Portola High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.
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.

2023-24 School Contact Information

School Name	Portola High School
Street	1001 Cadence
City, State, Zip	Irvine, CA 92618
Phone Number	949-936-8200
Principal	John Pehrson
Email Address	johnpehrson@iusd.org
School Website	portolahigh.iusd.org
County-District-School (CDS) Code	30-73650-0133405

2023-24 District Contact Information

District Name	Irvine Unified
Phone Number	(949) 936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
District Website	http://www.iusd.org

2023-24 School Description and Mission Statement

The 42-acre campus sits in Irvine, CA adjacent to the Great Park. Opening in 2016-17, Portola now has grown to a 9-12 student population of about 2500 student learners.

Portola High School is the fifth comprehensive high school in Irvine Unified School District and offers a complete complement of programs and opportunities for learners. These opportunities include a rigorous and relevant curriculum, a visual and performing arts program, an athletics program with a complete offering of freshman JV and Varsity level teams, and a robust activities program.

The vision of Portola High School is a place where every learner belongs, contributes, and thrives. The word "learner" was intentionally chosen to include not only students but adults, as well. In this rapidly changing world, we all need to be continually growing, taking risks, and experimenting with new knowledge and skills. From the vision, came the mission and our Bulldog PRIDE (Perseverance, Respect, Integrity, Drive, Empathy) motto which describes the characteristics desire of each student to demonstrate on a daily basis.

The core of the PHS work are the Learning Outcomes. Teacher efforts each day are driven by a commitment to help each learner become Capable, Creators, Communicators, and Contributors. Each of these Learning Outcomes (L.O.'s). is defined by a set of 21st Century skills that are specifically addressed across the curriculum and through our advisement program.

The Portola High School Bell Schedule is unique in that it is a mixture of an eight- period, alternating block schedule with one day per week in which all periods meet for an abbreviated time. Within the bell schedule, there is designated time for teacher collaboration (professional development and staff meetings included), Office Hours (a time for students to receive extra support three times per week), and Advisement (a time for each teacher to meet with 25 students once a week in a non-academic yet structured setting). The schedule has been purposefully designed to give students flexibility and options in selecting their courses, as well as fewer classes each school night to focus on for study.

When Portola High School students are in their fourth year, they participate in a "Senior Passion Project." Course design across disciplines will support the students throughout a four-year process, from grade nine to grade twelve, so that, by the time they enter their senior year, they are ready to address one problem or issue of personal interest and relevance, to

2023-24 School Description and Mission Statement

research a possible approach or solution, and to create a product or model which they will present to a panel of experts from the community—whether academic, artistic or entrepreneurial.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	629
Grade 10	591
Grade 11	591
Grade 12	482
Total Enrollment	2,293

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	53.6%
American Indian or Alaska Native	0%
Asian	57.4%
Black or African American	1.6%
Filipino	3.5%
Hispanic or Latino	10.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	7.8%
White	18.5%
English Learners	6%
Foster Youth	0.1%
Homeless	0.2%
Socioeconomically Disadvantaged	16.4%
Students with Disabilities	6.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.40	84.68	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	5.37	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	6.00	9.93	51.70	3.77	18854.30	6.86
Total Teaching Positions	60.70	100.00	1371.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.90	85.48	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	4.68	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	0.96	11.40	0.79	11953.10	4.28
Unknown	7.60	8.87	83.80	5.82	15831.90	5.67
Total Teaching Positions	86.50	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.20	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.20	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.9	7.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	3.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Portola High School was designed in partnership with HMC architects, and the planning process involved numerous stakeholders over the course of thirty months. The result is a state-of-the-art 21st Century facility complete with a Performing Arts Complex and centered around a 700 seat theater, an Aquatics complex including an Olympic-sized pool, a three full-court sized indoor gym, a 3500 seat athletic stadium, a student union, and a Learning Commons. The school also contains several dedicated student and teacher collaboration meeting rooms. Finally, a fully equipped innovation lab (also known as a "Maker Space") is located off the Student Union near a Design Room which will be used for a variety of purposes but which will most importantly provide a space for our learners to create and develop their Senior Passion Projects.

