Portola Middle School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Portola Middle School
Street	270 N. Palm Drive
City, State, Zip	Orange, CA 92868
Phone Number	(714) 997-6361
Principal	Jeff Morgan
E-mail Address	jmorgan@orangeusd.org
Web Site	https://www.orangeusd.org/portola-middle-school-6-7-8
CDS Code	30-66621-6061725

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2018-19)

Portola Middle School is one of five middle schools in the Orange Unified School District. Built in 1958, Portola is located on Palm Drive near Chapman and Main, not far from the heart of Orange. Approximately 700 students are enrolled in grades six to eight. Portola follows a traditional schedule. We have a diverse student population, which provides our students with a rich opportunity to learn and work together. Everyone at Portola is proactive in creating and maintaining a safe and academically challenging learning environment. Teachers develop engaging and developmentally appropriate standards based lessons, along with assisting with supervision before school, during lunch and nutrition, and after school. Administrators monitor the academic program to ensure that students are getting the best possible and most rigorous educational program available. Students must participate in the instruction which is focused on the 4Cs (Communication, Collaboration, Critical Thinking, & Creativity) in order to support students in their college-career readiness skills. Some of our LCFF money was allocated to reading intervention as well as ELD Support classes. Some of our Title One money was allocated to support AVID class and Math Intervention

Administrators are also visible on campus before school, during passing periods, at nutrition and lunch, and after school to ensure that student behavior is appropriate. Our Administrators, Counselor, Psychologist, and Intervention Specialist monitor student progress and provide necessary personal and small group interventions. We also have strong community partnerships that help provide healthy home lives for our students. Portola is a part of the GRIP Program which works closely with law enforcement and the larger community to promote positive attitude, attendance, and academics with all of our students. Parents are encouraged and expected to partner with the school staff to monitor and support student learning. All staff members have a strong commitment to providing additional activities; such as morning and after school tutoring, mentoring, and extracurricular activities in hopes to increase student performance.

Portola Middle School Vision: Portola Middle School is committed to providing students with high-quality, engaging instruction designed to educate the whole child so that he/she may become a productive member of the community. We embrace our core values of Motivation, Imagination, Grit, Honor and Teamwork. Our goal is to match instruction with individual student needs and abilities so that we can support each student to become college and career ready. We believe in developing strong partnerships with all members of the community--and especially families-- to contribute to the support of student learning and to act as collaborative partners in the education of our children. Further, we are committed to ensuring all students have a sense of connectedness to our school so that they will fully embrace our core values and maximize their academic and social potential.

Portola Middle School's Mission;
Our Theory of Action is: If teachers provide high-quality assignments, use multiple methods of formative assessments, and provide descriptive feedback, then all students will develop the literacy and critical thinking skills necessary to improve their overall depth of learning as reflected in their achievement on SBAC.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	179
Grade 7	274
Grade 8	259
Total Enrollment	712

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	7.2
Filipino	1.3
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.7
White	5.3
Socioeconomically Disadvantaged	85.5
English Learners	33.3
Students with Disabilities	12.9
Foster Youth	0.1

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	33	32	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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 2018-19)

Year and month in which data were collected: October 11, 2018

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 16-18-19 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA/ELD ©2017; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	enVision 2.0 Mathematics Program ©2017; Pearson Integrated Mathematics I ©2014; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Holt California: Science Program ©2007; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	McGraw-Hill IMPACT Social Studies ©2019 Grades 6-8; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	T'es branché? ©2014; ¡Avancemos! ©2013; El Espanol Para Nosotros ©2006; selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	n/a
Visual and Performing Arts	Glencoe: Exploring Art is available for all students in our Art electives.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school was remodeled in 2007 and is in overall good condition. All classrooms are in good working order and meet all of our school safety requirements. We have had A/C problems over the years in our 100 and 200 buildings, but that has been significantly reduced this year. Our portables are aging, so we continue to monitor to ensure they meet safety requirements.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	500s Wing Boys Restroom: 4: Wall paint peeling by handicapped stall, mirror etched and scratched

