

El Toro High School

25255 Toledo Way • Lake Forest CA, 92630 • (949) 586-6333 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

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School Description

El Toro High School (ET) is located in the city of Lake Forest, a suburban community in South Orange County, with a population of 78,243. ET has served the Lake Forest community for over 30 years and is one of four comprehensive high schools that comprise the Saddleback Valley Unified School District. ET has been recognized as a California Distinguished School four times and a Top 100 school.

ET has a rich tradition of academic excellence and offers a wide range of quality curricular and co-curricular programs. The primary focus of ET remains high quality instruction across the disciplines, in concert with a commitment to career readiness. The school's commitment to the Common Core State Standards is reflected in its mission statement as well as in its policies and practices.

Recognized for its positive school climate and strong tradition of academic success and athletic accomplishments, ET annually boasts high graduation rates, high passing rates on college preparatory program examinations such as Advanced Placement (AP) and International Baccalaureate (IB), SAT scores well above the national average, millions of dollars of scholarships, student service awards, and California Interscholastic Federation team titles and individual honors.

What separates ET from other high schools is its strong partnership with the city that ET serves, Lake Forest. Charger Pride is evident throughout the campus as well as in the community that ET proudly serves. There is an overwhelming consensus by all stakeholders that ET is a culture of family, "Charger Family." ET has a thriving ASB program that has helped the school become a National School of Distinction for its work in supporting the Fight Hunger program by coordinating an annual community wide effort collecting over 76,000 cans for this year's Canned Food Drive. ET is a true community high school rich with tradition, pride and spirit.

Terri Gusiff, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 586-6333.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	653
Gr. 10	671
Gr. 11	634
Gr. 12	665
Total	2,623

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	7.1
Filipino	4.3
Hispanic or Latino	30.2
Native Hawaiian/Pacific Islander	0.2
White	50.5
Two or More Races	5.1
Socioeconomically Disadvantaged	30.2
English Learners	6.4
Students with Disabilities	7.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

El Toro High School	12-13	13-14	14-15
Fully Credentialed		98	99
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

El Toro High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects. This report also shows whether sufficient laboratory science equipment applicable to science laboratory courses is available to all students at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature
The textbooks listed are from most recent adoption: Yes	Adopted 2009
Percent of students lacking their own assigned textbook: 0	American Literature
	Adopted 2009
	Basic English Composition
	Adopted 2007
	British Literature
	Adopted 2009
	British Literature
	Adopted 2009
	Daybooks of Critical Reading
	Adopted 2000
	Edge Fundamentals
	Adopted 2009
	Exploring Literature
	Adopted 2007
	High Point (Hampton Brown)
	Adopted 2004
	Holt 2000 Literature Anthology
	Adopted 1999
	Inside the USA
	Adopted 2009
	Prentice Hall Literature
	Adopted 2007
	Reader's Choice - British Literature
	Adopted 2000
	Scholastic Read 180
	Adopted 2003
	World Literature
	Adopted 2007
	Write Source: Writing, Thinking and Learning
	Adopted 2007
	Writer's Choice Grammar
	Adopted 2000
	Writer's Inc: School to Work
	Adopted 2000

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Writing and Grammar Adopted 2007
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Mathematics Connections Adopted 2000 Pre-Algebra Adopted 2000 Algebra 1 Adopted 2005 Algebra & Trigonometry: Structure and Method Adopted 2008 Algebra 2 Adopted 2008 Algebra 2 Adopted 2008 Calculus of a Single Variable Adopted 2000 Geometry Adopted 2006 Geometry Adopted 2005 IB Mathematical Studies Standard Level Adopted 2005 Mathematics Standard Level for the IB D Adopted 2005 Pre-Calculus (Cohen) Adopted 2000 Pre-Calculus (Stewart) Adopted 2000 Elementary Statistics Adopted 2008 The Practice of Statistics Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Biology Adopted 2004 Biology Adopted 2004 Biology Adopted 2004 Biology, Exploring Life Adopted 2004

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Exploring Life Science5 Adopted 1996
	Life Science Adopted 2004
	Marine Biology Adopted 1998
	Addison Wesley Chemistry Adopted 2001
	Chemistry Adopted 2001
	Chemistry Adopted 2009
	Chemistry: Concepts and Applications Adopted 2005
	Chemistry for Use with IB Adopted 2001
	Chemistry: Matter and Change Adopted 2009
	Chemistry: the Central Science Adopted 2009
	Chemistry 3rd Edition Adopted 2009
	Modern Chemistry Adopted 2001
	Modern Chemistry Adopted 2009
	Earth Science Adopted 2000
	Exploring Earth Science Adopted 1998
	Exploring Physical Science Adopted 1998
	Physical Science Adopted 2007
	Physical Science Adopted 1998
	Physical Science with Earth Science Adopted 2007
	Reading Essentials for Biology Adopted 2007