Technologically, Portola High School boasts a WIFI system capable of up to five devices per person at full capacity. As we move closer to a paperless system, our learners and instructors will use the latest software to manage and facilitate learning. Furniture is flexible and nestable throughout the campus, allowing each space to convert readily from one learner-centered arrangement to another.

Year and month of the most recent FIT report	11/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			DANCE: 4. CEILING TILES IS MISSING IN HALLWAY/ WATER STAIN CEILING TILES RM 302: 4. WATER STAIN CEILING TILES RM 306: 4. WATER STAIN CEILING TILES RM 401: 4. WATER STAIN CEILING TILES IN STORAGE AREA RM 403: 4. WATER STAIN CEILING TILES RM 604: 4. CEILING TILES ARE LOOSE RM 611/ TEACHERS RM: 4. CEILING TILES IS MISSING RM 654: 4. WATER STAIN CEILING TILES RM 657: 4. CEILING TILES ARE LOOSE RM 661: 4. WATER STAIN CEILING TILES BY RESTROOMS RM 751: 4. CEILING TILES IS LOOSE 7. LIGHT DIFFUSER IS MISSING IN COMMON AREA RM 752: 4. WATER STAIN CEILING TILES RM 755: 4. WATER STAIN CEILING TILES RM 756: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 751: 4. CEILING TILES IS LOOSE 7. LIGHT DIFFUSER IS MISSING IN COMMON AREA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			WRESTLING RM: 15. DOOR DOES NOT CLOSE PROPERLY

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	81	75	75	47	46
Mathematics (grades 3-8 and 11)	67	68	68	69	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	588	539	91.67	8.33	81.26
Female	275	256	93.09	6.91	85.55
Male	309	280	90.61	9.39	77.14
American Indian or Alaska Native	0	0	0	0	0
Asian	351	322	91.74	8.26	83.85
Black or African American	--	--	--	--	--
Filipino	21	20	95.24	4.76	95.00
Hispanic or Latino	47	43	91.49	8.51	76.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	45	88.24	11.76	88.89
White	107	98	91.59	8.41	74.49
English Learners	33	25	75.76	24.24	12.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	38	88.37	11.63	78.95
Socioeconomically Disadvantaged	101	92	91.09	8.91	65.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	22	75.86	24.14	18.18

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	588	532	90.48	9.52	67.67
Female	275	248	90.18	9.82	68.95
Male	309	281	90.94	9.06	66.55
American Indian or Alaska Native	0	0	0	0	0
Asian	351	318	90.60	9.40	79.56
Black or African American	--	--	--	--	--
Filipino	21	18	85.71	14.29	61.11
Hispanic or Latino	47	42	89.36	10.64	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	45	88.24	11.76	66.67
White	107	99	92.52	7.48	45.45
English Learners	33	25	75.76	24.24	28.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	37	86.05	13.95	72.97
Socioeconomically Disadvantaged	101	92	91.09	8.91	46.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	22	75.86	24.14	9.09

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	63.93	63.25	61.37	64.04	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1051	1000	95.15	4.85	63.00
Female	485	466	96.08	3.92	62.45
Male	557	526	94.43	5.57	63.12
American Indian or Alaska Native	--	--	--	--	--
Asian	613	587	95.76	4.24	69.85
Black or African American	12	12	100.00	0.00	25.00
Filipino	40	38	95.00	5.00	55.26
Hispanic or Latino	103	94	91.26	8.74	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	89	84	94.38	5.62	58.33
White	188	179	95.21	4.79	54.75
English Learners	51	39	76.47	23.53	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	76	71	93.42	6.58	57.75
Socioeconomically Disadvantaged	176	168	95.45	4.55	48.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	42	80.77	19.23	14.29

2022-23 Career Technical Education Programs

Irvine Unified Career Technical Education (CTE) courses provide students with the opportunity to explore high-demand career industry sectors aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program, and many CTE courses are UC a-g approved college preparatory courses that meet course requirements for admission to the University of California and California State University campuses.

