

# El Toro High School

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
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#### District Governing Board

Ginny Fay Aitkens  
Dolores Winchell  
Dennis Walsh  
Amanda Morrell  
Suzie R. Swartz

#### District Administration

Dr. Clint Harwick  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human Resources**  
Jeff Starr  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent, Educational Services**  
Tammy Blakely  
**Assistant to the Superintendent**  
Dr. Rocky Murray  
**Director, Secondary Education**  
Liza Zielasko  
**Director, Elementary Education**  
Dr. Diane Clark  
**Director, Special Education**  
Scott Turner  
**Director, SELPA**  
Monique Yessian  
**Director, Student Services**

### School Description

El Toro High School (ETHS) is located in the city of Lake Forest, a suburban community in South Orange County, with a population of 78,243. ETHS 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. ETHS has been recognized as a California Distinguished School four times, a Top 100 school and one of the Best High Schools in 2016 by U.S. News and World Report.

ETHS has a rich tradition of academic excellence and offers a wide range of quality curricular and co-curricular programs. The primary focus of ETHS remains high quality instruction across the disciplines, in concert with a commitment to college and 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. Our mission is to provide all students with a rigorous, standards-based curriculum in a safe learning environment with an excellent extracurricular program, to enable students to reach their highest potential and equip them with skills for success in their future. Our school-wide goals are aligned with the Saddleback Valley Unified School District's Local Control and Accountability Plan (LCAP) five goals:

1. Improve literacy in all content areas
2. Improve student proficiency in all subject areas
3. Improve access to, enrollment in, and completion of rigorous course of study
4. Increase student engagement and parent involvement
5. Expand and support 21st Century technology and learning

Recognized for its positive school climate and strong tradition of academic success and athletic accomplishments, ETHS 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 ETHS from other high schools is its strong partnership with the city that ETHS serves, Lake Forest. Charger Pride is evident throughout the campus as well as in the community that ETHS proudly serves. There is an overwhelming consensus by all stakeholders that ETHS is a culture of family, "Charger Family." ETHS 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 community wide efforts of an annual canned food drive. This year, ETHS broke its school record by collecting 105,156 cans of food and water. With all stakeholders working together, ETHS is a true community high school rich with tradition, pride, compassion, and spirit.

Terri Gusiff, PRINCIPAL

## About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	611
Grade 10	659
Grade 11	630
Grade 12	618
<b>Total Enrollment</b>	<b>2,518</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	7.3
Filipino	3.9
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	0.1
White	47.5
Two or More Races	5.9
Socioeconomically Disadvantaged	26.1
English Learners	8.9
Students with Disabilities	8.4
Foster Youth	0.2

## 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	14-15	15-16	16-17
With Full Credential	99	99	100
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
El Toro High School	14-15	15-16	16-17
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

2015-16 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

\* 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 2016-17)**

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: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature Adopted 2009  American Literature Adopted 2009  British Literature Adopted 2009  British Literature Adopted 2009  Daybooks of Critical Reading Adopted 2000  High Point (Hampton Brown) Adopted 2004  Holt 2000 Literature Anthology Adopted 1999  Reader's Choice - British Literature Adopted 2000  Scholastic Read 180 Adopted 2003  Writer's Choice Grammar Adopted 2000  Writer's Inc: School to Work Adopted 2000  Study Sync Adopted 2016  English 3D Adopted 2016  A World of Ideas Adopted 2016  The Language of Composition Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	Mathematics Connections Adopted 2000
	Pre-Algebra Adopted 2000
	Algebra 1 Adopted 2015
	Algebra & Trigonometry: Structure and Method Adopted 2008
	Algebra 2 Adopted 2008
	Algebra 2 Adopted 2008
	Calculus of a Single Variable Adopted 2000
	Geometry Adopted 2015
	Mathematics Standard Level Adopted 2015
	Mathematical Studies Adopted 2015
	Mathematical Studies Standard Level Adopted 2015
	Pre-Calculus (Cohen) Adopted 2000
	Pre-Calculus (Stewart) Adopted 2000
	Elementary Statistics Adopted 2008
	The Practice of Statistics Adopted 2008
<b>The textbooks listed are from most recent adoption:</b> Yes	
<b>Percent of students lacking their own assigned textbook:</b> 0	

