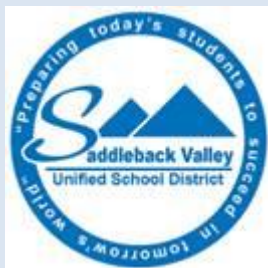


El Toro High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz
Ginny Faye Aitkens
Dolores Winchell
Dennis Walsh
Amanda Morrell

District Administration

Dr. Clint Harwick
Superintendent
Dr. Terry Stanfill
Assistant Superintendent, Human Resources
Geri Partida
Assistant Superintendent, Business
Laura Ott
Assistant Superintendent, Educational Services
Tammy Blakely
Assistant to the Superintendent/Director, Pupil Services
Dr. Rocky Murray
Director, Secondary Education
Dr. Terry Petersen
Director, Elementary Education
Dr. Diane Lohrman
Director, Special Education/SELPA

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 and a Top 100 school.

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) four 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

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 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 at (949) 586-6333 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	654
Grade 10	662
Grade 11	642
Grade 12	590
Total Enrollment	2,548

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	7
Filipino	4.4
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	0.1
White	49.2
Two or More Races	5.2
Socioeconomically Disadvantaged	23.1
English Learners	7.7
Students with Disabilities	7.9
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	13-14	14-15	15-16
With Full Credential	98	99	99
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1195
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Toro High School	13-14	14-15	15-16
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

2014-15 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature Adopted 2009 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: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Writing and Grammar Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Mathematics Connections Adopted 2000</p> <p>Pre-Algebra Adopted 2000</p> <p>Algebra 1 Adopted 2015</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 Adopted 2015</p> <p>Mathematics Standard Level Adopted 2015</p> <p>Mathematical Studies Adopted 2015</p> <p>Mathematical Studies Standard Level Adopted 2015</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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Campbell Biology AP Edition Adopted 2015</p> <p>Higher Level Biology Adopted 2015</p> <p>Standard Level Biology Adopted 2015</p> <p>Biology Adopted 2004</p> <p>Biology, Exploring Life Adopted 2004</p> <p>Exploring Life Science5 Adopted 1996</p> <p>Life Science Adopted 2004</p> <p>Marine Biology Adopted 1998</p> <p>Addison Wesley Chemistry Adopted 2001</p> <p>Chemistry Adopted 2009</p> <p>Chemistry: Concepts and Applications Adopted 2005</p> <p>Chemistry: Matter and Change Adopted 2009</p> <p>Chemistry: the Central Science Adopted 2009</p> <p>Chemistry 3rd Edition Adopted 2009</p> <p>Modern Chemistry Adopted 2001</p> <p>Modern Chemistry Adopted 2009</p> <p>Chemistry: The Central Science Adopted 2015</p> <p>Earth Science Adopted 2000</p> <p>Exploring Earth Science Adopted 1998</p> <p>Exploring Physical Science Adopted 1998</p> <p>Physical Science Adopted 2007</p> <p>Physical Science Adopted 1998</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<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: Connecting with the Past Adopted 2015</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 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: 11-3-15

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				Stained ceiling tiles, to be repaired or replaced by custodian. Some cove base missing, to be replaced by Maintenance. Some bad carpet, to be replaced by contractor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				Rooms need vacuuming, to be vacuumed by custodian
Electrical: Electrical	X				Burnt out light bulbs, to be replaced by custodian
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				Missing fire extinguishers, to be replaced by custodian.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	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.
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	70	61	44
Math	46	47	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	71	72	81	80	79	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.30	20.20	53.90

* 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.

2014-15 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	79
All Student at the School	72
Male	75
Female	70
Black or African American	54
American Indian or Alaska Native	--
Asian	89
Filipino	69
Hispanic or Latino	50
White	85
Two or More Races	86
Socioeconomically Disadvantaged	38
English Learners	10
Students with Disabilities	46
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	619	563	91.0	12	16	39	31
Male	11	619	302	48.8	16	18	37	27
Female	11	619	261	42.2	8	15	41	36
Black or African American	11	619	14	2.3	21	14	43	21
American Indian or Alaska Native	11	619	1	0.2	--	--	--	--
Asian	11	619	50	8.1	10	8	32	50
Filipino	11	619	27	4.4	4	26	22	48
Hispanic or Latino	11	619	174	28.1	18	21	41	18
Native Hawaiian or Pacific Islander	11	619	1	0.2	--	--	--	--
White	11	619	261	42.2	10	14	40	33
Two or More Races	11	619	34	5.5	3	15	32	47

