

El Portal Elementary School School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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	
School Name	El Portal Elementary	District Name	Lowell Joint
Street	200 North Nada St.	Phone Number	562-943-0211
City, State, Zip	La Habra, CA 90631-4451	Web Site	www.ljsd.org
Phone Number	562-902-4211	Superintendent	Dr. Patricia A. Howell
Principal	Linda Takacs	E-mail Address	phowell@ljsd.org
E-mail Address	ltakacs@ljsd.org	---	---

School Description and Mission Statement

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

El Portal Mission Statement

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 Classroom Instruction That Works.

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.

EI 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. EI Portal offers before school homework clubs and individual grade levels offer before school tutoring through programs like Panther Prep, and a sixth grade before school help class. SOAR offers after school help for students who struggle in basic reading skills.

EI 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 EI 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, fundraisers 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	Grade Level	Number of Students
Kindergarten	61	Grade 8	0
Grade 1	59	Ungraded Elementary	0
Grade 2	63	Grade 9	0
Grade 3	63	Grade 10	0
Grade 4	80	Grade 11	0
Grade 5	68	Grade 12	0
Grade 6	85	Ungraded Secondary	0
Grade 7	0	Total Enrollment	479

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	1.1	White (not Hispanic)	41.5
American Indian or Alaska Native	0.2	Multiple or No Response	3.2
Asian	4.2	Socioeconomically Disadvantaged	24.9
Filipino	0.2	English Learners	20.0
Hispanic or Latino	49.6	Students with Disabilities	9.0
Pacific Islander	0.0	---	---

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	2003-04				2004-05				2005-06			
	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		24.7		3		23.3		3	
1	20.3	3	1		17.0	4			19.7	3		
2	18.5	4			20.6	4	1		17.8	4		
3	24.0		3		24.0	1	2		20.2	4	1	
4	33.0		1	1	33.5			2	30.5		2	
5	32.5		1	1	33.5			2	33.0			2
6	30.5		2		30.7		3		30.7		3	
K-3												
3-4												
4-8	29.5		2		31.0		1		31.0		1	
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	72.2%	100%
3		28.1%	

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.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

A variety of programs on our campus promote a positive learning environment. Our monthly awards program offers: Student of the Month, Very Important Panther, and CARE Awards. Our Kids CARE award (Character, Attitude, Responsibility, and Effort) is given to those students who have shown they exhibit the qualities named in the award. Quarterly, we award our Honor Roll members in grades 4-6. Students who have achieved success in math are honored as part of our Math Club. Bridge Builders encourages additional students, who might not receive other honors or awards, by involving them in an after-school enrichment program monthly.

Participation in Student Council promotes quality leadership skills on campus and those students organize, among other things, Random Acts of Kindness Week and our Red Ribbon Week festivities, which promote our positive learning environment. Other leadership opportunities take place on campus and in classrooms.

Our reading program, Panther All Star Reading Team, promotes a love of reading for all our students. Reading Counts! and Writing Rocks offers students incentives to grow academically in these important areas. El Portal Elementary School has twice received the Governor's Reading Award for the continued success we have had in encouraging our students to read.

Our expectations are high at El Portal. Students are expected to follow a school wide discipline plan and each classroom lists classroom rules and expectations. Appropriate and consistent positive and negative consequences are in place in each classroom on the campus. We are proud that our students know what is expected and follow the guidelines set for them. All of the staff at El Portal work together to encourage our students and to promote a positive learning environment on campus.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	19	5	12	254	255	244
Expulsions	0	0	0	0	5	0

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 Conditions 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	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	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		
Playground/School Grounds	X		
Other			

IV. Teachers

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	22	24	25	148
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence				---

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	8	2	
Total Teacher Misassignments	8	2	
Vacant Teacher Positions	-	-	

Core Academic Classes Taught by NCLB 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 <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	80.0	20.0
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teacher attendance is high but when illness takes a teacher away from classroom duties, a replacement from a cadre of fully-qualified substitute teachers is on call.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Evaluators who are certified to carry out this function evaluate individual teacher performance regularly. Evaluation, both formal and informal, is a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students. All probationary teachers have three observations and two formal evaluations each year. All tenured staff has one observation and one formal evaluation yearly. Teacher salary is based on a satisfactory performance on the yearly evaluation.

