

# El Portal Elementary School School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	El Portal Elementary School	<b>District Name</b>	Lowell Joint School District
<b>Street</b>	200 North Nada	<b>Phone Number</b>	562.943.0211
<b>City, State, Zip</b>	La Habra, CA 90631	<b>Web Site</b>	www.ljsd.org
<b>Phone Number</b>	562-902-4211	<b>Superintendent</b>	Dr. Patricia Howell
<b>Principal</b>	Kim Likert	<b>E-mail Address</b>	webadmin@ljsd.org
<b>E-mail Address</b>	klikert@ljsd.org	<b>CDS Code</b>	19647666020127

### School Description and Mission Statement

This section provides information about the school's goals and programs.

It is the mission of El Portal School to create for our students a strong educational foundation and to encourage and develop in students Character, a Passion for Learning, and Academic Excellence. It is our goal to develop in students a strong foundation in America's values, traditions and heritage and to teach our students to embrace the diversity of others on campus and in the community. Our staff, parents, and community members work closely together to help each child reach his/her potential. Communication with home is important and we provide an excellent school newsletter, an automated phone message system, a parent information email system and many classroom websites. Collaboration between school and home is an integral part of the success of El Portal Elementary School. Working together as a school community, El Portal offers a safe, child-centered environment that provides students with the essential skills to become life-long learners. El Portal is a school where students and staff approach the learning process eagerly, with enthusiasm, passion, and wonder. The staff provides an atmosphere that fosters creativity, individuality, cooperation, and understanding. The staff is trained in numerous teaching styles and utilizes a variety of strategies to provide an exciting and well-balanced instructional program designed to meet the needs of all students, including GLAD strategies and training in Step Up to Writing.

We are a professional learning community dedicated to the development of each and every child. The curriculum is comprehensive and challenging, one that builds skills and knowledge while developing critical thinkers and productive members of society.

El Portal Elementary School offers a wide variety of programs for students. We have an active School-Site Council, a school safety team, and a Green Team, devoted to helping our environment. We offer programs in art, music, and PE. Our students have opportunities to become involved in the arts through drama, and music. We also reach out to students through Bridge Builders, a teacher student after school mentor program. El Portal offers before school homework clubs and individual grade levels offer before school tutoring through programs like Panther Prep, and a third - sixth grade before school help class. SOAR offers after school help for students who struggle in basic reading skills.

El Portal Elementary School is the doorway to academic opportunity where we Believe, Achieve and Succeed.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents at El Portal have many opportunities for involvement and are highly visible on our campus. Parents volunteer daily in our library and in our classrooms. Parents and community members are volunteer readers one hour a week on campus. Our local high school students also volunteer time on our campus. Through our very active PTA, parents sponsor many programs on our campus: Fall Festival, Red Ribbon Week, Donuts for Dad, Muffins for Mom, fund- raisers that support our field trips and assemblies, the Reflections Program, Art Masters, Family Night and Wonder of Reading are some of the many activities that take place through our PTA.

Parents also help throughout the year as room parents who help plan special events for our children. Parents are also involved in our ELAC Committee and School Site Council. Parent involvement on our campus is an integral part of the success of our campus programs.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	56
Grade 1	58
Grade 2	61
Grade 3	60
Grade 4	78
Grade 5	66
Grade 6	83
<b>Total Enrollment</b>	<b>462</b>

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1 %	White (not Hispanic)	38.31 %
American Indian or Alaska Native	%	Multiple or No Response	3.25 %
Asian	3.9 %	Socioeconomically Disadvantaged	29 %
Filipino	0 %	English Learners	24 %
Hispanic or Latino	53 %	Students with Disabilities	9 %
Pacific Islander	%		

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.7		3		23.3		3		28		2	
1	17	4			19.7	3			19.3	3		
2	20.6	4	1		17.8	4			19.5	4		
3	24	1	2		20.2	4	1		30		2	
4	33.5			2	30.5		2		29.7		3	
5	33.5			2	33			2	26.5		2	
6	30.7		3		30.7		3		27		3	
4-8	31		1		31		1		31		1	

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

El Portal has in place a comprehensive school safety program. A disaster and crisis intervention plan is current and reviewed each year. A school-wide discipline plan is reviewed and followed with appropriate positive and negative consequences outlined to provide a fair and consistent program for all students.

