

Portola High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Portola High School
Street	1001 Cadence
City, State, Zip	Irvine, CA 92618
Phone Number	949-936-8200
Principal	John Pehrson
Email Address	johnpehrson@iusd.org
School Website	portolahigh.iusd.org
Grade Span	9-12
County-District-School (CDS) Code	30-73650-0133405

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The 42-acre campus sits in Irvine, CA adjacent to the Great Park. Opening in 2016-17, Portola now has grown to a 9-12 student population of about 2800 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.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	737
Grade 10	665
Grade 11	667
Grade 12	624
Total Enrollment	2,693

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.5
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	59.3
Black or African American	1.7
Filipino	2.9
Hispanic or Latino	9.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.2
White	18.2
English Learners	7.1
Homeless	0.1
Socioeconomically Disadvantaged	17.7
Students with Disabilities	6.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.9	85.48	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	4.68	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	0.96	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	7.6	8.87	83.8	5.82	15831.9	5.67
Total Teaching Positions	86.5	100	1441.5	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	75.6	91.58	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	1.63	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	0.75	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	4.9	6.02	86.2	6.22	14303.8	5.15
Total Teaching Positions	82.6	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.8	88.29	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	3.77	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	2.74	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	4.8	5.19	56.9	4.05	13705.8	4.91
Total Teaching Positions	93.8	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	4.00	1.3	3.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	1.3	3.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.5	0
Local Assignment Options	0.00	0.1	2.5
Total Out-of-Field Teachers	0.80	0.6	2.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.9	5.9	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3	3.7	1.4

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2025. All core textbooks and instructional materials purchased are board approved.	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%

Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials purchased are board approved.	0%
Science Laboratory Equipment (grades 9-12)	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.	0%

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

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 650 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 an Engineering Room which is used for a robust Engineering Pathway of courses.

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

10/29/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		RM 1004: 4. CEILING TILES IS LOOSE IN HALLWAY 11. PLUG IN AIR FRESHENER IN USE RM 1053: 4. WATER STAIN CEILING TILES 11. PLUG IN AIR FRESHENER IN USE RM 1054: 4. WATER STAIN CEILING TILES IN HALLWAY RM 302: 4. WATER STAIN CEILING TILES RM 303: 4. WATER STAIN CEILING TILES RM 304: 4. WATER STAIN CEILING TILES IN STORAGE AREA/ FORMICA IS MISSING ON SINK COUNTER RM 305: 4. CEILING TILES IS DAMAGED 7. WATER STAIN IN LIGHT DIFFUSER IN STORAGE RM 401: 4. WATER STAIN CEILING TILES IN STORAGE RM 519: 4. WATER STAIN CEILING TILES RM 602: 4. CEILING TILE IS LOOSE RM 654: 4. WATER STAIN CEILING TILES/ CEILING TILE IS LOOSE