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	---
Library Media Services Staff (paraprofessional)		---
Psychologist	.5	---
Social Worker		---
Nurse	.33	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist (non-teaching)		---
Other		---

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-8 May 2002	0
History-Social Science	Adoption Date K-8 March 2001	0
Health	--	--

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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	---	---	\$3,102	\$63,795
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$56,471
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 2004-05)

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 can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,396	\$37,797
Mid-Range Teacher Salary	\$68,261	\$57,601
Highest Teacher Salary	\$76,714	\$71,233
Average Principal Salary (Elementary)	\$94,470	\$94,470
Average Principal Salary (Middle)	\$98,391	\$98,391
Average Principal Salary (High)	--	--
Superintendent Salary	\$145,005	\$127,179
Percent of Budget for Teacher Salaries	41.8	42.1
Percent of Budget for Administrative Salaries	6.3	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	56	58	64	59	62	63	36	40	42
Mathematics	54	59	64	56	61	64	34	38	40
Science	20	22	42	29	32	41	25	27	35
History-Social Science				33	35	41	29	32	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	78	87	*	
Filipino	*	*		
Hispanic or Latino	49	57	26	
Pacific Islander				
White (Not Hispanic)	78	70	67	
Male	61	64	44	
Female	66	64	39	
Economically Disadvantaged	32	46	24	
English Learners	24	45	0	
Students with Disabilities	26	37	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	53	61	57	59	59	58	43	41	42
Mathematics	65	76	74	69	72	69	51	52	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	39	61
Pacific Islander		
White (not Hispanic)	77	89
Male	47	69
Female	64	77
Economically Disadvantaged	23	50
English Learners	16	47
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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	17.3
7	-
9	-

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	2003-04	2004-05	2005-06
Statewide	8	8	8
Similar Schools	6	8	7

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
	2003-04	2004-05	2005-06	2006
All Students at the School	6	11	24	840
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-3	13	26	784
Pacific Islander				
White (not Hispanic)	14	17	21	897
Socioeconomically Disadvantaged	10	-8	30	726
English Learners	--	--	13	715
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

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	No
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	N/A	N/A
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0%	0.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Lowell Joint School District provides excellent leadership in the area of curriculum and instruction. Teachers are given a variety of instructional strategies and materials from which to draw as they implement the curriculum. Each teacher has a District Curriculum Guide, Balanced Literacy Book, a Patriotic Guide, and a Character Education Handbook. Each of these resources helps the teacher to create a balanced educational program. EI Portal teachers are all highly trained and state and district standards are the focus of classroom instruction.

Teachers use a wide variety of assessment tools to evaluate student achievement. Class instruction is modified and adjustments made to make sure that all students are able to learn to the best of their potential.

All students use a basal math text and supplemental materials including: Mountain Math, Math for Today, bellwork, manipulatives, timed math facts, word problems, and teacher made materials. In some grades, students are grouped for an optimal learning environment.

Reading and writing are focuses in every classroom and at least twice each quarter students are taken through the entire writing process. Step Up to Writing is part of the curriculum for EI Portal teachers and a writing portfolio with pre-post assessments help to ensure progress in writing for our students. A Writer's Workshop supplemental program is also in place on our campus. In addition to the Reading/Language Arts text, teachers use Mountain Language, Daily Oral Language, and a variety of materials that support comprehension and critical thinking skills. Phonics Pathways, speaking and listening skill exercises, and GATE materials supplement the program. Nightly reading homework and color coding strategies help focus on reading across the curriculum as skills are developed. Our students are divided into breakout groups in 3-6 grades to spend focused instructional time on the state standards each day.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

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 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 Classroom Instruction That Works. The El Portal staff remains committed to student success and to working as a team to provide top quality instructional strategies in our classrooms.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,015	36,000
1	54,730	50,400
2	54,730	50,400
3	54,730	50,400
4	54,730	54,000
5	54,730	54,000
6	54,730	54,000
7	60,156	60,376
8	60,156	60,376

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Elementary Schools – 4 Days – Staff Development

Rancho Starbuck Jr. High – 4 Days – Staff Development