

El Portal Elementary School

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

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



Lowell Joint School District

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Director of Educational Services

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School Description

It is the mission of El Portal School to create for our students a culture of universal achievement and a strong educational foundation. We encourage and help to 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 automated phone message system, a parent information email system and a school website. We also utilize social media to communicate with families by way of Twitter, Instagram, and Facebook. 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), and Thinking Maps. We are a professional learning community dedicated to the development of each and every child. The California Common Core State 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, Green Team, Drama Club, Young Engineers Club, and much more. We offer programs in the arts, music, STEM activities and PE. Our students have opportunities to become involved in the arts through writing clubs, drama, and music. El Portal offers technology integration through our in school Chromebook initiative for all 1st - 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. Aspire to Increase Motivation (AIM) offers before/after school help for students who struggle in reading and math skills. In May of 2019 El Portal was accepted as a No Excuses University School. As part of this network of schools, El Portal has pledged to make a focused effort to promote a college going culture on our campus and ensure academic success for all students.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	78
Grade 2	70
Grade 3	76
Grade 4	66
Grade 5	73
Grade 6	80
Total Enrollment	525

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	1.1
Hispanic or Latino	66.5
White	24
Two or More Races	1.9
Socioeconomically Disadvantaged	43
English Learners	16.2
Students with Disabilities	9.7
Homeless	3.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for El Portal Elementary	17-18	18-19	19-20
With Full Credential	21	21	21
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	◆	◆	131.6
Without Full Credential	◆	◆	5
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at El Portal Elementary School

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

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

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

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

In alignment with the

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

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	2018-19 Studies Weekly, K-5 2018-19 Discovery, 6 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 2016 Rights, Respect, Responsibility 7-8 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	Grades 9-12 only

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. 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 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: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The majority of items to be addressed are connected to peeling paint that will be repaired as part of the roofing project in the summer of 2020.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	69	62	62	50	50
Math	60	63	53	54	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.3	16.9	40.8

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	295	99.66	68.81
Male	151	150	99.34	64.00
Female	145	145	100.00	73.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	203	100.00	66.01
White	70	69	98.57	75.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	126	126	100.00	60.32
English Learners	74	74	100.00	62.16
Students with Disabilities	38	37	97.37	27.03
Homeless	13	13	100.00	0.00

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	295	99.66	62.71
Male	151	150	99.34	64.67
Female	145	145	100.00	60.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	203	100.00	59.11
White	70	69	98.57	72.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	126	126	100.00	52.38
English Learners	74	74	100.00	51.35
Students with Disabilities	38	37	97.37	18.92
Homeless	13	13	100.00	0.00

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 often found volunteering on our 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 and around school 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, including: 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. These are just 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 with a digital scan system, Raptor. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.8	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		4		26	1	3		23		3	
1	23		3		24		3		26		3	
2	22	1	2		22		3		22		3	
3	27		2		20	3			25		3	
4	30		1	2	26	1		2	33		1	1
5	33			2	39			2	23	1	2	
6	33		1	1	35			2	31		3	
Other**												

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

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

Professional Development provided for Teachers

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. This year our staff development has been focused on the writing process. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,390	\$631	\$5759	\$86,027
District	N/A	N/A	\$8,034	\$85,119.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.0	1.1
School Site/ State	-26.3	10.3

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

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

Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, Reading Plus, Reading Counts, Lexia, Flocabualry, Mystery Science, 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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