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>College Physics Adopted 2004</p> <p>Holt Physics Adopted 2004</p> <p>Physics for Scientists and Engineers Adopted 2004</p> <p>Physics: Principles and Problems Adopted 2004</p> <p>Environmental Science: Earth as a Living Planet Adopted 2012</p> <p>Environmental Science for AP Adopted 2012</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Geography - The World and Its People Adopted 2000</p> <p>Human Geography: The Cultural Landscape Adopted 2000</p> <p>World Cultures: A Global Mosaic Adopted 2000</p> <p>World Geography and You Adopted 2000</p> <p>World Geography Building a Global Perspective Adopted 2000</p> <p>Economics Adopted 2005</p> <p>Economics: A Contemporary Introduction Adopted 2005</p> <p>Economics Today and Tomorrow Adopted 2005</p> <p>Economics: Principles and Practices Adopted 2005</p> <p>American Anthem Modern American History Adopted 2007</p> <p>American History - A Surve Adopted 2007</p> <p>American Pageant Adopted 2007</p> <p>The American People: Creating a Nation and a Society Adopted 2007</p> <p>Western Civilization</p>

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Adopted 2009</p> <p>World History Adopted 2009</p> <p>World History: the Modern World Adopted 2009</p> <p>Civics in Practice: Principles of Government & Econ. Adopted 2008</p> <p>US Government: Democracy in Action Adopted 2008</p> <p>Government in America: People, Politics, & Policy Adopted 2008</p> <p>World Civilizations: The Global Experience AP Edition Adopted 2012</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The El Toro campus opened in 1975, and in 2005 we began a complete renovation. The campus and rest rooms are maintained by the campus custodial crew and district maintenance personnel.

Modernization and the passage of Measure B have provided resources for renovations, including a new nine-lane, all-weather track; a new all-weather field, with visitor bleachers and renovated home bleachers; parking lot improvements with additional spaces; an 80-station computer lab in the administration/library building; remodeled mathematics, social science, and language arts classrooms, including teacher stations; built-in projectors; upgraded infrastructure to support technology; new ceiling tiles, carpeting, whiteboards, and tack boards; remodeled locker rooms; and new seats for the theater.

Future projects include completing renovations on classrooms, the gym, the field, and the performing arts, and fine arts, as well as adding lights and expanded seating capacity for the athletic facility.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9-28 and 9-29-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		Broken, stained and missing ceiling tiles, to be repaired or replaced by custodian. Some cove base missing, to be replaced by maint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		Burnt out light bulbs, to be replaced by custodian
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		Missing soap dispensers, to be replaced by custodian. Toilet and faucet not working in restroom, to be repaired by plumber.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		Missing fire extinguishers in two classrooms, to be replaced by custodian.
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	69	73	72	79	81	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	65	70	72	71	74	71	54	56	55
Math	49	48	51	65	65	65	49	50	50
HSS	63	66	69	69	71	71	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	3	4	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.8	19.0	56.1

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	72
Male	75
Female	69
Black or African American	60
American Indian or Alaska Native	
Asian	82
Filipino	81
Hispanic or Latino	55
Native Hawaiian/Pacific Islander	
White	82
Two or More Races	73
Socioeconomically Disadvantaged	48
English Learners	9
Students with Disabilities	42
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-11	13	6
Black or African American			
American Indian or Alaska Native			
Asian	-6	13	-27
Filipino			
Hispanic or Latino	-16	25	22
Native Hawaiian/Pacific Islander			
White	-7	12	8
Two or More Races			
Socioeconomically Disadvantaged	7	33	2
English Learners	-20	23	-4
Students with Disabilities	-13	15	9

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

El Toro High School's School Site Council, which includes staff, students and parent members, approves our annual plan and some grant and budget expenditures. Our ELAC and Gifted Education Advisory Committee both include parent representatives. Strong individual booster programs support our many sports and extracurricular programs. We have an active PTSO that emphasizes volunteerism. The PTSO Education Boosters provided \$28,000 in funds for special teacher projects and classroom needs during the last school year. The majority of the funds raised by the PTSO are the result of an annual 4th of July parade and 5K event held in partnership with the city that ET serves, Lake Forest. To get involved at ET, contact PTSO president Judy Silverman (949) 586-6333.