Students at Portola High School have opportunities to participate in the following Career Technical Education (CTE) coursework:

IUSD CTE Courses Offered at Portola High School
? Guitar I
? Guitar II
? Studio Music
? Technical Theater
? Intermediate Technical Theater
? Advanced Technical Theater
? AP Computer Science Principles
? Virtual Enterprise
? Empowering Entrepreneurship
? Introduction to Engineering
? Principles of Engineering
? Aerospace Engineering

Coastline ROP CTE Courses Offered at Portola High School:
? Art of TV and Video Production
? Intermediate Video Production
? Broadcast News
? Computer Graphics
? Advanced Computer Graphics
? Sports Medicine

In addition, the district's partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in various industry sectors for in-person instruction. The CTE program includes courses that articulate with regional community colleges, and many culminate in industry-recognized certifications.

The district is a member of regional consortiums, including OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, and the Orange County Business Council. Teachers participate in professional development and network with business and industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community participate in the career and technical education advisory committee.

The CTE program has a strong guidance and counseling component, where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career. In addition, Portola High School has a College/Career Specialist and a Coastline ROP Career Specialist who provide students with additional guidance and support to prepare them for postsecondary education or employment, if they choose.

Portola High School provides a comprehensive array of opportunities to prepare students for life after graduation. From college visits and dual enrollment workshops to career presentations and fairs, the school empowers students to explore their passions, develop essential skills, and make informed decisions about their future.

Throughout the fall semester, students embark on college visits, gaining firsthand insights into different academic environments and career pathways. To facilitate the application process, the school hosts IVC and dual enrollment application workshops, equipping students with the knowledge and guidance to navigate these critical steps.

Career exploration takes center stage with a series of engaging events, including the "Pursue Your Passion Career Exploration" program, where industry speakers share their expertise and inspire students to pursue their passions. The school's annual Career Fair and Military Fair provide a platform for students to connect with potential employers and explore diverse career options.

2022-23 Career Technical Education Programs

Financial aid presentations demystify the college funding process, ensuring that students are equipped with the information necessary to make informed financial decisions. Resume and cover letter workshops, along with interview training sessions, empower students to present themselves effectively in the professional world.

To further cultivate college and career aspirations, the school extends its outreach to feeder middle schools, hosting ROP presentations that introduce students to potential career paths and ignite their interest in pursuing higher education.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	689
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.09
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	76.65

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.57%	96.41%	96.57%	95.63%	96.57%

C. Engagement	**State Priority: Parental Involvement**
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Opportunities for parents to get involved are varied and are often times solicited through PTSA and Weekly School Newsletters. Parents are encouraged to communicate with both the PTSA and the school to find ways to get involved that best fit their availability and interest. Examples include:

- School Site Council Representatives
- WASC committees
- PTSA Board and Committees (meets the third Wednesday of each month)
- Parent Advisory Committees
- Passion Day presenter or volunteer
- Career lunch speaker
- Passion Project Mentor
- PTSA student store volunteer
- School Volunteers
- Parent Booster organizations for athletics and performing arts
- Parents may access the Parent Portal for information about their students
- Parents may access the University High School web page for academic and activities information
- Teachers and staff are always available to answer questions and provide clarification.

C. Engagement	**State Priority: Pupil Engagement**
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	- High school Dropout Rates; - High school Graduation Rates; and - Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.8	1.8	2	2.1	2.7	2.9	9.4	7.8	8.2
Graduation Rate	94.8	95.5	94.9	95.4	94.6	94.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	494	469	94.9
Female	225	215	95.6
Male	264	249	94.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	281	266	94.7
Black or African American	--	--	--
Filipino	19	19	100.0
Hispanic or Latino	57	53	93.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	39	37	94.9
White	88	85	96.6
English Learners	56	49	87.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	111	103	92.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	26	72.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2358	2346	217	9.2
Female	1077	1071	96	9.0
Male	1268	1262	119	9.4
Non-Binary	13	13	2	15.4
American Indian or Alaska Native	1	1	1	100.0
Asian	1359	1352	72	5.3
Black or African American	39	39	9	23.1
Filipino	82	81	5	6.2
Hispanic or Latino	239	238	33	13.9
Native Hawaiian or Pacific Islander	10	10	2	20.0
Two or More Races	182	181	23	12.7
White	433	431	66	15.3
English Learners	157	155	22	14.2
Foster Youth	4	4	2	50.0
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	435	435	78	17.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	162	159	41	25.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.06	1.57	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.05	0.04	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.57	0.04
Female	0.28	0
Male	2.68	0.08
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.81	0
Black or African American	2.56	0
Filipino	1.22	0
Hispanic or Latino	5.02	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.55	0
White	2.08	0.23
English Learners	5.1	0.64
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.45	0.23
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.56	0

