

Portola Middle School
2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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
Email Address	jmorgan@orangeusd.org
School Website	https://www.orangeusd.org/portola-middle-school-6-7-8
County-District-School (CDS) Code	30-66621-6061725

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2021-22 School Overview

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 600 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, Counselors, Psychologist, and Intervention Specialists 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 a 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 are building positive relationships and provide high-quality instruction, 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	153
Grade 7	259
Grade 8	234
Total Enrollment	646

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Asian	5.9
Black or African American	2.2
Filipino	1.9
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.8
White	3.9
English Learners	31.4
Foster Youth	0.8
Homeless	1.2
Socioeconomically Disadvantaged	75.7
Students with Disabilities	14.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 September 30, 2021.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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	Pearson: California Elevate Science ©2019; 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; Galeria I, Vista Higher Learning ©2020; 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
Health	Positive Prevention Plus ©2018; selected from the most recent list of standards-based materials adopted by the Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Visual and Performing Arts	Glencoe: Exploring Art is available for all students in our Art electives.	Yes	0%

School Facility Conditions and Planned Improvements

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. We are working with district maintenance and site custodial to address the fair and poor issues noted below. Work orders have been created as needed.

Year and month of the most recent FIT report

10/15/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Cafeteria: water stains on light covers Front Office: water stains in ceiling tiles by front door/ Room 300: 4 stained ceiling tiles. Room 605 Library: ripples in carpet / fire extinguisher not inspected Room 703: Water Stains on the ceiling tiles. Room 707: 1 light out. Ceiling tile hanging/ extinguisher not inspected Room 708: Water Stains on the ceiling tiles./ extinguisher not inspected Room 709: White board damaged./ extinguisher not inspected Room 710: Rip in the wall tile. Broken light cover and missing another cover/ extinguisher not inspected
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 206: fire extinguisher not inspected/ floor unkempt and dirty Room 210: fire extinguisher not inspected/ floor unkempt and dirty Room 507: Extinguisher not inspected/ floor in room very dirty Room 602: Sink dirty full of paint/ floor in room is dirty Room 603: 2 banks of lights out/ fire extinguisher not inspected
Electrical	X			400 Boys Locker Room: 2 banks of lights out 400 Girls Locker Room: 1 Light out in main locker room and 1 light out in storage room Room 603: 2 banks of lights out/ fire extinguisher not inspected Room 707: 1 light out. Ceiling tile hanging/ extinguisher not inspected Staff Lounge: 1 light out

School Facility Conditions and Planned Improvements

			VP Office: 1 light out Work Room: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials		X	<p>Room 104: fire extinguisher not inspected</p> <p>Room 105: fire extinguisher not inspected</p> <p>Room 106: fire extinguisher not inspected</p> <p>Room 107: fire extinguisher not inspected</p> <p>Room 108: fire extinguisher not inspected</p> <p>Room 109: fire extinguisher not inspected</p> <p>Room 201: fire extinguisher not inspected</p> <p>Room 202: fire extinguisher not inspected</p> <p>Room 203: fire extinguisher not inspected</p> <p>Room 204: fire extinguisher not inspected</p> <p>Room 205: fire extinguisher not inspected</p> <p>Room 206: fire extinguisher not inspected/ floor unkempt and dirty</p> <p>Room 207: fire extinguisher not inspected</p> <p>Room 208: fire extinguisher not inspected</p> <p>Room 209: fire extinguisher not inspected</p> <p>Room 210: fire extinguisher not inspected/ floor unkempt and dirty</p> <p>Room 300: 4 stained ceiling tiles.</p> <p>Room 301: extinguisher not inspected</p> <p>Room 302: fire extinguisher not inspected</p> <p>Room 303: fire extinguisher not inspected</p> <p>Room 304: fire extinguisher not inspected</p> <p>Room 305: fire extinguisher not inspected</p> <p>Room 306: fire extinguisher not inspected</p> <p>Room 307: fire extinguisher not inspected</p> <p>Room 309: fire extinguisher not inspected</p> <p>Room 502: Extinguisher not inspected</p> <p>Room 503: Extinguisher not inspected</p> <p>Room 504: Extinguisher not inspected</p> <p>Room 505: Extinguisher not inspected</p> <p>Room 507: Extinguisher not inspected/ floor in room very dirty</p> <p>Room 602: Sink dirty full of paint/ floor in room is dirty</p> <p>Room 603: 2 banks of lights out/ fire extinguisher not inspected</p> <p>Room 605 Library: ripples in carpet / fire extinguisher not inspected</p> <p>Room 701: Extinguisher not inspected</p> <p>Room 702: Extinguisher not inspected</p> <p>Room 704: Extinguisher not inspected</p>

