

Mission Viejo High School

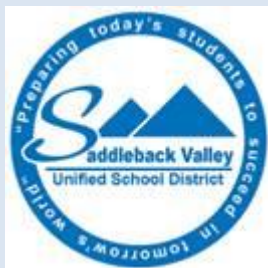
25025 Chrisanta Drive • Mission Viejo CA, 92691 • (949) 837-7722 • Grades 9-12

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



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
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District Governing Board

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

District Administration

Dr. Clint Harwick
Superintendent

Terry Stanfill
Assistant Superintendent, Human Resources

Geri Partida
Assistant Superintendent, Business

Dr. Kathy Dick
Assistant Superintendent, Educational Services

Tammy Blakely
Assistant to the Superintendent/Director, Pupil Services

Laura Ott
Director, Secondary Education

Terry Petersen
Director, Elementary Education

Diane Lohrman
Director, Special Education/SELPA

School Description

Mission Viejo High School will be a model school that delivers a world-class education for all students. Our graduates will be innovative, critical thinkers who collaborate effectively, contribute meaningfully and compete successfully in the global community. As a strategic organization with a collaborative leadership structure, we will analyze shareholder input and multiple sources of data to drive decision-making, establish goals, and execute action plans that will effect school-wide improvement.

Mission Viejo High School is known as one of the premier high schools in California and in the nation, thanks to its high academic achievement, strong athletics and activities, and excellence in the arts and technology. As a true comprehensive high school, we have programs to engage every student's interest and level of ability. We have the prestigious International Baccalaureate (IB) Diploma Programme, the Future Farmers of America Agricultural Science program, an English Learners' program, and Advancement Via Individual Determination (AVID), a program that motivates students to attend college. We have a daily tutorial and are continuously seeking ways to provide interventions for struggling students.

Our campus is 47 years old; however, we have renovated our facilities extensively over the past several years. A two-story science building opened in the fall of 2004, and two other renovated buildings were completed in 2005. Thanks to the passage of a local bond measure, other projects such as new field turf and an all-weather track, as well as general campus improvements, were completed in the fall of 2009. The theater and band room renovations were completed in 2009. Mission Viejo High School continues to renew itself in its facilities and in its commitment to the highest standards in teaching and learning for all of its students.

Dr. Ray Gatfield, 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) 837-7722.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	638
Gr. 10	593
Gr. 11	635
Gr. 12	590
Total	2,456

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.5
Asian	6.2
Filipino	2.5
Hispanic or Latino	25.0
Native Hawaiian/Pacific Islander	0.6
White	59.2
Two or More Races	3.6
Socioeconomically Disadvantaged	22.4
English Learners	5.0
Students with Disabilities	8.3

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

Mission Viejo High School	12-13	13-14	14-15
Fully Credentialed		89	96
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

Mission Viejo 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
<p>Reading/Language Arts</p>	<p>American Literature Adopted 2009</p>
<p>The textbooks listed are from most recent adoption: Yes</p>	<p>Adopted 2009</p>
<p>Percent of students lacking their own assigned textbook: 0</p>	<p>American Literature Adopted 2009</p>
	<p>Basic English Composition Adopted 2007</p>
	<p>British Literature Adopted 2009</p>
	<p>British Literature Adopted 2009</p>
	<p>Daybooks of Critical Reading Adopted 2000</p>
	<p>Edge Fundamentals Adopted 2009</p>
	<p>Exploring Literature Adopted 2007</p>
	<p>High Point (Hampton Brown) Adopted 2004</p>
	<p>Holt 2000 Literature Anthology Adopted 1999</p>
	<p>Inside the USA Adopted 2009</p>
	<p>Prentice Hall Literature Adopted 2007</p>
	<p>Reader's Choice - British Literature Adopted 2000</p>
	<p>Scholastic Read 180 Adopted 2003</p>
	<p>World Literature Adopted 2007</p>
	<p>Write Source: Writing, Thinking and Learning Adopted 2007</p>
	<p>Writer's Choice Grammar Adopted 2000</p>
	<p>Writer's Inc: School to Work Adopted 2000</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
	Writing and Grammar Adopted 2007
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Mathematics Connections Adopted 2000</p> <p>Pre-Algebra Adopted 2000</p> <p>Algebra 1 Adopted 2005</p> <p>Algebra & Trigonometry: Structure and Method Adopted 2008</p> <p>Algebra 2 Adopted 2008</p> <p>Algebra 2 Adopted 2008</p> <p>Calculus of a Single Variable Adopted 2000</p> <p>Geometry M Adopted 2006</p> <p>Geometry Adopted 2005</p> <p>IB Mathematical Studies Standard Level Adopted 2005</p> <p>Mathematics Standard Level for the IB D Adopted 2005</p> <p>Pre-Calculus (Cohen) Adopted 2000</p> <p>Pre-Calculus (Stewart) Adopted 2000</p> <p>Elementary Statistics Adopted 2008</p> <p>The Practice of Statistics Adopted 2008</p>
<p>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>Biology Adopted 2004</p> <p>Biology Adopted 2004</p> <p>Biology Adopted 2004</p> <p>Biology, Exploring Life Adopted 2004</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
	Exploring Life Science Adopted 1996
	Life Science Adopted 2004
	Marine Biology Adopted 1998
	The Science of Agriculture- A Biological Approach Adopted 2002
	Addison Wesley Chemistry Adopted 2001
	Chemistry Adopted 2001
	Chemistry Adopted 2009
	Chemistry: Concepts and Application 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

