PORTOLA ELEMENTARY SCHOOL
6700 Eagle Street, Ventura, CA 93003

(805) 289-1734

Robert Ruiz, Principal

Grades K-5

PRINCIPAL'S MESSAGE

"There is Always something I Can do!" This is our philosophy and way of life at Portola Elementary. "There is Always something I Can do" applies to all three sectors of our students lives: 1) Academic 2) Social 3) Emotional. Our mission is to empower children to be: good decision makers, effective problem solvers, emotionally intelligent and in healthy relationships. Through the day to day practice of the strategies we teach, our students know they have options to choose from when confronted with any circumstance.

We shape our students to be prepared for the challenges of the 21st century by providing education through Common Core instruction, technology, strong intervention systems of support, social/emotional and collaborative learning. We are an ethnically diverse school with almost 19% English Learners from 13 different nationalities. All of our students have equal access to our academic and social/emotional programs. Our dedicated teachers analyze state, local, and classroom assessments and work collaboratively to meet the varied needs of our students, implementing research-based programs to accelerate and enrich the curriculum.

In 2005, Portola Elementary was named a National Blue Ribbon School, the highest honor that can be earned in the USA K-12 educational system. For three years in a row, Portola Elementary School earned the Title I Academic Achievement Award (2007, 2008, 2009). This high level of success in meeting our annual goals is due to the high expectations held by our dynamic staff, hard-working students, supportive families, and community partners. Teamwork, high energy, and clear focus are the hallmarks of this safe and high achieving school.

District Vision Statement
In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement
The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Board of Education
Sabrena Rodriguez

Jackie Moran

Matthew Almaraz

Dr. Jerry Dannenberg

Velma Lomax

District Administration
Dr. Roger Rice
Superintendent

Dr. Danielle Cortes
Assistant Superintendent
Educational Services

Dr. Jeff Davis
Assistant Superintendent
Human Resources

Betsy George
Assistant Superintendent
Business Services

VENTURA UNIFIED SCHOOL DISTRICT
255 West Stanley Avenue, Suite 100

Ventura, California 93001

(805) 641-5000

www.venturausd.org

Portola Purpose Statement

Portola is a community committed to building supportive relationships, collaboration, and high academic standards to create life-long learners and responsible members of society. We will continuously evolve to meet the needs of our diverse learners to prepare them for success in the 21st century.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Portola Elementary School

Portola Elementary School serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 551 students were enrolled, including 6.2% in special education,

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	2.4%	Kindergarten	92
American Indian or Alaskan Native	0.0%	Grade 1	95
		Grade 2	88
Asian	4.9%	Grade 3	99
Filipino	0.9%	Grade 4	97
Hawaiian or Pacific Islander	0.2%	Grade 5	80
		Grade 6	0
Hispanic or Latino	61.5%	Grade 7	0
White	26.3%	Grade 8	0
Two or More Races	3.8%		
Socioeconomically Disadvantaged	66.6%		
English Learners	20.1%		
Students with Disabilities	6.2%		
Homeless	3.8%		
Foster Youth	0.2%	Total Enrollment	551

20.1% qualifying for English Language Learner support, 3.8% homeless, 0.2% foster youth, and 66.6% qualifying for free or reduced price lunch.

Portola Elementary supports the Jumpstart preschool program on campus. Enrollment is open to income-qualifying families seeking creative play time and educational activities for their children ages 3-5.

Students may participate in PEAK (Program Enrichment for After-school Kids) afterschool from 2:25 p.m. to 5:30 p.m. In a safe and supervised environment, activities include education enrichment, homework help, sports, games, arts and crafts, computers, and enrichment programs. A healthy nutritional snack is served. Priority enrollment is given for families meeting specific income criteria.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

• 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.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

• 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).

• 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.

• 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.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

• High school dropout rates

• High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

• Pupil suspension rates

• Pupil expulsion rates

• Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

• Pupil outcomes in the subject area of physical education

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through Edulink, principal newsletters, weekly teacher newsletters, the school website, Remind Me App, the school marquee, and personal phone calls. Contact the principal or your child's teacher at (805) 289-1734 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Classroom Helper
• Library Helper

Committees
• School Site Council
• English Learner Advisory Council
• GATE Advisory Council
• Portola's Faculty Family Organization (PFFO)
• Superintendent's Parent Advisory Council

School Activities
• Back to School Night
• Family Picnic Days
• Intramurals League
• Fitness-a-Thon
• Parent Information Night
• Literacy Nights
• Mindfulness Parent Nights
• Monthly Dinner Night
• Open House
• Parenting Classes
• English as a Second Language Classes
• Enrichment Classes
• Family Dances
• PFFO Carnival