School Facility Conditions and Planned Improvements

				<p>RM 661: 4. WATER STAIN CEILING TILES RM 704: 4. CEILING TILES ARE LOOSE RM 755: 4. WATER STAIN CEILING TILES RM 902: 4. CEILING TILE IS MISSING ON COMMON AREA RM 906: 4. CEILING TILES IS LOOSE RM 955: 4. CEILING TILES IS LOOSE RM 957: 4. WATER STAIN CEILING TILES IN COMMON AREA STORAGE: 4. WATER STAIN CEILING TILES IN PREP AREA</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			<p>RM 305: 4. CEILING TILES IS DAMAGED 7. WATER STAIN IN LIGHT DIFFUSER IN STORAGE RM 605: 7. ETHERNET OUTLET IS LOOSE</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			<p>2ND FLOOR/ RM 1051: 11. PLUG IN AIR FRESHENER IN USE RM 1004: 4. CEILING TILES IS LOOSE IN HALLWAY 11. PLUG IN AIR FRESHENER IN USE RM 1005: 11. PLUG IN AIR FRESHENER IN USE RM 1053: 4. WATER STAIN CEILING TILES 11. PLUG IN AIR FRESHENER IN USE RM 1055: 11. PLUG IN AIR FRESHENER IN USE RM 601: 11. PLUG IN AIR FRESHENER IN USE RM 652: 11. PLUG IN AIR FRESHENER IN USE RM 705: 11. PLUG IN AIR FRESHENER IN USE RM 706: 11. PLUG IN AIR FRESHENER IN USE</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>RM 603: 15. DOOR TO HALLWAY DOES NOT CLOSE PROPERLY</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	80	75	73	74	47	48
Mathematics (grades 3-8 and 11)	68	62	69	70	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	664	644	96.99	3.01	74.53
Female	296	289	97.64	2.36	80.28
Male	368	355	96.47	3.53	69.86
American Indian or Alaska Native	0	0	0	0	0
Asian	384	372	96.88	3.12	79.57
Black or African American	13	13	100.00	0.00	53.85
Filipino	23	23	100.00	0.00	86.96
Hispanic or Latino	71	67	94.37	5.63	62.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	43	95.56	4.44	81.40
White	127	126	99.21	0.79	63.49
English Learners	37	31	83.78	16.22	9.68
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	26	25	96.15	3.85	68.00
Socioeconomically Disadvantaged	149	144	96.64	3.36	56.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	44	91.67	8.33	25.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	663	647	97.59	2.41	62.13
Female	296	291	98.31	1.69	62.89
Male	367	356	97.00	3.00	61.52
American Indian or Alaska Native	0	0	0	0	0
Asian	384	375	97.66	2.34	77.87
Black or African American	13	13	100.00	0.00	30.77
Filipino	23	23	100.00	0.00	60.87
Hispanic or Latino	70	67	95.71	4.29	31.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	45.45
White	127	125	98.43	1.57	40.80
English Learners	37	35	94.59	5.41	25.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	26	25	96.15	3.85	52.00
Socioeconomically Disadvantaged	149	144	96.64	3.36	48.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	8.89

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	57.97	56.99	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1281	1229	95.94	4.06	57.33
Female	580	558	96.21	3.79	55.83
Male	697	667	95.70	4.30	58.47
American Indian or Alaska Native	0	0	0	0	0
Asian	758	734	96.83	3.17	62.53
Black or African American	24	24	100.00	0.00	16.67
Filipino	42	41	97.62	2.38	80.49
Hispanic or Latino	125	121	96.80	3.20	40.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	94	90	95.74	4.26	62.92
White	233	215	92.27	7.73	46.98
English Learners	66	60	90.91	9.09	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	53	51	96.23	3.77	49.02
Socioeconomically Disadvantaged	264	248	93.94	6.06	40.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	84	93.33	6.67	19.28

2024-25 Career Technical Education Programs

Career Technical Education Programs (2024-25 School Year)

Irvine Unified's Career Technical Education (CTE) courses offer students opportunities to explore high-demand career sectors aligned with California's CTE Model Curriculum Standards and Career Readiness Standards. The CTE program is integrated with the academic curriculum, and many of its courses are UC a-g approved, meeting the requirements for admission to the University of California and California State University systems.

At Portola High School, students have access to the following CTE coursework:

IUSD CTE Courses Offered at Portola High School

- Guitar I
- Guitar II
- Studio Music
- Technical Theater
- Intermediate Technical Theater
- Advanced Technical Theater
- Visual Imagery
- Advanced Visual Imagery
- Exploratory Computer Science
- AP Computer Science Principles

2024-25 Career Technical Education Programs

AP Computer Science
Small Business Management
Empowering Entrepreneurship
Introduction to Engineering
Principles of Engineering
Aerospace Engineering

Coastline ROP CTE Courses Offered at Portola High School:

Art of TV and Video Production
Intermediate Video Production
Broadcast News
Computer Graphics
Advanced Computer Graphics

Partnership with Coastline ROP

Through a partnership with Coastline Regional Occupation Program (ROP), students can take additional career-exploratory courses across various industry sectors through in-person instruction. Many of these CTE courses articulate with local community colleges, and some culminate in industry-recognized certifications.

Professional Development and Industry Collaboration

The district is an active member of regional consortia, including OC Pathways, Vital Link-CTEoc, the Irvine Chamber of Commerce, and the Orange County Business Council. Through these partnerships, teachers receive professional development and network with industry experts, who also serve as guest speakers, mentors, and advisors. Local business representatives contribute to the Career and Technical Education Advisory Committee, helping align the curriculum with industry needs.

