

# Portola High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School 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>School Website</b>	portolahigh.iusd.org
<b>County-District-School (CDS) Code</b>	30-73650-0133405

## 2022-23 District 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>District Website Address</b>	<a href="http://www.iusd.org">http://www.iusd.org</a>

## 2022-23 School Overview

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 2300 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 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	569
Grade 10	573
Grade 11	479
Grade 12	476
Total Enrollment	2,097

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	52.6
American Indian or Alaska Native	0.0
Asian	57.6
Black or African American	1.9
Filipino	3.3
Hispanic or Latino	10.0
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.3
White	18.8
English Learners	6.6
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	16.2
Students with Disabilities	6.0

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.40	84.68	1230.00	89.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	5.37	50.00	3.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	39.10	2.85	12115.80	4.41
<b>Unknown</b>	6.00	9.93	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	73.90	85.48	1300.20	90.20	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	4.68	42.50	2.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	0.96	11.40	0.79	11953.10	4.28
<b>Unknown</b>	7.60	8.87	83.80	5.82	15831.90	5.67
<b>Total Teaching Positions</b>	86.50	100.00	1441.50	100.00	279044.80	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.

### 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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.20</b>	<b>4.00</b>

### 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
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.80</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.90	7.90
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	3.30

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

## 2022-23 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
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. 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, 2022. 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, 2022. 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, 2022. 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.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.	Yes	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

9/10/2022

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: 501 STUDENT UNION: 2. A/C UNIT IS LEAKING ONTO FLOOR
<b>Interior:</b> Interior Surfaces	X			RM 401: 4. WATER STAIN CEILING TILES IN STORAGE AREA RM 655: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING RM 656: 4. CEILING TILE IS MISSING RM 752: 4. CEILING TILE IS DAMAGED IN HALLWAY/ WATER STAIN CEILING TILES IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			PRINCIPAL: 7. LIGHT IS FLICKERING IN HALLWAY RM 706: 7. ETHERNET OUTLET COVER IS BROKEN
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 304: 15. DOOR DOES NOT CLOSE PROPERLY RM 306: 15. DOOR DOES NOT CLOSE PROPERLY RM 701: 15. DOOR TO HALLWAY DOES NOT CLOSE RM 704: 15. DOOR TO HALLWAY DOES NOT CLOSE RM 705: 15. DOOR TO HALLWAY DOES NOT CLOSE

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	85	N/A	75	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	67	N/A	68	N/A	33

## 2021-22 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
<b>All Students</b>	469	442	94.24	5.76	85.45
<b>Female</b>	211	199	94.31	5.69	86.29
<b>Male</b>	253	238	94.07	5.93	84.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	261	249	95.40	4.60	86.69
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	19	19	100.00	0.00	84.21
<b>Hispanic or Latino</b>	57	53	92.98	7.02	75.47
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	40	35	87.50	12.50	85.71
<b>White</b>	84	78	92.86	7.14	88.46
<b>English Learners</b>	23	21	91.30	8.70	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	31	30	96.77	3.23	79.31
<b>Socioeconomically Disadvantaged</b>	64	60	93.75	6.25	85.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	28	25	89.29	10.71	33.33

## 2021-22 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
<b>All Students</b>	469	442	94.24	5.76	67.12
<b>Female</b>	211	196	92.89	7.11	62.56
<b>Male</b>	253	242	95.65	4.35	70.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	261	248	95.02	4.98	81.05
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	19	19	100.00	0.00	52.63
<b>Hispanic or Latino</b>	57	54	94.74	5.26	42.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	40	36	90.00	10.00	52.78
<b>White</b>	84	77	91.67	8.33	50.00
<b>English Learners</b>	23	21	91.30	8.70	38.10
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	31	29	93.55	6.45	65.52
<b>Socioeconomically Disadvantaged</b>	64	63	98.44	1.56	55.56
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	28	25	89.29	10.71	12.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	63.93	NT	61.37	28.5	29.47