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 7/13/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		700s Building Women's Restroom: 4: TP on walls and ceiling, handicapped stall door coming of hinges, room needs painting 15: Door louvers damaged
		Boys PE Room 401 Boys Restroom: 4: Large opening in ceiling over handicapped stall
		Boys PE Room 401 Coach's Office Restroom: 4: 2' x 2' openinh in ceiling over toilet area 8: Toilet doesn't flush well
		Boys PE Room 401 Main Locker Room: 4: Rear entry doors and walls dirty - need paint
		Girls PE Room 402 Main Locker Room: 4: Rear entry door scratched and dirty - need paint
		MPR Room 301: 4: Ceiling tiles stained
		MPR Room 309 and Satellite Rooms: 4: Carpet has puckers, otherwise good condition
		MPR Staff Lounge: 4: Stained ceiling tile
		Relocatable 302: 4: Wall closure mouldings missing at building modline, holes in wall under window 12: Rear gutters rusted out
		Relocatable 303: 4: Minor scuffing on vinyl tackwall, hole in south wall 12: Rear gutters rusted out
		Relocatable 304: 4: Multiple stains inceiling tile, dirty and scuffed vinyl tackwall on rear wall 12: Rear gutters rusted out
		Relocatable 305: 4: Carpet badly worn, stained, dirty and puckered - needs replacement, Ceiling tiles sagging
		Relocatable 306: 4: Carpet badly worn, stained, dirty, puckered, and frayed at threshold - needs replacement
		Relocatable 307: 4: Carpet badly worn, stained, dirty, puckered, ripped and seems coming apart - carpet has failed and needs replacement ASAP
		Relocatable Room 707: 4: Ceiling tiles sagging, HVAC register grill loose and hanging down 12: Exterior sifing has termite damage, dryrot, and is delaminating - needs replacing
		Relocatable Room 708: 4: rear wall vinyl tackwall peeled off - needs recovering, water stained ceiling tiles modline Cover plate missing on empty single gang wall box
		Relocatable Room 709: 4: Several rips in vilyal tackwall, ceiling tiles sagging, HVAC register dirty
		Relocatable Room 710: 4: One large 24" x 18" rip in vinyl tackwall plus several additional rips, ceiling tiles damaged/broken and sagging, HVAC ceiling register grill dirty
		Room 703: 4: Water stain in ceiling tile, tape scuffs on drywall above whiteboard - room could use painting 5: Vinyl tackwall dirty in lower areas

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		Room 706: 4: Cove base missing at rear wall, walls dirty, stains by light switch - needs painting 15: Door knob loose - needs tightening
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	500s Wing Girls Restroom: 5: Walls dirty, TP on ceiling - Needs cleaning and possibly paint 700s Building Men's Restroom: 5: Wall and floor tile dirty, TP on ceiling, mirror etched, smells - needs painting Room 105: 5: Vinyl tackwall was dirty and had art paint marks on rear wall under windows - need thorough cleaning Room 206: 5: Vinyl tackwall dirty on rear wall - needs cleaning Room 209: 5: Vinyl tackwall dirty on rear wall - needs cleaning 15: Door closer slams door - needs adjustment Room 214 Conference Room: 5: Walkway around 200's building has a lot of gum spots in front of all rooms. Room 505: 5: Cobwebs at at upper ceiling beam, entry door dirty and covered with art paint Room 603: 5: Room dirty, floor dirty, dust on top of HVAC duct Room 703: 4: Water stain in ceiling tile, tape scuffs on drywall above whiteboard - room could use painting 5: Vinyl tackwall dirty in lower areas
Electrical: Electrical	Good	Relocatable 302: 4: Wall closure mouldings missing at building modline, holes in wall under window 12: Rear gutters rusted out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Administration Unisex Restroom: 8: Toilet doest flush Administration Workroom: 9: Exterior drinking fountain on wall outside of work room needs adjustment Boys PE Room 401 Coach's Office Restroom: 4: 2' x 2' openinh in ceiling over toilet area 8: Toilet doesn't flush well Girls PE Room 402 Girls Restroom: Water was shut off to the toilets to prevent auto-flush spontaneous activation Kitchen Unisex Restroom: 8: Toilet doesn't flush MPR Women's Restroom: 9: Auto faucet not working Room 506 Prep Room: 9: Drinking fountain outside 506 needs adjustment
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Relocatable 302: 4: Wall closure mouldings missing at building modline, holes in wall under window 12: Rear gutters rusted out

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		Relocatable 303: 4: Minor scuffing on vinyl tackwall, hole in south wall 12: Rear gutters rusted out Relocatable 304: 4: Multiple stains inceiling tile, dirty and scuffed vinyal tackwall on rear wall 12: Rear gutters rusted out Relocatable Room 707: 4: Ceiling tiles sagging, HVAC register grill loose and hanging down 12: Exterior sifing has termite damage, dryrot, and is delaminating - needs replacing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	700s Building Women's Restroom: 4: TP on walls and ceiling, handicapped stall door coming of hinges, room needs painting 15: Door louvers damaged Room 203: 15: Interior side of door scratched and scuffed - needs painting Room 209: 5: Vinyl tackwall dirty on rear wall - needs cleaning 15: Door closer slams door - needs adjustment Room 210: 15: Door closer slams door - needs adjustment Room 706: 4: Cove base missing at rear wall, walls dirty, stains by light switch - needs painting 15: Door knob loose - needs tightening

