Portola Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

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	Jill D. Katevas
E-mail Address	jkatevas@orangeusd.org
Web Site	http://www.orangeusd.k12.ca.us/portola/
CDS Code	30-66621-6061725

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 725 students were enrolled in grades six to eight during the 2015-2016 school year. Portola follows a traditional schedule. Some of our LCFF money was allocated to support maintaining reduced class sizes in our English, Math, and ELD Support classes. 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. 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 Counselor, Psychologist, and Intervention Specialist monitor student progress and provide necessary personal and small group interventions. 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. Parents are 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 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 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 Mission is rooted in our Theory of Action.
Our Theory of Action is: If we cultivate an engaging learning environment rooted in fostering positive relationships and academic literacy, then our students will develop the language, reading and critical thinking skills necessary to be successful in high school, college, and career.

Our Theory of Action was modified this year to afford us the opportunity to adopt focused best practices that are designed to meet the assessed learning needs of our students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	164
Grade 7	251
Grade 8	286
Total Enrollment	701

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	7.1
Filipino	0.9
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0.3
White	5
Two or More Races	0.6
Socioeconomically Disadvantaged	83.6
English Learners	31.8
Students with Disabilities	11.4
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	34	32	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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

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

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

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2002 (Grades 7/8), and grade 6 is piloting McGraw Hill's Wonders Program this year. Grades 7/8 are reviewing materials for a new adoption next year. We are also using Scholastic's Read 180 Program.	Yes	0%
Mathematics	Math 6-8, is using Envision Math by Pearson Education which is being piloted for 2016-2017. Algebra 1 is currently piloting Big Ideas Math by Houghton Mifflin Harcourt. Scholastic has been adopted in 2016-2017 for the Math 180 Program.	Yes	0%
Science	Holt Science Program adopted in 2007, Grade 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%
History-Social Science	Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 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	Glencoe, Bon Voyage adopted 2007; Holt McDougal Komm Mit adopted 2007; Prentice Hall Realidades, adopted 2006; Glencoe Basic Japanese, adopted 2001. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	n/a
Health	N/A	Yes	N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Glencoe: Exploring Art is available for all students in our Art electives.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

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 some ongoing issues regarding the air condition unit that services the 100 & 200 buildings along with the rear portion of the main office. Maintenance has been out several times to review the problem and make repairs. We have not had any problems since their last visit, which was mid October. We have two areas that we are focusing on for repairs and upgrades. One is removing the sharp-edged benches in both locker rooms and leave a carpeted area for students to sit, review assignments, etc. The other is in room 706 where we have Fashion Design. We are adding additional electrical outlets so that we may have an area for the sewing machines for the program. We are scheduled to begin piloting a new video camera program which will help us monitor overall school safety as our current cameras are no longer working.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/12/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			200 Bldg: 2: Some ongoing issues with cooling
Interior: Interior Surfaces		X		P.E. 400 Bldg: 4: PE classroom benches need corner protection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			n/a
Electrical: Electrical	X			n/a
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			n/a
Safety: Fire Safety, Hazardous Materials	X			n/a
Structural: Structural Damage, Roofs	X			n/a
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			n/a

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/12/2016				
Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	34	33	50	53	44	48
Mathematics	20	19	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	172	169	98.3	36.9
	7	260	256	98.5	33.6
	8	293	291	99.3	29.8
Male	6	87	86	98.8	29.1
	7	129	127	98.5	29.9
	8	148	148	100.0	24.5
Female	6	85	83	97.7	45.1
	7	131	129	98.5	37.2
	8	145	143	98.6	35.2
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	17	17	100.0	70.6
	8	26	26	100.0	76.9
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	6	143	141	98.6	35.7
	7	222	220	99.1	30.9
	8	244	244	100.0	24.3
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	14	13	92.9	46.1
	7	11	10	90.9	30.0
	8	14	12	85.7	27.3
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	147	144	98.0	36.4
	7	207	206	99.5	33.5
	8	249	248	99.6	26.8
English Learners	6	50	49	98.0	6.1
	7	79	76	96.2	4.0
	8	87	87	100.0	8.1
Students with Disabilities	6	12	12	100.0	
	7	32	32	100.0	6.3
	8	39	39	100.0	5.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	172	168	97.7	20.4
	7	260	255	98.1	19.6
	8	293	290	99.0	18.6
Male	6	87	86	98.8	19.8
	7	129	127	98.5	17.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	148	148	100.0	17.6
Female	6	85	82	96.5	21.0
	7	131	128	97.7	21.9
	8	145	142	97.9	19.7
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	17	17	100.0	58.8
	8	26	26	100.0	80.8
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	143	140	97.9	16.6
	7	222	219	98.7	17.8
	8	244	243	99.6	11.9
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	14	13	92.9	30.8
	7	11	10	90.9	10.0
	8	14	12	85.7	8.3
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	147	143	97.3	19.6
	7	207	206	99.5	18.4
	8	249	247	99.2	17.4
English Learners	6	50	49	98.0	8.2
	7	79	76	96.2	1.3
	8	87	87	100.0	2.3
Students with Disabilities	6	12	12	100.0	
	7	32	32	100.0	
	8	39	39	100.0	
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63	52	44	73	68	64	60	56	54

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	292	286	98.0	44.1
Male	148	144	97.3	45.8
Female	144	142	98.6	42.3
Asian	26	26	100.0	84.6
Hispanic or Latino	244	240	98.4	39.2
White	13	11	84.6	36.4
Socioeconomically Disadvantaged	249	244	98.0	41.8
English Learners	87	86	98.9	16.3
Students with Disabilities	39	37	94.9	24.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.9	23.2	23.9

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 Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Portola 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 Teacher Student Association, 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 in 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 2014-2015 LCAP survey emphasized the to provide professional development to our teachers in the areas of Common Core and Technology; thus, a considerable amount of our budget was 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 instituted 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 for 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 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.9	9.2	11.2	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	19	34	32		20	24	32		20	24	32	
Mathematics	20	19	16		21	15	18		21	15	18	
Science	22	11	15		25	7	16		25	7	16	
Social Science	22	12	11		25	6	17		25	6	17	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	697
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	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5928.52	1520.95	4407.57	74088.22
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	13.5	-13.1
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-18.5	-12.2

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

Types of Services Funded (Fiscal Year 2015-16)

Portola Middle School operated the following categorical programs for the 2015-2016 school year: School Library Improvement Program, Title I, LCFF Supplemental, and Title VI.

The Plan provides the financial resources for:
Bilingual Community Liaison
Journeys Reading Program
Supplemental Instructional Materials Including Scope Magazine Subscriptions
Inside and Read 180 for English Learners
AVID classes and AVID tutors
Before/After School Tutoring
Late Buses for students participating in our after school programs
Staff Development and planning time
Think Together Program, after school program for students
Technology and supplemental resources to support student learning

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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 data through Data Director and common trimester assessments, and 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 CLAD to enhance their instructional practices for our English Language Learners. In addition to continuing with our Read 180 Program and AVID Excel 7, we will also add AVID Excel 8. We will also focus 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 and ELD Teachers have also been trained in Write from the Beginning.

Further, we are emphasizing the use of academic vocabulary by implementing the use of Response Frames. 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 and 2-3:1 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.