Portola High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

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
E-mail Address	johnpehrson@iusd.org
Web Site	https://portolahigh.iusd.org/
CDS Code	30-73650-0133405

District Contact Information	
District Name	Irvine Unified
Phone Number	(949) 936-5000
Superintendent	Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	http://www.iusd.org

School Description and Mission Statement (School Year 2018-19)

The 42-acre campus sits in Irvine, CA adjacent to the Great Park. Portola welcomed its third class (of 2022) to bring the student population up to about 1400 student learners in grades 9, 10 and 11. Next year an additional classes will be added resulting in a full 9-12 comprehensive high school by the 2019-2020 school year.

Portola High School offers the same opportunities for 9-11 graders as those offered at any other high school within the Irvine Unified School District. 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 will be 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 will 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 will be 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.

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23.43	42.30	59.79	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	3.67	77.61

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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 August, 2018. 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 August, 2018. 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 August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/15/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/15/2018	
Overall Rating	**Exemplary**

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 Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Because Portola High School is only in its second year, in 2016-17 learners did not participate in any CTE related pathway or course with the exception of Video Production, of which we had offered 3 courses to about 90 learners total. Courses and pathways have not been fully developed but will be created in the coming years.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	211
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

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 2018-19)

- School Site Council Representatives
- WASC committees
- PTSA Board and Committees (meets the third Wednesday of each month)
- Parent Advisory Committees
- 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.

School Safety Plan (School Year 2018-19)

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	288
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	---	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.85	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$11,464	$423	$11,040	$73,856
District	N/A	N/A	$5,566	$82,232
Percent Difference: School Site and District	N/A	N/A	65.9	-10.7
State	N/A	N/A	$11,548	$80,764
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 2017-18)

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, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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 0n-line learning opportunities for students, 17) Develop mental health and wellness programs and hire 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.

Professional Development (Most Recent Three Years)

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.