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/13/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	34.0	31.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	23.0	40.0	43.0	37.0	38.0

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	704	700	99.43	31.29
Male	354	352	99.44	26.70
Female	350	348	99.43	35.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	50	98.04	58.00
Filipino	--	--	--	--
Hispanic or Latino	588	585	99.49	27.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100.00	56.76
Socioeconomically Disadvantaged	592	590	99.66	28.98
English Learners	418	416	99.52	20.67
Students with Disabilities	90	89	98.89	3.37
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	702	697	99.29	22.96
Male	353	350	99.15	22.86
Female	349	347	99.43	23.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	50	98.04	62
Filipino	--	--	--	--
Hispanic or Latino	586	583	99.49	17.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100	43.24
Socioeconomically Disadvantaged	591	588	99.49	20.41
English Learners	416	414	99.52	13.77
Students with Disabilities	90	89	98.89	1.12
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.2	22.6	19.3

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.

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 2018-19)

Portola Middle School welcomes and encourages parents to take the opportunity to become involved in school programs. Parents are able to participate in our School Site Council, English Learners Advisory Committee, Parent Information Programs that focus on sharing current educational information. We are striving to increase our parent involvement and strengthen our community relationships. We are leading parent workshops on relevant issues of today including bullying prevention, anti-drugs, social media, academic success, and Middle School/High School Transition. The goal is for our school to be a resource to our parents to support the ever-changing needs of young people in this global economy. We work closely with our parent groups; ELAC, and School Site Council to gain their input and participation in meeting the needs of our students in moving our school forward. We have a full-time psychologist who is doing regular counseling with students who have been identified for needing additional support in managing their anger and behavior. Our psychologist continues working with targeted students to develop social skills. The LCAP survey emphasized the need to provide professional development to our teachers in the areas of Common Core and Technology; thus, a considerable amount of our budget is allocated for this cause. Additionally, our staff is also revamping our entire Positive Behavior Intervention and Support Program. We feel that the implementation became stagnant and we want to bring it up-to-date and invest in institutionalizing a positive climate on our campus. Thus, we have continued our integration of Matador MIGHT, which encapsulates our core values of Motivation, Imagination, Grit, Honor, and Teamwork which we explicitly teach to all of our students. We had a parent meeting on the first day of school to encourage overall involvement, explain core values to families, and encourage a strong partnership to best support student success. Further, we have also hired an outside company, GetSafe, to promote an entire anti-bullying campaign with our 6th Grade students and their families. They will present focused curricula to the entire 6th grade over the course of a month via four classroom sessions. They will also provide a schoolwide assembly to educate all students about bullying prevention. We have also partnered with local law enforcement agencies to implement the GRIP Program. This, too, has a heavy parent involvement and focuses on working with at-risk students to ensure they come to school and stay away from the local gangs that canvas our community. It also provides us with community partners that provide many resources to our families like counseling, meal/rent assistance, tutoring, parenting classes, etc. This program also includes teachers working as mentors with our GRIP students and becoming positive role models and a bridge between their school and parents.

Our school counselor and other staff members hold bi-monthly parent workshops focused on the following topics: Bullying Prevention, Being Responsible with Social Media, Drug Prevention and Awareness, and Academic Success
.
Our parent involvement policy and home-school compact have been revised to incorporate more ways in which we as a school can accommodate the diverse needs of our parents and ensure they all have the opportunity to have input into our programs and the overall education of their children.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	11.2	14.8	13.4	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

In compliance with SB187, the safety committee has prepared a Safe School Plan which is (on file) in the school office and is available for parents upon request.

There are four main goals in our plan:
A) All students and staff members are provided a safe teaching and learning environment; all students are safe and secure while at school, when traveling to and from school and school-related events.
B) District programs and approved community resources are made available to students and parents; and our school provides the educational environment where students, parents, staff, and community members may effectively communicate.
C) A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster.
D) Campus supervision before school, at nutrition, during passing periods and after school is a regularly scheduled commitment for all teachers, counselors and administrative staff. Lunch supervision is provided by the administrative staff and teachers in all areas occupied by students to ensure safety. Providing a safe environment for our students is a priority at Portola.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	20	13	5	20.0	18	8	7	24.0	11	16	2
Mathematics	23.0	12	15	1	25.0	9	9	6	23.0	9	16	4
Science	25.0	8	14		29.0	2	9	7	28.0	3	9	7
Social Science	27.0	5	8	7	29.0	3	8	7	27.0	4	13	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	663
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.6	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$5950.07	$212.84	$5737.23	$66,493.49
District	N/A	N/A	$6,246.38	$82,084
Percent Difference: School Site and District	N/A	N/A	-8.5	-21.0
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	-21.6	-19.4

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 (Fiscal Year 2017-18)

Portola Middle School operated the following categorical programs for the 2017-2018 school year: School Library Improvement Program, Title I, LCFF Supplemental, and Title VI.

