

# Portola High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### 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

### School Contact Information (School Year 2019-20)

Entity	Contact Information
<b>School Name</b>	Portola High School
<b>Street</b>	1001 Cadence
<b>City, State, Zip</b>	Irvine, CA 92618
<b>Phone Number</b>	949-936-8200
<b>Principal</b>	John Pehrson
<b>Email Address</b>	johnpehrson@iusd.org
<b>Website</b>	<a href="https://portolahigh.iusd.org/">https://portolahigh.iusd.org/</a>
<b>County-District-School (CDS) Code</b>	30-73650-0133405

Entity	Contact Information
<b>District Name</b>	Irvine Unified
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>Website</b>	<a href="http://www.iusd.org">http://www.iusd.org</a>

## School Description and Mission Statement (School Year 2019-20)

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 1900 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 is that Portola High School will be 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. With a focus on cross-curricular experiences, each student will create an annual portfolio based on a reflection of their year through the lens of a specific theme such as identity, change, perspective or purpose.

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 two times per week), and Advisement (a time for each teacher to meet with 25 students twice 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 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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	489
Grade 10	454
Grade 11	439
<b>Total Enrollment</b>	<b>1,382</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.1
Asian	60.1
Filipino	2.5
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.6
White	22
Two or More Races	4.3
Socioeconomically Disadvantaged	18.6
English Learners	11.8
Students with Disabilities	6.1
Foster Youth	0.1
Homeless	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	42.30	59.79	104.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	3.67	3.50	75.64

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Foreign Language</b>	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. 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, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)			0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>		74	77	78	50	50
<b>Mathematics (grades 3-8 and 11)</b>		70	74	74	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.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	429	411	95.80	4.20	73.72
Male	245	238	97.14	2.86	71.01
Female	184	173	94.02	5.98	77.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	248	244	98.39	1.61	79.51
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	36	32	88.89	11.11	53.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	102	94	92.16	7.84	69.15
Two or More Races	18	16	88.89	11.11	68.75
Socioeconomically Disadvantaged	92	86	93.48	6.52	54.65
English Learners	86	82	95.35	4.65	43.90
Students with Disabilities	21	18	85.71	14.29	27.78
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	429	406	94.64	5.36	69.70
Male	245	234	95.51	4.49	73.08
Female	184	172	93.48	6.52	65.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	248	241	97.18	2.82	84.65
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	36	32	88.89	11.11	21.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	102	95	93.14	6.86	54.74
Two or More Races	18	15	83.33	16.67	60.00
Socioeconomically Disadvantaged	92	85	92.39	7.61	51.76
English Learners	86	83	96.51	3.49	61.45
Students with Disabilities	21	16	76.19	23.81	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: 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.

### Career Technical Education Programs (School Year 2018-19)

Students at Portola High School have opportunities to participate in Career and Technical Education (CTE) coursework that provides them with the skills to pursue careers in high demand industries in Southern California. The career pathways leading to post-secondary employment and college or university education programs are the following:

- Design, Visual and Media Arts (Graphic Design, Visual, and Commercial Art)
- Production and Managerial Arts (Stage Technology, Film and Video Production)

- Software and Systems Development (Systems Programming)
- Patient Care

Digital, Visual and Media Arts, Production and Managerial Arts –Video Production, Information and Communication Technologies, and Health-Patient Care. CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program and satisfy high school graduation requirements. CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has a strong guidance-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.

The district’s partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in all industry sectors. The CTE program includes courses that articulate with regional community colleges.

The district is a member of regional consortiums including participating members in OC Pathways, CTEoc (CTE Orange County), the Irvine Chamber of Commerce, 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.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	319
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.13
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	10.4	27.9	53.1

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

- 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
- 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.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	1.0	0.6	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

\*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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	7	6	5	26	8	23	5	27	10	33	12
Mathematics	5	2			26	9	24	1	27	12	27	13
Science	28	3	9	2	28	2	26	2	30	4	32	13
Social Science	26	2	10	3	28	2	24	4	29	3	30	9

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	460.7

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	.8
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.9
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,044	\$318	\$7,726	\$78,476
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	31.4	-10.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-4.5	-8.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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:

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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	9	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Social Science	5	N/A
All courses	19	20.6

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

During the inaugural 2016-17 school year, Portola High School began work on its designated goals with a special emphasis on Interdisciplinary Learning. In addition, PHS is working on two goals: To establish systems and practices whereby all students have the support they need to belong, contribute and thrive; and to create an environment which encourages intellectual risk taking and to foster self-reflection for students and staff.

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. Further, technology integration as well as an Interdisciplinary approach to content delivery are both specific targets of our dedicated staff wide trainings.

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.