The program is designed to assist students in learning how to make appropriate choices. Guidelines for behavior are reviewed with all students. El Portal's school programs help to provide a safe and appropriate learning environment for all students. The learning environment reflects an academic focus and El Portal maintains high expectations and standards for achievement and behavior.

Pride in the physical environment is stressed and a safe, orderly campus is maintained. Visitors on our campus are expected to wear an identifying badge at all times and our campus is secured throughout the school day. El Portal Safety Patrol is used to help maintain an organized and safe pick-up and drop-off of students entering and exiting our campus. We review safety procedures monthly with fire drills and earthquake drills. El Portal has in place a comprehensive school safety program. A disaster and crisis intervention plan is current and reviewed each year. A school-wide discipline plan is reviewed and followed with appropriate positive and negative consequences outlined to provide a fair and consistent program for all students. The program is designed to assist students in learning how to make appropriate choices. Guidelines for behavior are reviewed with all students.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	3.6	1.7	2.2	5.9	6.1	5.1
<b>Expulsions</b>	0	0	0	0	0	0.1

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

El Portal Elementary School has 25 classrooms, ten of which are bungalows. Primary and upper-grade classrooms are separated and each has its own spacious playground area. Our two Kindergarten classes have their own enclosed play area. In 2002, new upper-grade playground equipment was installed which has state of the art equipment, swings, and two regulation size soccer goals. In 2004, our new primary playground equipment was installed. Student physical fitness is promoted even during playground play. In 2007/8 we will open a newly renovated Tech Center complete with new computer stations and technology equipment for the use by all students. In 2007/08 our indoor stage area in our Multi-Use room will be equipped with a new sound system, new lighting and an enlarged stage so that students will have a facility that will be better suited for our encouragement of the performing arts. We have an outside stage area and an eating area with newly installed benches. Each classroom is equipped with a television set and we have closed circuit TV. Our office area consists of a newly renovated teacher workroom and office and a separate teacher's lounge. Our library is a beautiful facility complete with story steps, cozy corners and study areas. Our campus has garden areas, is clean, well manicured and painted only two years ago.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Gas Leaks</b>	[X]	[ ]	[ ]	
<b>Mechanical Systems</b>	[X]	[ ]	[ ]	
<b>Windows/Doors/Gates (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Interior Surfaces (walls, floors, and ceilings)</b>	[X]	[ ]	[ ]	
<b>Hazardous Materials (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Structural Damage</b>	[X]	[ ]	[ ]	
<b>Fire Safety</b>	[X]	[ ]	[ ]	
<b>Electrical (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Pest/Vermin Infestation</b>	[X]	[ ]	[ ]	
<b>Drinking Fountains (inside and outside)</b>	[X]	[ ]	[ ]	
<b>Restrooms</b>	[X]	[ ]	[ ]	
<b>Sewer</b>	[X]	[ ]	[ ]	
<b>Playground/School Grounds</b>	[X]	[ ]	[ ]	
<b>Roofs</b>	[X]	[ ]	[ ]	
<b>Overall Cleanliness</b>	[X]	[ ]	[ ]	