• English Learner Reclassification Ceremony
• After School Art Classes
• Martial Arts Classes
• Cross Country Team
• GATE Enrichment Classes

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	Portola		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight Percentage of Students Meeting or Exceeding the State Standards						
	Portola		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	71	71	54	55	50	50
Mathematics	66	72	42	44	38	39

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 & Mathematics by Student Group (Grades 3-8) 2018-19									
	English Language Arts/Literacy					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	271	262	96.68%	3.32%	70.61%	271	264	97.42%	2.58%	72.35%
Male	121	116	95.87%	4.13%	67.24%	121	117	96.69%	3.31%	71.79%
Female	150	146	97.33%	2.67%	73.29%	150	147	98.00%	2.00%	72.79%
Black or African American	--	--	--	--	--	--	--	--	--	--
Asian	12	12	100.00%	0.00%	83.33%	12	12	--	--	75.00%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	171	168	98.25%	1.75%	64.88%	171	168	98.25%	1.75%	67.86%
White	65	60	92.31%	7.69%	80.00%	65	62	95.38%	4.62%	77.42%
Two or More Races	17	16	94.12%	5.88%	81.25%	17	16	--	--	93.75%
Socioeconomically Disadvantaged	183	175	95.63%	4.37%	64.14%	183	177	96.72%	3.28%	68.36%
English Learners	66	62	93.94%	6.06%	61.29%	66	64	96.97%	3.03%	65.63%
Students with Disabilities	17	13	76.47%	23.53%	30.77%	17	13	76.47%	23.53%	38.46%

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Portola Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19			
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	20.3%	26.6%	12.7%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Campus Description	
Year Built	1978
Acreage	8.9
Bldg. Square Footage	46079
	Quantity
# of Permanent Classrooms	22
# of Portable Classrooms	0
# of Restrooms (student use)	9 sets
Cafeteria/Multipurpose Room	1
Libray/Media Center	1
Outside Meal Area	1
Staff Lounge	1
Teacher Work Room	1
Computer Labs	2

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Portola Elementary School's original facilities were built in 1978; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for 2018-19 and 2019-20 include the following:

2018-19 Completed Projects:
• Addition of parking lot barriers to prevent overnight parking
• Addition of "No Parking" signage
• Addition of lock blocks to doors for emergency purposes
• Addition of mini blinds for safety purposes

2019-20 Planned/in Progress Projects:
• New LED lighting
• Addition of permanent soccer goals on field

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Portola Elementary School. The day custodian is responsible for:

• Restrooms
• Cafeteria Setup/Cleanup
• General Cleaning & Custodial Functions

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 11, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces			✓	Classroom 4, 5, 6, 7, 8, 10, 11, 12, 13, 19, 20, 22, 23 & 24 - Laminate coming off or missing at countertop backsplash; Classroom 21 - Laminate coming off or missing at countertop backsplash and computer desk leg locations, wall surface is peeling at the HVA unit; Classroom 27 - Laminate coming off or missing at computer desk leg
Cleanliness	✓			
Electrical	✓			Classroom 2 - The electrical outlet coverplate is broken on the north wall; Building G Girl's RR - The light lens is broken
Restrooms/Fountains		✓		Building G Boy's RR - The toilet is loose and needs to be secured; Building F Boy's RR - Water leaking from supply side of toilet flush valve when flushed in the ADA stall; Building C Girl's RR - Left sink is out of order, faucet does not function; Building C Exterior - Drinking fountain does not drain; Building D Girl's RR - The toilet in the ADA stall is loose and needs to be secured; Building D Boy's RR - Urinal is out of order; Building E Boy's RR - The faucet on the left sink is loose and needs to be secured; Cafeteria Boy's RR - Toilet is out of order, left sink is out of order; Portable Boy's RR - Toilet is out of order, has been removed from the wall
Safety			✓	Classroom 1 - The south exit door has been blocked by a child gate, this is against fire code and must be removed; Classroom 7 - Fire extinguisher is out of service date (7/11/18)
Structural	✓			Building H Exterior - Excessive rust at the roof gutter of the south side of room 3
External	✓			Classroom 24 - Bottom of north door is showing excessive rust and rot; Front Yard/Parking Lot - Excessive rust at bottom rail of fencing in multiple locations

Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classrooms
• Restrooms
• Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspections

The district's maintenance department inspects Portola Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Portola Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 11, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas, the breakfast area and playground; administration and teachers are located in the parking lot to supervise traffic flow. During recess, teachers supervise playground activity. Six noon aides and playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the teachers, principal, playground supervisors, and one supervisor in the parking lot monitor student behavior to ensure a safe and orderly departure. The principal makes student safety a high priority and therefore assists with supervision of students before school, during all recesses, and after school during dismissal.

