



El Portal Elementary School

200 North Nada Street • La Habra, CA 90631 • 562-902-4211 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



**Lowell Joint
School District**

A Tradition of Excellence Since 1966

Lowell Joint School District

11019 Valley Home Ave.
Whittier, CA 90603
562.943.0211
www.ljsd.org

District Governing Board

William A. Hinz, President
Fred W. Schambeck, Vice President
Anastasia M. Shackelford, Clerk
Darin W. Barber, Member
Marty Tourville, Member

District Administration

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Superintendent
Dr. Sheri McDonald
**Assistant Superintendent of
Instruction**
Andrea Reynolds
**Assistant Superintendent of
Administrative Services**
Kaleo Igarta
Director of Special Education
Stacey Stewart
**Director of Curriculum and
Instruction**
TBD
Director of Technology

School Description

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 provide 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 or her potential. Collaboration and communication between school and home is an integral part of the success of El Portal Elementary School. We provide an excellent school newsletter, an automated phone message system, a parent information email system and classroom websites. 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 Guided Language Acquisition Design (GLAD), Explicit Direct Instruction (EDI), Project Based Learning (PBL), and training in Step Up to Writing. We are a professional learning community dedicated to the development of each and every child. The California Content Standards are comprehensive and challenging; they build 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 writing clubs, drama, and music. We also reach out to students through Costco and Wonder of Reading, two adult mentor reading programs. El Portal offers technology integration through our in school Chromebook initiative for all 2nd - 6th grade students as well as the use of our STEAM lab for TK - 6th grade. Individual grade levels offer recess tutoring through programs like AIM and Learning at Lunch. Successful Options for Academic Readiness (SOAR) offers before/after school help for students who struggle in reading and math skills.

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

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 99 |
| Grade 1 | 68 |
| Grade 2 | 65 |
| Grade 3 | 66 |
| Grade 4 | 78 |
| Grade 5 | 66 |
| Grade 6 | 65 |
| Total Enrollment | 507 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.2 |
| Filipino | 0.6 |
| Hispanic or Latino | 68.6 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 24.7 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 45.8 |
| English Learners | 19.1 |
| Students with Disabilities | 7.9 |
| Foster Youth | 0 |

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 | | | |
|---|-------|-------|-------|
| El Portal Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 20 | 20 | 21 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Lowell Joint School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 128.3 |
| Without Full Credential | ♦ | ♦ | 2 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| El Portal Elementary School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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 2017-18)

In alignment with the

| Textbooks and Instructional Materials | |
|--|--|
| Year and month in which data were collected: November 2017 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | 2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | 2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | 1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | 2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Visual and Performing Arts | Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 transitional kindergarten and three kindergarten classes have their own enclosed play area. The upper-grade playground is equipped with swings and two regulation size soccer fields. Student physical fitness is promoted even during playground play. Our indoor stage area in our Multi-Use room was equipped with a new sound system, 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 wireless internet, class computers, iPads, and we have closed circuit TV. Second through sixth grades have individual Chromebooks for use inside the classrooms.

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 freshly painted. In March 2014, a newly renovated Technology Center complete with new computer stations and technology equipment for use by all students was opened. In 2015, El Portal opened it's Science, Technology, Engineering, Art, and Math (STEAM) Lab that all TK-6th grade students use for hands on learning to solve problems in different ways. In 2016, our wireless network was updated in order to provide the speed necessary for the more than 350 Chromebook devices that all of our 2nd - 6th students use in the classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|--|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | X | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | X | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | | Need to repair rotted fascia, storage door peeling, and dry rot at the end of beam during summer preventative maintenance. |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | | X | | | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 61 | 55 | 63 | 61 | 48 | 48 |
| Math | 59 | 62 | 52 | 54 | 36 | 37 |

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 64 | 63 | 98.4 | 68.3 |
| Male | 37 | 36 | 97.3 | 63.9 |
| Female | 27 | 27 | 100.0 | 74.1 |
| Hispanic or Latino | 48 | 47 | 97.9 | 61.7 |
| White | 14 | 14 | 100.0 | 85.7 |
| Socioeconomically Disadvantaged | 21 | 20 | 95.2 | 65.0 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

* 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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 71 | 68 | 73 | 75 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 23.1 | 21.5 | 27.7 |

* 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.

**School Year 2016-17 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 | 273 | 271 | 99.27 | 54.61 |
| Male | 149 | 148 | 99.33 | 52.03 |
| Female | 124 | 123 | 99.19 | 57.72 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 191 | 191 | 100 | 46.6 |
| White | 67 | 65 | 97.01 | 73.85 |
| Socioeconomically Disadvantaged | 138 | 138 | 100 | 43.48 |
| English Learners | 82 | 82 | 100 | 37.8 |
| Students with Disabilities | 36 | 36 | 100 | 13.89 |

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 2016-17 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 | 273 | 271 | 99.27 | 61.62 |
| Male | 149 | 148 | 99.33 | 62.84 |
| Female | 124 | 123 | 99.19 | 60.16 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 191 | 191 | 100 | 54.45 |
| White | 67 | 65 | 97.01 | 78.46 |
| Socioeconomically Disadvantaged | 138 | 138 | 100 | 54.35 |
| English Learners | 82 | 82 | 100 | 52.44 |
| Students with Disabilities | 35 | 35 | 100 | 22.86 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents at El Portal have many opportunities for involvement and are highly visible on our campus. Parents and other relatives of our students are actively recruited and seen working on our campus. They volunteer daily in our library and in our classrooms. Families at El Portal understand that it is the partnership between home and school which creates a strong and positive learning environment for our students. Parents and community members are volunteer readers one hour a week on campus. Our local junior high and high school students also volunteer time on our campus. When augmented by the expertise and caring of the teachers and staff at school, we are able to ensure a safe and industrious environment for our children, every day. On any given day, a visitor to El Portal will find numerous volunteers working in classrooms or on campus to help accomplish our goals for the week, the month, and the year.