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	619	124	20.0	24	21	35	18
Students with Disabilities	11	619	36	5.8	69	6	17	8
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	619	569	91.9	31	22	27	19
Male	11	619	305	49.3	34	21	25	19
Female	11	619	264	42.6	28	23	29	19
Black or African American	11	619	14	2.3	57	14	21	7
American Indian or Alaska Native	11	619	1	0.2	--	--	--	--
Asian	11	619	50	8.1	12	16	34	38
Filipino	11	619	27	4.4	15	26	37	22
Hispanic or Latino	11	619	175	28.3	44	23	21	11
Native Hawaiian or Pacific Islander	11	619	1	0.2	--	--	--	--
White	11	619	266	43.0	27	22	29	20
Two or More Races	11	619	34	5.5	26	24	24	24
Socioeconomically Disadvantaged	11	619	123	19.9	53	20	20	7
Students with Disabilities	11	619	36	5.8	75	8	14	3
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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 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 PTSSO that emphasizes volunteerism. The PTSSO 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 PTSSO 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 PTSSO 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. 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.

Campus supervision 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 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 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	2012-13	2013-14	2014-15
Suspensions Rate	5.05	3.14	2.68
Expulsions Rate	0.50	0.26	0.30
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	29	27	22	21	27	25	11	31	49	58	38
Math	31	31	28	12	10	12	16	17	35	45	45	31
Science	33	34	29	4	1	8	25	14	50	42	51	18
SS	29	30	29	14	12	11	17	19	26	46	42	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 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.5
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5059.27	47.38	\$4,884	\$91,627
District	◆	◆	5011.89	\$78,959
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-2.6	18.3
Percent Difference: School Site/ State			4.1	29.6

* Cells with ◆ do not require data.

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.

2014-15 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	26	26	48	25	43	32
All Students at the School	24	26	49	24	43	34
Male	27	28	45	22	43	35
Female	22	24	55	25	43	32
Black or African American	36	36	27	36	45	18
Asian	12	12	76	2	29	68
Filipino	23	23	54	15	38	46
Hispanic or Latino	41	29	30	41	44	15
White	16	26	59	16	44	41
Two or More Races	12	27	61	17	40	43
Socioeconomically Disadvantaged	49	32	19	48	40	12
English Learners	90	8	2	86	10	4
Students with Disabilities	85		15	82	13	5

* 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	2012-13	2013-14	2014-15
English-Language Arts	74	70	76
Mathematics	73	74	76
Saddleback Valley Unified School	2012-13	2013-14	2014-15
English-Language Arts	75	56	61
Mathematics	75	61	62
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

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

El Toro High School	2011-12	2012-13	2013-14
Dropout Rate	2.80	1.90	1.10
Graduation Rate	95.89	96.57	96.93
Saddleback Valley Unified School	2011-12	2012-13	2013-14
Dropout Rate	2.40	2.40	2.50
Graduation Rate	95.35	95.33	94.70
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1117
% 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	87%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.34	90.58	84.6
Black or African American	93.75	82.46	76
American Indian or Alaska Native	200	72.22	78.07
Asian	95.74	95.56	92.62
Filipino	113.04	100	96.49
Hispanic or Latino	89.35	86.55	81.28
Native Hawaiian/Pacific Islander	50	87.5	83.58
White	98.13	92.33	89.93
Two or More Races	80	88.62	82.8
Socioeconomically Disadvantaged	79.55	51.58	61.28
English Learners	70.97	64.14	50.76
Students with Disabilities	87.71	82.25	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.23
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	52.84

2014-15 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

* Where there are student course enrollments.

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 1,117 students in career technical education courses throughout the school year. The school uses Carl Perkins federal funds to support a comprehensive career technical education program. Among the highlights are the Introduction to Product Design and Engineering which includes participation in the UCI Energy Invitational competition. 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, the county, and the state. 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.