7%	5.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,792
District	\$66,660
Percentage of Variation	1.31%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	1.68%