<b>Science</b>	Campbell Biology AP Edition Adopted 2015
	Higher Level Biology Adopted 2015
	Standard Level Biology Adopted 2015
	Biology Adopted 2004
	Biology, Exploring Life Adopted 2004
	Exploring Life Science5 Adopted 1996
	Life Science Adopted 2004
	Marine Biology Adopted 1998
	Addison Wesley Chemistry Adopted 2001
	Chemistry Adopted 2009
	Chemistry: Concepts and Applications Adopted 2005
	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
	Chemistry: The Central Science Adopted 2015
	Earth Science Adopted 2000
	Exploring Earth Science Adopted 1998
	Exploring Physical Science Adopted 1998
Physical Science Adopted 2007	
Physical Science Adopted 1998	

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Physical Science with Earth Science Adopted 2007</p> <p>Reading Essentials for Biology Adopted 2007</p> <p>Holt Physics Adopted 2004</p> <p>Cutnell &amp; Johnson Physics Adopted 2015</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><b>The textbooks listed are from most recent adoption:</b>      Yes  <b>Percent of students lacking their own assigned textbook:</b>      0</p>

**History-Social Science**

Geography - The World and Its People  
Adopted 2000

Human Geography: The Cultural Landscape  
Adopted 2000

World Cultures: A Global Mosaic  
Adopted 2000

World Geography and You  
Adopted 2000

World Geography Building a Global Perspective  
Adopted 2000

Economics  
Adopted 2005

Economics: A Contemporary Introduction  
Adopted 2005

Economics Today and Tomorrow  
Adopted 2005

Economics: Principles and Practices  
Adopted 2005

American Anthem Modern American History  
Adopted 2007

American History: Connecting with the Past  
Adopted 2015

American History - A Surve  
Adopted 2007

American Pageant  
Adopted 2007

The American People: Creating a Nation and a Society  
Adopted 2007

Western Civilization  
Adopted 2016

World History  
Adopted 2009

World History: the Modern World  
Adopted 2009

Civics in Practice: Principles of Government & Econ.  
Adopted 2008

US Government: Democracy in Action  
Adopted 2008

Government in America: People, Politics, & Policy  
Adopted 2008

World Civilizations: The Global Experience AP Edition  
Adopted 2012

Global Politics  
Adopted 2016

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The Move to Global War Adopted 2016
	The Cold War: Superpower Tensions and Rivalries Adopted 2016
	The Causes and Effects of 10th Century Wars Adopted 2016
	Rights and Protests Adopted 2016
	History of the Americas 1880-1981 Adopted 2016
	Authoritarian States Adopted 2016
	<b>The textbooks listed are from most recent adoption:</b> Yes
	<b>Percent of students lacking their own assigned textbook:</b> 0

**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 restrooms 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. The main gym restrooms have been renovated and the Lighting and Bleachers Project has been completed which added lights and expanded the seating capacity for the athletic facility.

The District Solar Project was completed which resulted in solar panels installed in the student and staff parking lots at El Toro High School.

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: 10-12-16**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Stained ceiling tiles, to be repaired or replaced by custodian.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Burnt out light bulbs, to be replaced by custodian
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			



School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-12-16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		
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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	71	70	61	65	44	48
<b>Math</b>	46	48	48	50	34	36

\* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	71	72	68	80	79	77	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	15.4	19.6	55.7

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	648	631	97.4	67.8
Male	338	327	96.8	70.3
Female	310	304	98.1	65.1
Black or African American	19	18	94.7	61.1
Asian	39	38	97.4	84.2
Filipino	23	23	100.0	56.5
Hispanic or Latino	207	199	96.1	54.3
White	314	308	98.1	74.0
Two or More Races	40	40	100.0	82.5
Socioeconomically Disadvantaged	178	169	94.9	50.3
English Learners	70	65	92.9	23.1
Students with Disabilities	55	48	87.3	35.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	616	458	74.3	70.3
Male	11	311	244	78.5	67.7
Female	11	305	214	70.2	73.2
Black or African American	11	13	9	69.2	66.7
Asian	11	51	44	86.3	83.7
Filipino	11	27	22	81.5	76.2
Hispanic or Latino	11	206	158	76.7	55.8
White	11	277	198	71.5	77.0
Two or More Races	11	39	24	61.5	79.2
Socioeconomically Disadvantaged	11	165	135	81.8	48.9
English Learners	11	46	34	73.9	6.5
Students with Disabilities	11	50	32	64.0	18.8

