

Portola Hills Elementary

19422 Saddleback Ranch Road • Trabuco Canyon CA, 92679 • (949) 459-9370 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Saddleback Valley Unified School District

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School Description

Portola Hills Elementary School is preparing students for their future. Our balanced programs build skills in critical thinking, problem solving, creativity, and collaboration. We provide students with the technical and communication skills and the positive values that will allow them to be productive and successful citizens. We challenge and empower our students to strive for excellence and to improve their own lives and the lives of others.

In order to attain these goals, we will provide instruction based on Common Core State Standards in all subjects. We also focus on technology and arts instruction. We are continuing our dance program for all students and we have many classrooms that are equipped with SMART Boards and we have over 425 Chromebooks and over 110 iPads for student use. We will assess student progress regularly, using a variety of assessment tools. The Portola Hills staff is committed to providing an outstanding educational program that meets the individual needs of students.

Dr. Joseph N. Ledoux, PHE PRINCIPAL

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	117
Grade 2	107
Grade 3	114
Grade 4	112
Grade 5	110
Grade 6	115
Total Enrollment	780

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	9.9
Filipino	1.8
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.1
White	61.3
Two or More Races	10.5
Socioeconomically Disadvantaged	7.3
English Learners	5.6
Students with Disabilities	16.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Portola Hills Elementary	14-15	15-16	16-17
With Full Credential	29	29	27
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Portola Hills Elementary	14-15	15-16	16-17
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school was built in 1992. Our permanent and portable structures are configured to provide traditional classroom settings. Three portables house childcare and preschool programs. A security alarm system and security cameras protect our school site. All playground equipment meets state safety codes. We regularly upgrade our facilities as needed and maintain our buildings and campus well. A new restroom for students and staff was built near the field. This not only provides for the needs of students and staff during the school day, but it also is used by community organizations after school and on weekends. Renovation of the field was completed in the 2011–2012 school year. Pending projects include purchasing and installing more SMART Boards in classrooms and razing and removing Building E.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 9-27-16					
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				Stained/missing/broken ceiling tiles, to be replaced by custodian. Missing outlet cover, to be replaced by District.
Electrical: Electrical	X				Burnt out light bulbs, to be replaced by custodian
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
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	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
		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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	73	72	61	65	44	48
Math	70	68	48	50	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	95	90	92	80	79	77	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.5	21.2	55.8

* 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.

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	109	108	99.1	91.7
Male	47	47	100.0	95.7
Female	62	61	98.4	88.5
Asian	13	12	92.3	83.3
Hispanic or Latino	15	15	100.0	80.0
White	72	72	100.0	94.4
Students with Disabilities	24	24	100.0	95.8

* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	113	111	98.2	73.0
	4	113	112	99.1	77.7
	5	109	108	99.1	63.0
	6	112	111	99.1	73.9
Male	3	55	54	98.2	64.8
	4	53	52	98.1	67.3
	5	47	47	100.0	55.3
	6	70	70	100.0	71.4
Female	3	58	57	98.3	80.7
	4	60	60	100.0	86.7
	5	62	61	98.4	68.8
	6	42	41	97.6	78.0
Asian	4	14	14	100.0	92.9
	5	13	12	92.3	58.3
Hispanic or Latino	3	17	17	100.0	58.8
	4	14	14	100.0	64.3
	5	15	15	100.0	40.0
	6	20	19	95.0	57.9
White	3	69	67	97.1	74.6
	4	72	72	100.0	76.4
	5	72	72	100.0	70.8
	6	70	70	100.0	74.3
Two or More Races	3	13	13	100.0	100.0
Students with Disabilities	3	19	18	94.7	50.0
	4	18	18	100.0	55.6
	5	24	24	100.0	29.2
	6	14	14	100.0	28.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	113	111	98.2	73.0
	4	113	112	99.1	76.8
	5	109	108	99.1	55.6
	6	112	111	99.1	67.6
Male	3	55	54	98.2	72.2
	4	53	52	98.1	75.0
	5	47	47	100.0	61.7
	6	70	70	100.0	70.0
Female	3	58	57	98.3	73.7
	4	60	60	100.0	78.3
	5	62	61	98.4	50.8
	6	42	41	97.6	63.4
Asian	4	14	14	100.0	85.7
	5	13	12	92.3	58.3
Hispanic or Latino	3	17	17	100.0	52.9
	4	14	14	100.0	50.0
	5	15	15	100.0	40.0
	6	20	19	95.0	63.2
White	3	69	67	97.1	73.1
	4	72	72	100.0	80.6
	5	72	72	100.0	59.7
	6	70	70	100.0	65.7
Two or More Races	3	13	13	100.0	92.3
Students with Disabilities	3	19	18	94.7	38.9
	4	18	18	100.0	50.0
	5	24	24	100.0	29.2
	6	14	14	100.0	28.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Portola Hills is fortunate to have strong community support. Our Parent Teacher Association (PTA) sponsors fund-raisers to provide additional learning opportunities, including a resident artist in dance; the Art Masters program; additional classroom materials; computer software and hardware; and financial support for staff in the computer lab, and the health office. Equally valuable is the time our parents contribute as classroom volunteers and chaperones for field trips. Volunteers assist our teachers and staff to help enrich students' classroom experiences, and they support family- and school-related programs and special projects. The PTA also provides family fun nights on a regular basis. The contact person for parent involvement is Jill Nogle, and she can be contacted through the PTA website at: www.portolahillspta.org.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

We review our School Safety Plan each year with staff, the PTA, and the School Site Council (SSC). The plan assesses the status of our environment, school rules, policies relating to suspension and expulsion, sexual harassment procedures, child-abuse reporting, and school disaster procedures. We practice monthly fire drills and twice yearly disaster and lock down drills. We have provided students and staff with an extensive store of emergency supplies and equipment as well as enough food and water to shelter students for up to 72 hours.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.1	0.0
Expulsions Rate	0.8	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.8
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	25	25	1	1	1	3	3	3			
1	29	27	27				3	4	4			
2	23	27	27	1			4	4	4			
3	26	29	29	1			4	4	4			
4	37	29	29					3	3	3		
5	28	31	31	1				4	4	3		
6	34	28	28		1	1				3	3	3
Other	12	12	12	1	1	1						

Professional Development provided for Teachers

All teachers had the opportunity to receive training in iPads, Chromebooks, Google Classroom, Raz Kids, Fact Wise, and Co-teaching. All teachers were trained in English Language instructional techniques. Teachers meet regularly in grade-level teams to review student work, plan instruction, and review teaching strategies. Our focus areas are Science, Technology, Engineering, Arts, and Math (STEAM).

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$45,092
Mid-Range Teacher Salary	\$73,082	\$71,627
Highest Teacher Salary	\$98,840	\$93,288
Average Principal Salary (ES)	\$119,997	\$115,631
Average Principal Salary (MS)	\$128,306	\$120,915
Average Principal Salary (HS)	\$136,764	\$132,029
Superintendent Salary	\$285,286	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4844.92	73.02	4771.90	94082.60
District	♦	♦	4771.90	\$80,136
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	17.4
Percent Difference: School Site/ State			-15.9	24.1

* Cells with ♦ do not require data.

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

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- * Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- * Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- * Provide appropriate, current instructional materials.
- * Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- * Support continued implementation of strategies for Designated and Integrated ELD.
- * Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- * Expand Advancement Via Individual Determination (AVID).
- * Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- * Expand Counseling Services.
- * Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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.