2023-24 School Safety Plan

Portola High School has developed a comprehensive School Safety Plan. Our plan is evaluated yearly and amended, as needed by the school site council or school safety planning committee. Key elements of the plan include:

- Assessing the current status of school crime committed on the school campus and at school-related functions,
- Child Abuse Reporting Procedures,
- Disaster Procedures-Routine and Emergency,
- Policies for Suspension, Expulsion and Mandatory Expulsion,
- Procedures for Notification of Staff Regarding Dangerous Students,
- Policies on Sexual Harassment,
- Policy Relating to School Dress Code (especially gang-related apparel),
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School,
- Procedures that Create a Safe and Orderly Environment Conducive to Learning at School,
- Rules and Procedures on School Discipline.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	108	5	3
Mathematics	14	111	1	
Science	14	116		
Social Science	15	114	4	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	15	75	
Mathematics	24	23	71	
Science	25	16	72	
Social Science	23	23	75	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	10	76	1
Mathematics	27	11	63	2
Science	28	12	60	6
Social Science	27	14	77	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	458.6

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,410	$236	$6,174	$82,379
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	-0.2	-5.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-2.7	-3.6

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Fiscal Year 2022-23 Types of Services Funded

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English learners, low-income students, and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,523	$55,550
Mid-Range Teacher Salary	$92,019	$80,703
Highest Teacher Salary	$118,946	$109,418
Average Principal Salary (Elementary)	$150,833	$137,703
Average Principal Salary (Middle)	$159,048	$143,760
Average Principal Salary (High)	$180,782	$159,021
Superintendent Salary	$345,737	$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	38.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	9
Foreign Language	4
Mathematics	12
Science	24
Social Science	18
Total AP Courses Offered Where there are student course enrollments of at least one student.	75

Professional Development

During the inaugural 2018-19 school year, Portola High School began work on its WASC self study. This 18 month process led to a Feb, 2020 visit which culminated in a robust Action Plan recognized by the WASC visiting team leading to six year accreditation. The action plan lists two over arching goals: To Establish Schoolwide Systems and Strategies Whereby All Students Have the Support They Need to Belong, Contribute, and Thrive.; To Examine and Implement New and Evolving Educational Practices that Support Student Academic Growth.

Our Professional Learning Community work revolves around the driving questions of What do we want all students to know; How will we know they know it, and What do we do for those that don't? The foundational Learning Outcomes include All Students will be: Capable; Creators; Communicators; and Contributors.

Additionally, much time and effort is being given to developing a sound transition focus for students to assure the acquisition of skills required to enter the work force and/or attend higher education. Students, parents and advisement teachers meet twice a year to review educational progress and plan the student's program for the future.

All PD is determined by the site Leadership Team (comprised of Administrators, Department Chairs, and program leads). Decisions are based on learner needs as determined by both formative and summative assessment data. For 2023-24, there is a schoolwide focus on Belonging and inclusivity and the staff is working monthly on incorporating these elements into curriculum and instruction.

All PD is delivered by staff for staff in the form of hour long workshops, menu driven time blocks, or full day release periods. Teachers are supported through their PLC lead teacher coach, department chairs, their curricular team, district TOSAs, and their administrators.
This PD is completed in 3 full PD days and 12 one-hour long meetings dispersed over the 32 weeks.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	15