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>Reading Essentials for Biology Adopted 2007</p> <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>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 Survey 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 Adopted 2009</p> <p>World History Adopted 2009</p> <p>World History: the Modern World</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
	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

School Facility Conditions and Planned Improvements (Most Recent Year)

modernized. Over the past eight years, we have renovated our parking, landscaping, roofing, air-conditioning, lighting, and gymnasium. We built a new weight room and have a two-story, state-of-the-art science building. In the summer of 2005, the 200 building was renovated, followed by the 300 building. The stadium field turf and all-weather track were completed in 2009 and are a beautiful addition to the facility. We also expanded and improved the performing arts facility during 2007–2008, and we modernized the 500 building with local bond funds in 2008.

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: 9-11-14

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 replaced by custodian. Damaged vinyl tackboard, to be repaired by maint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		Missing low voltage cover plates, to be replaced by maint. Burnt out light bulbs, to be replaced by custodian. Missing light cover, to be replaced by maint.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		Missing fire extinguishers or not mounted to wall, 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	83	81	82	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	69	74	72	71	74	71	54	56	55
Math	46	48	45	65	65	65	49	50	50
HSS	69	70	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	9	9	9
Similar Schools	3	5	5

* 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	10.3	20.5	65.1

* 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	82	
Male	84	
Female	81	
Black or African American	64	
American Indian or Alaska Native		
Asian	89	
Filipino	73	
Hispanic or Latino	64	
Native Hawaiian/Pacific Islander		
White	89	
Two or More Races	88	
Socioeconomically Disadvantaged	57	
English Learners	20	
Students with Disabilities	73	
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	0	11	-7
Black or African American			
American Indian or Alaska Native			
Asian	-12	10	6
Filipino			
Hispanic or Latino	-12	21	-1
Native Hawaiian/Pacific Islander			
White	2	8	-7
Two or More Races			
Socioeconomically Disadvantaged	24	18	10
English Learners	-19	36	-24
Students with Disabilities		24	28

* "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

Parent participation and support are integral to our success. The PTSO provides funding for technology, teacher grant writing, and other school needs. It also provides hospitality for staff development days, and student and teacher recognition. Music, athletics, MUN, Ag sciences and other campus organizations would not survive without the thousands of hours of volunteer parent participation and fund-raising. Parents are also a key component of the School Site Council, which makes decisions regarding school goals and the allocation of resources.

Parents plan and manage the annual Grad Nite to provide a safe and sober party after graduation. Our school reaches out to the parents of ELL students to encourage participation in all aspects of the school program. Each year the Saddleback Valley Management Team puts on a volunteer recognition dinner in which administrators from all of the schools invite parent volunteers as a thank you for their time and efforts. Parents have many opportunities for involvement and provide an incredible amount of support for all aspects of the school. The contact person for parent involvement is Rhonda Dorsey, Office Manager, at (949) 837-7722 ext. 5101.