State Priority: School Climate

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

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

School Safety Plan

ET has five administrators who monitor the campus before school, after school, at snack, and at lunch times. We have one full-time campus supervisor and two part-time campus supervisors who monitor the campus each school day. The campus is monitored from 7 a.m. through 4 p.m. each school day.

Security personnel undergo district training that covers the California Education Code, district policies and legal issues, gang recognition, drug recognition, and drug identification. The campus is closed to visitors and exits are locked during the school day. We have a video surveillance system covering most of the campus. All visitors are required to check in and out at the front office. They are allowed to move around the campus only with an escort from campus security to their destination.

The school safety plan is revisited every year and includes district standards on how to handle a variety of situations that might arise at the school site. The teachers are given a safety manual at the beginning of the school year and they review the established school-wide protocol. Students are informed by homeroom teachers which procedures to follow during disaster drills. Evacuation drills are practiced twice annually. Each teacher receives an emergency bag for use during a major disaster.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.0	5.1	3.1
Expulsions Rate	0.1	0.5	0.3
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	No	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	500

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	31	29	29	16	22	21	16	25	11	51	49	58
Math	31	31	31	8	12	10	21	16	17	41	45	45
Science	31.9	33	34	5	4	1	26	25	14	39	42	51
SS	31.7	29	30	8	14	12	10	17	19	46	46	42

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,949	\$65	\$4,884	\$91,627
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-9%	4%
Percent Difference: School Site/ State			-15%	-14%

Types of Services Funded at El Toro High School

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

Professional Development provided for Teachers at El Toro High School

Professional development activities are based on needs identified by the district, and state and federal legislation (such as No Child Left Behind). All staff development is focused on our established goals for the year and improving student learning. Our goals have included ensuring that ET students meet rigorous performance standards and that assessment results are analyzed to modify curriculum and instructional practices as needed. They also include ensuring that ninth grade students are successfully integrated into campus life and that our school culture focuses on learning among all staff and students.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	27	44	23	41	35
All Students at the School	30	28	42	26	41	33
Male	32	30	38	22	44	34
Female	26	27	48	30	38	32
Black or African American	21	50	29	38	56	6
American Indian or Alaska Native						
Asian	14	23	64	11	20	68
Filipino	19	27	54	15	54	31
Hispanic or Latino	45	29	26	40	44	16
Native Hawaiian/Pacific Islander						
White	23	28	50	19	40	40
Two or More Races	28	30	43	26	44	31
Socioeconomically Disadvantaged	54	25	20	47	43	11
English Learners	100			84	14	2
Students with Disabilities	80	7	14	61	31	7
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

El Toro High School	2011-12	2012-13	2013-14
English-Language Arts	73	74	70
Mathematics	72	73	74
Saddleback Valley Unified School	2011-12	2012-13	2013-14
English-Language Arts	73	75	56
Mathematics	73	75	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	94.80	90.80	84.56
Black or African American	92.31	92.16	75.90
American Indian or Alaska Native	100.00	80.00	77.82
Asian	97.73	95.83	92.94
Filipino	100.00	91.40	92.20
Hispanic or Latino	89.03	86.24	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	96.37	92.14	90.15
Two or More Races	95.65	94.55	89.03
Socioeconomically Disadvantaged	91.95	85.69	82.58
English Learners	70.37	60.00	53.68
Students with Disabilities	79.59	50.59	60.31

Dropout Rate and Graduation Rate			
El Toro High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.4	2.8	1.9
Graduation Rate	97.17	95.89	96.57
Saddleback Valley Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.4	2.4	2.4
Graduation Rate	94.74	95.35	95.33
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	3	♦
Science	5	♦
Social Science	6	♦
All courses	15	0.4

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	74.38
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	48.23

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1050
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	93%

Career Technical Education Programs

We have a full-time career specialist who works for the statefunded ROP, which provides career preparation for students aged 16 and older. ROP offers classes in arts and communications, business and marketing, health science, public services, and science and technology. The program also offers internships to students in the culinary arts, business, medicine, dentistry, floral businesses, automotive businesses, animal health care, hotel and tourism, sports medicine, and childcare. Students gain valuable experience that makes them employable and allows them to earn credits toward graduation. In addition, we offer full auto repair, drafting, accounting, animation and video production programs.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 314 students in career technical education courses.

The school uses Carl Perkins federal funds to support a comprehensive career technical education program. Among the highlights are the Advanced Technology in Manufacturing Academy, featuring rapid prototyping technology, Web design and graphic arts, automotive repair, photography, videography, and animation. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.