## 2021-22 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
<b>All Students</b>	939	890	94.78	5.22	63.93
<b>Female</b>	448	421	93.97	6.03	60.81
<b>Male</b>	485	464	95.67	4.33	66.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	547	529	96.71	3.29	72.02
<b>Black or African American</b>	15	14	93.33	6.67	14.29
<b>Filipino</b>	29	29	100	0	58.62
<b>Hispanic or Latino</b>	105	92	87.62	12.38	48.91
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	66	60	90.91	9.09	58.33
<b>White</b>	171	160	93.57	6.43	54.38
<b>English Learners</b>	37	33	89.19	10.81	9.09
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	73	71	97.26	2.74	54.93
<b>Socioeconomically Disadvantaged</b>	147	140	95.24	4.76	43.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	39	86.67	13.33	15.38

## 2021-22 Career Technical Education Programs

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 industry sectors 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)
- Engineering Design
- Production and Managerial Arts (Stage Technology, Film and Video Production)
- Software and Systems Development (Systems Programming)
- Patient Care
- Entrepreneurship/Self-Employment

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. In addition, Portola high school has a College/Career Specialist, along with a Coastline ROP Career Specialist that provide students with additional guidance and support to prepare students for a postsecondary education or employment, if they choose.

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 and many culminate in industry-recognized certifications.

The district is a member of regional consortiums including participating members in OC Pathways, Vital Link-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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	564
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.4
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.96
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	80.46

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	95.46%	95.81%	95.46%	95.64%	95.81%

## 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.

#### 2022-23 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
- 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.5	1.8		2.4	2.7		8.9	7.8
Graduation Rate		93.2	95.5		94.6	94.6		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	490	468	95.5
Female	245	235	95.9
Male	244	232	95.1
American Indian or Alaska Native	0	0	0.0
Asian	296	285	96.3
Black or African American	12	10	83.3
Filipino	--	--	--
Hispanic or Latino	51	49	96.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	27	24	88.9
White	89	86	96.6
English Learners	55	50	90.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	140	131	93.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	31	22	71.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2167	2145	203	9.5
Female	1023	1008	98	9.7
Male	1134	1127	103	9.1
American Indian or Alaska Native	1	1	1	100.0
Asian	1247	1236	56	4.5
Black or African American	44	44	10	22.7
Filipino	70	69	2	2.9
Hispanic or Latino	215	215	50	23.3
Native Hawaiian or Pacific Islander	14	14	2	14.3
Two or More Races	155	155	16	10.3
White	412	402	63	15.7
English Learners	158	152	15	9.9
Foster Youth	1	1	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	403	394	82	20.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	141	138	30	21.7

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.93	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.06	0.14	0.86	0.20	3.17
Expulsions	0.00	0.05	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.05
Female	0.49	0.00
Male	1.59	0.09
American Indian or Alaska Native	0.00	0.00
Asian	0.40	0.00
Black or African American	6.82	2.27
Filipino	1.43	0.00
Hispanic or Latino	2.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.65	0.00
White	1.94	0.00
English Learners	2.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.48	0.25
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.67	0.00

## 2022-23 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.
- 

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	29	12	50	12
Mathematics	29	8	50	11
Science	31	2	54	11
Social Science	31	3	43	17

## 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	

## 2021-22 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	374.46

## 2021-22 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)	5.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$6,686	\$267	\$6,419	\$79,440
<b>District</b>	N/A	N/A	5796	\$86,958
<b>Percent Difference - School Site and District</b>	N/A	N/A	10.2	-9.0
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	-2.7	-7.2

## 2021-22 Types of Services Funded

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:

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.

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$50,071	\$51,081
<b>Mid-Range Teacher Salary</b>	\$89,426	\$77,514
<b>Highest Teacher Salary</b>	\$115,594	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$144,393	\$133,421
<b>Average Principal Salary (Middle)</b>	\$152,197	\$138,594
<b>Average Principal Salary (High)</b>	\$174,854	\$153,392
<b>Superintendent Salary</b>	\$335,993	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	38.8
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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
<b>Computer Science</b>	0
<b>English</b>	9
<b>Fine and Performing Arts</b>	7
<b>Foreign Language</b>	4
<b>Mathematics</b>	12
<b>Science</b>	24
<b>Social Science</b>	23
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	79

## 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 2022-23, there is a schoolwide focus on Equity, Diversity and Inclusion 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5