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

## IV. Teachers

### Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Staff development opportunities are embraced as we work together as a professional learning community. El Portal's staff is constantly seeking ways to improve our programs. Our staff has received training in reading comprehension strategies. Several of our teachers have attended seminars in math and reading and have brought the material back to the staff and presented an inservice to the staff. Our staff has received additional training in working with learning disabled students. The staff has also received extensive training in working with our English Language Learners. During the 2004/05 and 07-08 school year all of our staff were trained in GLAD, Guided Language Acquisition Design, training. One afternoon each week is provided by the district for the purpose of staff development. Grade level teams meet on a regular basis to evaluate instructional strategies and to implement new methods to provide the best possible instruction. One of El Portal's many strengths is the team effort among the staff as they build a strong academic program at each grade level. El Portal continues to focus on staff development each year. As a professional learning community, we evaluate and revise our mission statement and goals each year. Most recently our staff studied best practices and strategies from Step Up to Writing. The El Portal staff remains committed to student success and to working as a team to provide top quality instructional strategies in our classrooms.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	24	25	22	139
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence			0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	2	0	
Total Teacher Misassignments	2	0	
Vacant Teacher Positions		0	

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.5 %	4.5 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	98.3 %	1.7 %

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	.20	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adoption Date June 1997 K-6, May 2002 7-8	0
Mathematics	Adoption Date K-8 October 2001	0
Science	Adoption Date K-7 May 2002 Adoption Date 8th May 2007	0
History-Social Science	Adoption Date K-5 March 2001 Adoption Date 6-8 May 2007	0
Foreign Language		
Health		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---	\$5,062	\$63,795
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$58,519
Percent Difference – School Site and State	---	---		

## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, Reading for Success I and Reading for Success II, instructional aides, substitutes, a guidance technician, instructional supplies, supplemental supplies, conferences, consultants, postage, non-capital equipment, and student field trips.

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used to teach a pilot course in technology, pay for substitutes, instructional aides, supplemental books, and conferences.

EIA funds are designated to provide a supplemental instructional program for immigrant students. EIA funds are allotted for tutorial support, substitutes, instructional aides, supplemental books, instructional supplies, and consultant fees.

School Improvement funds are allotted to pay for substitutes, instructional aides, a campus supervisor, conferences, supplemental books, instructional supplies, and fund the intramural program.

EIA/LEP funds provide support to develop English fluency in LEP students, promote students' self-concept, promote cross-cultural understanding, and provide equal opportunity for academic achievement. EIA/LEP funds support after-school tutoring, instructional aides, supplemental books, instructional supplies, conferences, and postage.

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a district's 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 the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$36,564	\$38,159
<b>Mid-Range Teacher Salary</b>	\$70,514	\$59,148
<b>Highest Teacher Salary</b>	\$79,246	\$73,514
<b>Average Principal Salary (Elementary)</b>	\$98,736	\$91,903
<b>Average Principal Salary (Middle)</b>	\$101,473	\$95,855
<b>Superintendent Salary</b>	\$146,684	\$132,994
<b>Percent of Budget for Teacher Salaries</b>	43.5 %	41.6 %
<b>Percent of Budget for Administrative Salaries</b>	5.6 %	5.9 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>English-Language Arts</b>	58	64	64	62	63	64	40	42	43
<b>Mathematics</b>	59	64	64	61	64	60	38	40	40
<b>Science</b>	22	42	43	32	41	49	27	35	38
<b>History-Social Science</b>				35	41	43	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	77	69	*	
Filipino	*	*		
Hispanic or Latino	48	51	29	
Pacific Islander				
White (not Hispanic)	82	81	62	
Male	61	68	47	
Female	67	60	39	
Economically Disadvantaged	37	45	*	
English Learners	24	33	0	
Students with Disabilities	26	35	*	
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	61	57	59	59	58	55	41	42	42
Mathematics	76	74	68	72	69	67	52	53	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	38	54
Pacific Islander		
White (not Hispanic)	72	76
Male	59	68
Female	59	69
Economically Disadvantaged	26	50
English Learners	36	71
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	39

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	8	8	8
Similar Schools	8	7	8

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	11	24	12	850
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	13	26	9	791
Pacific Islander				
White (not Hispanic)	17	21	21	916
Socioeconomically Disadvantaged	-8	30	14	738
English Learners	N/A	13	31	744
Students with Disabilities	N/A			

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	