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	616	455	73.9	47.8
Male	11	311	244	78.5	50.2
Female	11	305	211	69.2	45.1
Black or African American	11	13	9	69.2	22.2
Asian	11	51	45	88.2	82.2
Filipino	11	27	21	77.8	63.2
Hispanic or Latino	11	206	161	78.2	25.0
White	11	277	195	70.4	56.8
Two or More Races	11	39	22	56.4	54.5
Socioeconomically Disadvantaged	11	165	138	83.6	19.5
English Learners	11	46	37	80.4	12.9
Students with Disabilities	11	50	32	64.0	13.8

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### 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 (School Year 2016-17)

El Toro High School's School Site Council (SSC), which includes staff, students and parent members, approves our annual plan and some budget expenditures. Our English Language Advisory Committee (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 Parent Student Teacher Organization (PSTO) that emphasizes volunteerism. The PSTO Education Boosters provided \$22,000 in funds for special teacher projects and classroom needs during the last school year. The majority of the funds raised by the PSTO are the result of an annual 4th of July parade and 5K event held in partnership with the city that ETHS serves, Lake Forest. To get involved at ETHS, contact PSTO President Annie Lovley (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

ETHS has five administrators who monitor the campus before school, after school, at snack, and at lunch times. In addition, teachers are assigned to supervision before school, after school, and at snack. 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.

The campus is closed except at lunch for juniors and seniors, who may go off campus for lunch by showing proper identification. We have a video surveillance system covering most of the campus. All visitors are required to check in and out at the front office.

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 school safety plan is reviewed, updated, and approved by School Site Council every year. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.3	2.7	4.0
Expulsions Rate	3.1	0.3	0.5
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 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		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	700

\* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	27	27	21	27	27	11	31	31	58	38	38
Mathematics	31	28	28	10	12	12	17	35	35	45	31	31
Science	34	29	29	1	8	8	14	50	50	51	18	18
Social Science	30	29	29	12	11	11	19	26	26	42	35	35

\* 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.

#### Professional Development provided for Teachers

Professional development activities are focused on our efforts to transition to CCSS and to prepare our students for 21st Century demands to ensure their success in college and career. El Toro High School has aligned with the District's LCAP goals to improve student learning. Our goals have included ensuring that all students improve literacy in all content areas, improve student proficiency in all subject areas, improve access to, enrollment in, and completion of rigorous course of study as well as increasing student engagement and parent involvement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$45,092
Mid-Range Teacher Salary	\$73,082	\$71,627
Highest Teacher Salary	\$98,840	\$93,288
Average Principal Salary (ES)	\$119,997	\$115,631
Average Principal Salary (MS)	\$128,306	\$120,915
Average Principal Salary (HS)	\$136,764	\$132,029
Superintendent Salary	\$285,286	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- \* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- \* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- \* Provide appropriate, current instructional materials.
- \* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- \* Support continued implementation of strategies for Designated and Integrated ELD.
- \* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- \* Expand Advancement Via Individual Determination (AVID).
- \* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- \* Expand Counseling Services.
- \* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
El Toro High School	2011-12	2013-14	2014-15
Dropout Rate	1.90	1.10	2.80
Graduation Rate	96.57	96.93	95.31
Saddleback Valley Unified School	2011-12	2013-14	2014-15
Dropout Rate	2.40	2.50	2.50
Graduation Rate	95.33	94.70	95.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5671.34	60.54	5610.79	99577.09
District	♦	♦	5610.79	\$80,136
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	24.3
Percent Difference: School Site/ State			-1.2	31.3

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	901
% of pupils completing a CTE program and earning a high school diploma	98%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	95%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.23
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53.1

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	3	♦
Science	5	♦
Social Science	5	♦
All courses	15	.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	97	94	86
Black or African American	100	89	78
American Indian or Alaska Native	100	100	78
Asian	95	92	93
Filipino	100	96	93
Hispanic or Latino	91	91	83
Native Hawaiian/Pacific Islander	100	100	85
White	99	96	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	78	75	66
English Learners	44	56	54
Students with Disabilities	96	100	78

### Career Technical Education Programs

We have a full-time career specialist who works for the Joint Powers Authority 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 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 computer graphics 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 901 students in career technical education courses throughout the school year. The school uses Carl Perkins federal funds, the CTE Incentive Grant funds and California Career Pathways Trust Grant funds to support a comprehensive career technical education program. Among the highlights are the participation in various competitions including the UCI Energy Invitational competition and the OC Maker Challenge. Graphic arts, automotive repair, photography, animation and multimedia design are all excellent CTE programs. 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.

### 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.