Through our very active Parent Teacher Association (PTA), parents sponsor many programs on our campus: Spring Fair, Red Ribbon Week, special grade-level programs, fund-raisers that support our field trips and assemblies, Science on the Go, Family Nights, Family Picnic, and class parties are some of the many activities that take place through our PTA. Room Parents also help throughout in planning special events for our children. Parents are also involved in our English Language Advisory Committee (ELAC) and School Site Council (SSC). Parent involvement on our campus is an integral part of the success of our campus programs.

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

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. 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. This group of students is used to help direct the flow of student foot traffic to and from school, answer questions, and generally ensure a smooth arrival and dismissal of the student body before and after school.

El Portal is a 'Closed Campus' for use of facilities and playgrounds. Visitors on our campus are expected to wear an identifying badge at all times and our campus is secured throughout the school day. Campus gates are strictly locked during session hours and all visitors to campus are required to sign-in. All groups who plan to use our facilities must first gain written permission and show proof of insurance. Although we strongly encourage parental and community involvement in the daily running of the school, facility-use agreements are only granted to persons with known business on our campus. Any adult who accompanies a class on an off-site field trip must first be fingerprinted and cleared by the Department of Justice before they are allowed to assist as a chaperone.

We review safety procedures monthly with fire drills and lockdown/earthquake drills. El Portal teachers and staff make-up a 'first response' team and are prepared to assist in all safety concerns of campus life. Students practice daily entrance and exit procedures to and from class, to and from recess and lunch, and to and from assemblies. The students are expected to be on their best behavior and follow line rules at all times. The entire student body has practiced being dismissed (as an individual class) from any event in just a few minutes without any talking or disruptions. The staff and students are very proud of their entrance and exit procedures and the orderly fashion in which events are run.

Suspensions and Expulsions

| School | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.6 | 1.3 | 1.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.3 | 1.8 | 1.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2011-2012 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | 2 | |
| Percent of Schools Currently in Program Improvement | 50 | |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | 0.50 |
| Social Worker | 0 |
| Nurse | 0.09 |
| Speech/Language/Hearing Specialist | 0.6 |
| Resource Specialist | 1 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | NA |

* 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 | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 25 | 23 | 25 | | 1 | | 4 | 3 | 4 | | | |
| 1 | 21 | 23 | 23 | | | | 3 | 3 | 3 | | | |
| 2 | 26 | 21 | 22 | | 1 | 1 | 3 | 2 | 2 | | | |
| 3 | 22 | 27 | 27 | | | | 3 | 3 | 2 | | | |
| 4 | 34 | 33 | 30 | | | | 1 | 1 | 1 | 1 | 1 | 2 |
| 5 | 36 | 32 | 33 | | | | | 2 | | 2 | | 2 |
| 6 | 35 | 33 | 33 | | | | | | 1 | 2 | 2 | 1 |

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

Professional Development provided for Teachers

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 ongoing training in reading comprehension strategies for the last couple years. Several of our teachers have attended seminars in math, reading, and technology and have brought the material back to the staff and presented at an in-service to the staff. The staff has also received extensive training in working with our English Language Learners. All of our staff has been trained in Guided Language Acquisition Design (GLAD). 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. As a professional learning community, we evaluate and revise our mission statement, create and update curriculum, and focus on student goals each year. Science, Technology, Engineering, Art,

and Math (STEAM) is embraced by the staff as they engage in lessons and challenges with their class. Staff development is provided to focus on how to teach and integrate STEAM subject matter, and how to make it relevant and engaging for our students to learn.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$43,638 | \$47,034 |
| Mid-Range Teacher Salary | \$84,158 | \$73,126 |
| Highest Teacher Salary | \$98,400 | \$91,838 |
| Average Principal Salary (ES) | \$109,517 | \$116,119 |
| Average Principal Salary (MS) | \$121,712 | \$119,610 |
| Average Principal Salary (HS) | | \$115,194 |
| Superintendent Salary | \$200,856 | \$178,388 |
| Percent of District Budget | | |
| Teacher Salaries | 42% | 37% |
| Administrative Salaries | 7% | 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

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, 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 for translation, support services, instructional aides, supplemental books, and conferences.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5,418 | \$573 | \$5,991 | \$88,584 |
| District | ♦ | ♦ | \$7,148 | \$85,059 |
| State | ♦ | ♦ | \$6,574 | \$74,194 |
| Percent Difference: School Site/District | | | -16.2 | 4.1 |
| Percent Difference: School Site/ State | | | -8.9 | 19.4 |

* Cells with ♦ do not require data.