Portola Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Portola Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in November 2019, and shared with school staff in during faculty meetings held throughout the year.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Portola Elementary School's discipline policies are based upon a schoolwide discipline plan and the CHAMPS program, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Portola Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Students may earn WOW tickets for demonstrating responsible and respectful behavior. At the end of each week, students deposit their WOW tickets into a drawing for special incentives; two tickets are drawn each week.

Portola Elementary partners with a local martial arts/taekwondo center to promote good citizenship, life skills, and leadership. Throughout the year, the martial arts center visits the campus to lead assemblies, distribute posters, and rewards to support positive behavior. A component of the martial arts lessons integrates and reinforces Portola Elementary's monthly character trait themes.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Suspensions and Expulsions									
	Portola			VUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	1.00%	0.50%	1.00%	5.00%	3.00%	2.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.02%	0.15%	0.05%	0.09%	0.08%	0.09%

Average Class Size and Class Size Distribution				
		2016-17		
Grade Level	Average Class Size	Number of Classes* 1-20	21-32	33+
K	24.0		3	
1	23.0		4	
2	24.0		4	
3	26.0		3	
4	33.0		1	2
5	27.0		4	
		2017-18		
K	24.0		4	
1	22.0	1	3	
2	25.0		4	
3	27.0		4	
4	27.0		3	
5	33.0			3
		2018-19		
K	23.0		4	
1	24.0		4	
2	22.0		4	
3	25.0		4	
4	32.0		2	1
5	27.0		3	
Other**	17.0	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2017-18, 2018-19 and 2018-19 school years, Portola Elementary School had the opportunity to participate in districtwide staff development training focused on:

• History-Social Science
• Multi-Tiered Systems of Support (MTSS)
• Next Generation Science Standards
• School Safety
• Social Emotional Learning (SEL)
• Special Education
• Strategies for Formative Assessments
• Technology Training
• Universal Design for Learning

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2018-19 school year, Portola Elementary School's staff development activities concentrated on:

• Collaboration
• Continued Integration of Technology in Lesson Planning
• Daily Five
• District Benchmarks
• Dynamic Mindfulness
• Mindfulness
• Next Generation Science Standards (NGSS)
• Performance Based Assessments
• Project Based Learning (PBL)
• Restorative Circles
• Social Emotional Learning (SEL)

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Professional Development Days Three-Year Trend		
2016-17	2017-18	2018-19
2	2	2

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

The Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with additional materials. The District is also currently using supplemental materials to meet State requirements for the History/Social Science curriculum until textbooks can be piloted and adopted.

On October 8, 2019, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #19-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: *Benchmark Advanced*	0%
2018	Yes	My Big Day	0%
Math			
2017	Yes	Houghton Mifflin: *Math Expressions*	0%
2018	Yes	My Big Day	0%
Science			
2008	No	Pearson-Scott Foresman: *California Science*	0%
Social Science			
2007	No	Pearson-Scott Foresman: *Our Communities*	0%

social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Teacher Assignment
During the 2018-19 school year, Portola Elementary School had 25 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Portola			VUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	25	25	25	753	721	713
Teachers with Full Credential	25	25	25	753	690	678
Teachers without Full Credential	0	0	0	0	31	0
Teaching Outside Subject Area (with full credential)	0	1	1	111	105	89
Misassignments of Teachers of English Learners	0	0	0	1	0	1
Total Teacher Misassignments*	0	0	0	1	1	2
Teacher Vacancies	1	0	0	4	3	4

*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.*

Counseling & Support Staff
Portola Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Portola Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.7
Psychologist	1	0.4
School Nurse	1	0.2
Speech Therapist	1	0.4
School Counselor	1	0.5

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

SARC DATA & INTERNET ACCESS

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Portola Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location
Parents may access Portola Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Portola Elementary School is E.P. Foster Library, a branch of Ventura County Library.

Address: 651 East Main Street, Ventura
Phone Number: (805) 648-2715
Website: www.vencolibrary.org
Number of Computers Available: 34

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, Ventura Unified School District spent an average of $10,967 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,841	51,374
Mid-Range Teacher Salary	67,452	80,151
Highest Teacher Salary	93,427	100,143
Average Principal Salaries:		
Elementary School	114,918	126,896
Middle School	120,595	133,668
High School	136,796	143,746
Superintendent Salary	222,000	245,810
Percentage of Budget For:		
Teacher Salaries	33	35
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/.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
	Dollars Spent Per Student				
Expenditures Per Pupil	Portola	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,693	N/A	N/A	N/A	N/A
Restricted (Supplemental)	606	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,086	6,253	97.3%	7,507	81.1%
Average Teacher Salary	81,058	76,589	105.8%	82,031	98.8%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in November 2019 and the school facilities section was acquired in December 2019.