

# **Portola Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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	<a href="mailto:jmorgan@orangeusd.org">jmorgan@orangeusd.org</a>
Website	<a href="https://www.orangeusd.org/portola-middle-school-6-7-8">https://www.orangeusd.org/portola-middle-school-6-7-8</a>
County-District-School (CDS) Code	30-66621-6061725

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	<a href="mailto:ghansen@orangeusd.org">ghansen@orangeusd.org</a>
Website	<a href="http://www.orangeusd.org">www.orangeusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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 650 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 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.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 6	166
Grade 7	233
Grade 8	260
Total Enrollment	659

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	7
Filipino	2.3
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	0.3
White	3.6
Two or More Races	0.6
Socioeconomically Disadvantaged	83.2
English Learners	31.9
Students with Disabilities	10.2
Foster Youth	1.1
Homeless	2.3

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32	32	30	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	3	0	0	7

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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.9-20-21 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 10, 2020.

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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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
<b>Visual and Performing Arts</b>	Glencoe: Exploring Art is available for all students in our Art electives.	Yes	0%

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

## 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.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/21/2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Kitchen: Swamp cooler not working correctly makes a lot of noise and area is warm Room 707: Air Vent cover missing. 1 light out. Ceiling tile hanging
<b>Interior: Interior Surfaces</b>	Fair	Boys RR 500's: Scratched toilet seats and mirror Cafeteria: water stains on light covers Front Office: Hole in ceiling tile middle of the office. Room 302: Ceiling tile hanging Room 703: Water Stains on the ceiling tiles. Room 705: Water Stains on the ceiling tiles. Room 706: Room 707: Air Vent cover missing. 1 light out. Ceiling tile hanging Room 708: Water Stains on the ceiling tiles. Room 709: White board damaged. Room 710: Rip in the wall tile. Broken light cover.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Room 511 Storage: Spider webs Room 512 Mechanical: Spider webs and leaves dirty Room 701: Scratched and marked VCT

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical: Electrical</b>	Fair	400 Girls Locker Room: 1 Light out in main locker room and 1 light out in storage room Parking Lot: 1 light out near trash dumpster Room 605 Library: 1 light out Room 707: Air Vent cover missing. 1 light out. Ceiling tile hanging Room 710: Rip in the wall tile. Broken light cover. Room 716: Missing light cover Staff Lounge: 1 light out VP Office: 1 light out Work Room: 2 lights out
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	400 Boys Locker Room: Middle Sink in RR is not working Room 602: Sink dirty full of paint
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Room 307: Window off Frame
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	33	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	22	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	13.4	11.9	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.28	0.003%	
<b>Expulsions</b>	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

## School Safety Plan (School Year 2020-2021)

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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
<b>English Language Arts</b>	24	11	16	2	22	15	11	4	24	12	10	4
<b>Mathematics</b>	23	9	16	4	23	15	14		30	6	10	7
<b>Science</b>	28	3	9	7	27	3	12	4	31	2	10	6
<b>Social Science</b>	27	4	13	3	27	3	13	3	31	3	10	5

\*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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
<b>Academic Counselors*</b>	659

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

\*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 2018-2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6072.77	\$242.83	\$5829.94	\$54312.18
<b>District</b>	N/A	N/A	\$6616.90	\$86,774
<b>Percent Difference - School Site and District</b>	N/A	N/A	-12.6	-46.0
<b>State</b>	N/A	N/A	\$7,750	\$83,052
<b>Percent Difference - School Site and State</b>	N/A	N/A	-28.3	-41.8

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

**Types of Services Funded (Fiscal Year 2019-2020)**

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

Consulting Programs for Student Leadership Curricula (Pure Game)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143
Average Principal Salary (Elementary)	\$129,252	\$128,526
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

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 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.