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

Students feel safe at Mission Viejo because the campus climate is characterized by cooperative, respectful students and concerned, involved adults. Administrators, teachers, and campus security staff supervise the campus before and after school and at breaks and lunchtimes. The campus is closed except at lunch for juniors and seniors, who may go off campus for lunch by showing proper identification. Teachers maintain consistent standards of behavior in their classrooms based on the Student Handbook, given to each family every year and reviewed with students at the beginning of each year. We revise the School Safety Plan and conduct a faculty review of emergency procedures each year, and we hold regular emergency fire, evacuation, and lockdown drills. The SSC, composed of teachers, parents, students, and school personnel, reviews the School Safety Plan and then submits it to the school district for approval. The school works in partnership with a full time Resource Officer (O.C. Sheriff Deputy) provided by the City of Mission Viejo. Visitors must sign in and wear a visitor's name badge while on campus. Our school has an effective environment for learning, and students feel safe both physically and emotionally.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	2.7	2.8	1.2
Expulsions Rate	0.1	0.2	0.2
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	Yes	
Met API Criteria	Yes	

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	2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

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	30.2	31	31	16	18	21	9	9	7	51	56	54
Math	31.8	32	30	7	9	13	17	17	22	38	44	36
Science	33.7	33	32	2	5	5	9	10	20	43	44	35
SS	33.6	31	32	6	13	12	8	14	16	46	44	41

* 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	\$5,232	\$79	\$5,153	\$97,308
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-17%	11%
Percent Difference: School Site/ State			-22%	-8%

Types of Services Funded at Mission Viejo 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 Mission Viejo High School

Staff development during the 2013- 2014 school year focused on the implementation of the Data Teams Process, an extension of our work with Professional Learning Communities (PLC's). The whole emphasis has been placed on closing the achievement between our significant student groups. This has been a major school focus area based on our WASC Action Plan for school improvement.

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	26	24	50	20	42	38
Male	29	26	45	20	41	39
Female	22	23	55	21	43	36
Black or African American	43	21	36	36	50	14
American Indian or Alaska Native						
Asian	7	22	70	7	19	74
Filipino	47	13	40	40	40	20
Hispanic or Latino	46	23	31	34	46	20
Native Hawaiian/Pacific Islander						
White	16	25	59	15	41	45
Two or More Races	32	32	36	18	57	25
Socioeconomically Disadvantaged	50	25	24	37	49	15
English Learners	96		4	81	11	7
Students with Disabilities	69	14	17	62	29	10
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

Mission Viejo High School	2011-12	2012-13	2013-14
English-Language Arts	75	77	74
Mathematics	77	76	80
Saddleback Valley Unified School District	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	96.75	90.80	84.56
Black or African American	92.86	92.16	75.90
American Indian or Alaska Native	66.67	80.00	77.82
Asian	90.24	95.83	92.94
Filipino	100.00	91.40	92.20
Hispanic or Latino	95.42	86.24	80.83
Native Hawaiian/Pacific Islander	100.00	75.00	84.06
White	97.92	92.14	90.15
Two or More Races	104.76	94.55	89.03
Socioeconomically Disadvantaged	97.85	85.69	82.58
English Learners	65.22	60.00	53.68
Students with Disabilities	69.70	50.59	60.31

Dropout Rate and Graduation Rate			
Mission Viejo High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.2	0.3	1.6
Graduation Rate	97.42	97.32	97.37
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	8	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	4	♦
Science	4	♦
Social Science	7	♦
All courses	28	0.8

* 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	77.82
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	48.07

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1068
% 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	81%

Career Technical Education Programs

We have a strong career preparation program, including career units at each grade level. Teachers have visited businesses related to their field and interned with companies such as Mazda. Each of our technical education programs has a community advisory committee. Our automotive program is one of the top programs in the county and is supported by the Auto Dealers Association and individual dealers. Our engineering/drafting and architecture program sends many students to top architecture colleges and has developed a network of successful graduates and scholarships specifically for our students. Our agriculture program motivates many students to follow a career in this field and to enroll in the top agriculture colleges. A Workability job coach helps special education students develop a career plan. The Bilingual Parent Advocate helps Latino students find ways to attend college and the motivation to do so by helping them get interested in careers.

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 398 students in career technical education courses.

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.