School Facility Conditions and Planned Improvements

				<p>Room 705: Extinguisher not inspected Room 706: Extinguisher not inspected Room 707: 1 light out. Ceiling tile hanging/ extinguisher not inspected Room 708: Water Stains on the ceiling tiles./ extinguisher not inspected Room 709: White board damaged./ extinguisher not inspected Room 710: Rip in the wall tile. Broken light cover and missing another cover/ extinguisher not inspected</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	661	NT	NT	NT	NT
Female	332	NT	NT	NT	NT
Male	329	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	39	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	551	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	157	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	499	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	661	NT	NT	NT	NT
Female	332	NT	NT	NT	NT
Male	329	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	39	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	551	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	157	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	499	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	661	599	90.62%	9.38%	43.91%
Female	332	300	90.36%	9.64%	48.00%
Male	329	299	90.88%	9.12%	39.80%
American Indian or Alaska Native	1	1	100.00%	0.00%	0.00%
Asian	39	36	92.31%	7.69%	69.44%

Black or African American	14	13	92.86%	7.14%	53.85%
Filipino	12	12	100.00%	0.00%	75.00%
Hispanic or Latino	551	498	90.38%	9.62%	41.16%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	0.00%
Two or More Races	14	13	92.86%	7.14%	53.85%
White	25	25	86.21%	13.79%	40.00%
English Learners	157	139	88.54%	11.46%	6.47%
Foster Youth	7	6	85.71%	14.29%	33.33%
Homeless	15	10	66.67%	33.33%	30.00%
Socioeconomically Disadvantaged	500	452	90.40%	9.60%	40.27%
Students with Disabilities	89	79	88.76%	11.24%	11.39%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	661	533	80.64%	19.36%	29.46%
Female	332	269	81.02%	18.98%	32.71%
Male	329	264	80.24%	19.76%	26.14%
American Indian or Alaska Native	1	1	100.00%	0.00%	0.00%
Asian	39	34	87.18%	12.82%	67.65%
Black or African American	14	10	71.43%	28.57%	20.00%
Filipino	12	10	83.33%	16.67%	50.00%
Hispanic or Latino	551	441	80.04%	19.96%	27.44%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	0.00%
Two or More Races	14	12	85.71%	14.29%	16.67%
White	25	24	82.76%	17.24%	16.67%
English Learners	157	119	75.80%	24.20%	12.61%
Foster Youth	7	5	71.43%	28.57%	20.00%
Homeless	15	8	53.33%	46.67%	12.50%
Socioeconomically Disadvantaged	500	402	80.40%	19.60%	27.36%
Students with Disabilities	89	67	75.28%	24.72%	8.96%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	NT	NT	NT	NT
Female	129	NT	NT	NT	NT
Male	105	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	188	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	52	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, PTSA and 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 LCP 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. 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.

In collaboration with ELAC and the PTSA we are looking to provide parents access to hot topics, for example: 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.

2021-22 Opportunities for Parental Involvement

and the overall education of their children.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	686	675	36	5.3
Female	345	339	24	7.1
Male	341	336	12	3.6
American Indian or Alaska Native	1	1	0	0.0
Asian	41	39	1	2.6
Black or African American	16	15	0	0.0
Filipino	13	12	0	0.0
Hispanic or Latino	567	565	34	6.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	7	5	0	0.0
White	31	29	1	3.4
English Learners	218	216	20	9.3
Foster Youth	9	9	1	11.1
Homeless	15	13	5	38.5
Socioeconomically Disadvantaged	525	517	32	6.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	101	16	15.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	11.93	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.77	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	15	11	4
Mathematics	23	15	14	
Science	27	3	12	4
Social Science	27	3	13	3

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	10	4
Mathematics	30	6	10	7
Science	31	2	10	6
Social Science	31	3	10	5

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	11	3
Mathematics	28	7	15	2
Science	35	2	7	7
Social Science	33	2	9	6

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	646

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6072.77	\$242.83	\$5829.94	\$54312.18
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-12.6	-46.7
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-36.6	-43.7

2020-21 Types of Services Funded

Portola Middle School operated the following categorical programs for the 2019-2020 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

Staff Development and planning time

Think Together Program, after school program for students

Technology, Software, and supplemental resources to support student learning

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff development is an ongoing process. Throughout the year, teachers meet during our Early Release in their PLC to monitor student's achievement through student Data, student work, and common trimester assessments. Recently we have adopted iReady where we are receiving PD on implementation as well as looking at the data. After reviewing this data, teams discuss our school wide best practices and modify instruction as needed with support of or VILs instructional specialist. Our VILS IS is also responsible for collecting data and using that data to drive technology in the classrooms to best serve the needs of our students. 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 blended learning model in alignment with VILs and AVID strategies 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 and student received a Chromebook through the VILs grant to enrich their learning and increase their access to more up-to-date text and interactive software to enhance their learning. We are at a 1:1 ratio school-wide with many supports in place for implementation. We also update these devices with the latest software. All of our classrooms have LCD Projectors and are in the process of being fitted with new TV display monitors 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 Portola, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.