Guidance and Counseling Support

Guidance and counseling are integral to the CTE program, providing students with career exploration opportunities through one-on-one meetings with counselors, group lessons, career interest surveys, and college preparation activities. Portola High School also has a College/Career Specialist and a Coastline ROP Career Specialist, both dedicated to guiding students toward postsecondary education or career pathways.

College Preparation

Portola High School offers a comprehensive array of opportunities to help students prepare for life after graduation. This includes college visits, dual enrollment workshops, career presentations, and fairs, all designed to help students explore their passions, develop essential skills, and make informed decisions about their future. Throughout the fall semester, students participate in college visits to gain insight into different academic environments and career pathways. To support the application process, the school hosts workshops on applying to Irvine Valley College (IVC) and dual enrollment, providing students with valuable guidance.

Career Exploration

Career exploration events, such as the "Pursue Your Passion" program, feature industry speakers who share their expertise and inspire students. The annual Career Fair and Military Fair also provide opportunities for students to connect with potential employers and explore various career options.

Financial Literacy

Financial aid presentations are held to help students understand the college funding process, and workshops on resumes, cover letters, and interview skills ensure they are well-prepared for entering the professional world. Additionally, the school extends outreach to feeder middle schools, introducing students to potential career paths through ROP presentations, aiming to spark interest in both higher education and career opportunities.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	979
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50.7

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.59
Graduates Who Completed All Courses Required for UC/CSU Admission	77.05

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	90.82%	88.16%	91.36%	90.82%	91.22%

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.

2025-26 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:

2025-26 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2	1.2	2.2	2.9	2	2.3	8.2	8.9	8
Graduation Rate	94.9	96.3	94.6	94.5	95.5	95.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	628	594	94.6
Female	291	278	95.5
Male	333	312	93.7
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	380	358	94.2
Black or African American	13	12	92.3
Filipino	19	19	100.0
Hispanic or Latino	56	49	87.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	45	44	97.8
White	108	106	98.1
English Learners	71	58	81.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	161	145	90.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	50	34	68.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2778	2756	298	10.8
Female	1314	1305	143	11.0
Male	1460	1447	155	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	1654	1640	127	7.7
Black or African American	48	47	9	19.1
Filipino	79	79	2	2.5
Hispanic or Latino	271	268	57	21.3
Native Hawaiian or Pacific Islander	11	11	2	18.2
Two or More Races	199	196	16	8.2
White	502	501	80	16.0
English Learners	218	214	46	21.5
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	601	596	108	18.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	194	189	42	22.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.57	1.47	0.9	1.04	0.93	0.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.04	0.04	0	0.04	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.90	0.00
Female	0.15	0.00
Male	1.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.60	0.00
Black or African American	4.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.50	0.00
White	1.99	0.00
English Learners	3.67	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	1.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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.

Reviewed by School Site Council 9/17/27

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	10	82	
Mathematics	27	6	88	
Science	28	6	84	
Social Science	27	13	84	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24	90	1
Mathematics	26	20	86	
Science	27	12	88	
Social Science	28	13	87	1

2024-25 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	500.6

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,201	\$383	\$6,818	\$99,002
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	-1.3	1.5
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-44.9	4.5

Fiscal Year 2024-25 Types of Services Funded

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

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

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

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

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All school identified for Title I operate Schoolwide Programs

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

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

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,726	\$60,863
Mid-Range Teacher Salary	\$106,670	\$93,575
Highest Teacher Salary	\$137,884	\$125,548
Average Principal Salary (Elementary)	\$174,086	\$157,645
Average Principal Salary (Middle)	\$184,591	\$165,341
Average Principal Salary (High)	\$210,425	\$182,580
Superintendent Salary	\$421,400	\$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	43.8
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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
Computer Science	0
English	10
Fine and Performing Arts	8
Foreign Language	8
Mathematics	15
Science	29
Social Science	28
Total AP Courses Offered Where there are student course enrollments of at least one student.	98

Professional Development

The latest WASC visit in Feb, 2020 culminated in a robust Action Plan recognized by the WASC visiting team leading to six year accreditation. The action plan lists two overarching 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 2025-26, there is a schoolwide focus on EL Support and Academic Integrity and the staff is working monthly on incorporating these elements into curriculum and instruction. In addition, in the Spring of 2026, PHS will host a WASC Visiting Committee to culminate the yearlong Self Study process.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15