The Plan provides the financial resources for:
Bilingual Community Liaison
Supplemental Instructional Materials Including Scope Magazine Subscriptions
Parent outreach, workshops, and communication tools
ELD Companion AVID Excel courses for English Learners
AVID classes and AVID tutors
Classes for Math Support
Before/After School Tutoring
Late Buses for students participating in our after school programs
Transportation and fees for Field Trips that support college readiness, middle/high school transition, and academic enrichment
Consulting Programs for Student Leadership Curricula (Pure Game)
Consulting Programs for Anti-Bullying Curricula (GetSafe)
Staff Development and planning time
Think Together Program, after school program for students
Technology, Software, and supplemental resources to support student learning

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,001	$47,903
Mid-Range Teacher Salary	$77,520	$74,481
Highest Teacher Salary	$104,334	$98,269
Average Principal Salary (Elementary)	$124,320	$123,495
Average Principal Salary (Middle)	$130,865	$129,482
Average Principal Salary (High)	$150,755	$142,414
Superintendent Salary	$240,000	$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Staff development is an ongoing process. Throughout the year, teachers meet during our Early Release in their PLC to monitor student's achievement through SBAC Data, student work, and common trimester assessments. After reviewing this data, teams discuss our school wide best practices and modify instruction as needed. Our school wide academic focus is on improving reading comprehension and writing in all content areas. All teachers are trained in GLAD Strategies to enhance their instructional practices for our English Language Learners. We have initiated an EL Companion as part of our new ELA Adoption. EL students have their teachers for a 2-period block where they can have access to core as well as appropriate ELD Support. We also offer AVID Excel 7 and 8 for students who would like to be in our AVID Program. This AVID Excel Program serves as a liaison for English Learners as it uses AVID Strategies to help students learn the appropriate language skills necessary to be successful in our comprehensive AVID Program. We will also focus on some core subjects that will be focused on targeting English Learners: Science 8, English, Reading, and History 6. All teachers are trained in Thinking Maps, Path to Proficiency, and Cornell Note Taking which are used in all of our classes. We also have a school wide focus of improving academic vocabulary for all students. Our English, ELD Teachers, science, and history have also been trained in Write from the Beginning.

Further, we are emphasizing the use of thinking maps, write from the beginning, and collaborative grouping to build literacy skills in all students. Further, by promoting academic discourse amongst our students, we intend to provide them the vehicle in which to practice and internalize academic and content vocabulary and to use this vocabulary to promote higher level thinking and reasoning.

Portola is also very focused in ensuring that we are implementing 21st Century teaching and learning in all of our classrooms. Thus, our teachers are working diligently in participating in a multitude of professional development opportunities to enhance their lesson plan design and delivery. Our focus is to engage students in a learning that is based on collaborative inquiry. Our school has two early release days per month. One of these days is a professional development day and the other is designated for professional learning communities. Our professional development is focused on the implementation of Collaboration, Communication, Creativity, and Critical Thinking. Our goal is to have our students' learning based on a collaborative inquiry process. By being a master of each of these 4Cs, we know our students will have the skills necessary to effectively transition into high school and ultimately be college and career ready. In addition to the professional development our teachers receive, we have also been investing in updating and expanding our students' access to technology. Every teacher received an IPad, and we have IPad carts so students can use these devices to enrich their learning and increase their access to more up-to-date text and interactive software to enhance their learning. We continue to increase our inventory of Chromebooks and other technological devices. Currently, we are at a 1:1 ratio for science, ELA, ELD, Math, and Special Education. We are 2:1 for the rest of the campus. We also update these devices with the latest software. All of our classrooms have LCD Projectors so teachers can use the latest technology to engage students and use a variety of methods to present the information and differentiate their instruction. At Porotola, we are confident that our continued focus on providing professional development for our teachers, expanding our course offerings for students, and working with the parents and overall community to promote a positive learning environment at our school will result in our students' continued social and academic success.