



Mission Viejo High School

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

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<http://www.svusd.k12.ca.us/Schools/MVHS>

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



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
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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

Vision Statement

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 schoolwide improvement.

Our staff will be completely dedicated to promoting high achievement for all students through:

- Instruction that uses best practices and brain-compatible teaching strategies to guide student mastery of a rigorous, standards-based curriculum.
- Interventions that are timely, systematic, research-based, innovative, and effective.
- Curriculum that is rigorous, relevant, and equally accessible to all students in every classroom on campus.
- Co-curricular and extra-curricular experiences of the highest caliber in Orange County.
- Assessment that motivates students with varied formative and summative strategies, and produces achievement data that is used effectively to modify instruction.
- Continual improvement of curriculum and instruction through professional development, action research, staff collaboration, and advanced Professional Learning Community practices.

Mission Statement

Mission Viejo High School develops high achieving learners within a rigorous and relevant standards-based instructional program that engages and supports all students.

Mission Viejo High School is a model school that delivers a world-class education to 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 well known as one of the top high schools in Orange County, California and across the nation in a large part because of its high academic achievement, strong athletics and co-curricular programs, as well as award winning visual and performing arts programs (2013 Excellence in Arts Education School). As a large comprehensive high school, we have many programs to engage every student's interest and level of abilities. We have one of the oldest International Baccalaureate (IB) Diploma Programme in the county, a large Agricultural Science program, an English Learners' program, and an outstanding Advancement Via Individual Determination (AVID) program, which is designed to provide support to under-represented students. We have a daily tutorial and are continuously seeking ways to initiate interventions for struggling students.

Dr. Ray Gatfield, 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) 837-7722 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	593
Grade 10	636
Grade 11	591
Grade 12	618
Total Enrollment	2,438

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	6.4
Filipino	2.5
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0.6
White	57.8
Two or More Races	3.4
Socioeconomically Disadvantaged	19.9
English Learners	5.9
Students with Disabilities	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			
Mission Viejo High School	13-14	14-15	15-16
With Full Credential	89	96	95
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			
Mission Viejo 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 Science Adopted 1996</p> <p>Life Science Adopted 2004</p> <p>Marine Biology Adopted 1998</p> <p>The Science of Agriculture- A Biological Approach Adopted 2002</p> <p>Addison Wesley Chemistry Adopted 2001</p> <p>Chemistry Adopted 2001</p> <p>Chemistry Adopted 2009</p> <p>Chemistry: Concepts and Application Adopted 2005</p> <p>Chemistry for Use with IB Adopted 2001</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>Earth Science Adopted 2000</p> <p>Exploring Earth Science Adopted 1998</p> <p>Exploring 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	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 - A Survey Adopted 2007
	American Pageant Adopted 2015
	American Pageant Adopted 2007
	The American People: Creating a Nation and a Society Adopted 2007
	Western Civilization Adopted 2009
	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

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Over the past ten 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. We anticipate remodeling the main office building and video production studio in 2015/16.

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: 10-30-15

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				Broken/stained and missing ceiling tiles, to be replaced by custodian. Some carpet needs to be replaced. Vinyl tack board needs to be replaced by maintenance
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Missing electrical cover plates, to be replaced by maint. Burnt out light bulbs, to be replaced by custodian. Missing light covers, 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	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	67	61	44
Math	41	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	80	81	76	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	10.50	19.80	64.30

* 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	76
Male	76
Female	78
Black or African American	72
American Indian or Alaska Native	--
Asian	88
Filipino	100
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	--
White	85
Two or More Races	96
Socioeconomically Disadvantaged	46
English Learners	10
Students with Disabilities	53
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	567	501	88.4	13	19	40	27
Male	11	567	252	44.4	16	22	38	23
Female	11	567	249	43.9	10	16	41	31
Black or African American	11	567	12	2.1	25	17	42	17
American Indian or Alaska Native	11	567	3	0.5	--	--	--	--
Asian	11	567	35	6.2	11	14	31	43
Filipino	11	567	18	3.2	6	22	39	33
Hispanic or Latino	11	567	116	20.5	19	28	41	12
Native Hawaiian or Pacific Islander	11	567	1	0.2	--	--	--	--
White	11	567	295	52.0	10	16	42	32
Two or More Races	11	567	20	3.5	25	10	30	30

**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	567	87	15.3	26	21	44	8
Students with Disabilities	11	567	42	7.4	45	29	12	12
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	567	507	89.4	32	26	29	12
Male	11	567	256	45.1	35	25	26	14
Female	11	567	251	44.3	29	27	31	10
Black or African American	11	567	12	2.1	83	8	0	8
American Indian or Alaska Native	11	567	3	0.5	--	--	--	--
Asian	11	567	35	6.2	14	23	37	26
Filipino	11	567	18	3.2	33	17	39	11
Hispanic or Latino	11	567	122	21.5	47	26	23	3
Native Hawaiian or Pacific Islander	11	567	1	0.2	--	--	--	--
White	11	567	295	52.0	26	27	31	14
Two or More Races	11	567	20	3.5	30	25	25	15
Socioeconomically Disadvantaged	11	567	93	16.4	49	26	17	4
Students with Disabilities	11	567	42	7.4	71	12	17	0
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

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 embedded staff development days, and student and teacher recognition. Music, athletics, MUN, Ag sciences, drama and other campus organizations would not survive without the thousands of hours that parents provide in support and fund-raising each year. Parents serve a vital role on 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 Mrs. Sheri Lee, 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 throughout the day. 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 comprehensive Student Handbook, which is 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 hold regular emergency fire, evacuation, and lockdown drills. The SSC, composed of teachers, parents, students, and school personnel, reviews the School Safety Plan and 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. All 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	2012-13	2013-14	2014-15
Suspensions Rate	2.84	1.23	1.56
Expulsions Rate	0.19	0.20	0.20
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	31	31	28	18	21	23	9	7	24	56	54	44
Math	32	30	29	9	13	14	17	22	28	44	36	31
Science	33	32	31	5	5	5	10	20	25	44	35	33
SS	31	32	30	13	12	9	14	16	28	44	41	36

* 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

Staff development has been focused on improving a-g student completion rates, implementation of the Common Core State Standards, further development of the school's professional learning communities and efforts to improve student literacy. The overall emphasis continues to be devoted to closing the achievement between our significant student sub-groups. This has been a major school focus area based on our WASC Action Plan for school improvement.

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	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
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	5263.69	55.59	\$5,153	\$97,308
District	◆	◆	5208.09	\$78,959
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-1.1	25.7
Percent Difference: School Site/ State			9.9	37.6

* 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	28	24	48	24	43	33
Male	32	25	43	26	39	35
Female	23	23	54	23	47	30
Black or African American	33	25	42	33	33	33
Asian	9	28	63	13	19	69
Filipino	7	40	53		47	53
Hispanic or Latino	50	21	28	43	38	19
White	18	23	58	17	46	37
Two or More Races	13	33	53	13	47	40
Socioeconomically Disadvantaged	56	20	24	44	44	12
English Learners	93	7		77	21	2
Students with Disabilities	71	23	6	73	21	6

* 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	2012-13	2013-14	2014-15
English-Language Arts	77	74	72
Mathematics	76	80	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)

Mission Viejo High School	2011-12	2012-13	2013-14
Dropout Rate	0.30	1.60	1.00
Graduation Rate	97.32	97.37	97.44
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	1079
% 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	75%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	96.61	90.58	84.6
Black or African American	80	82.46	76
American Indian or Alaska Native	100	72.22	78.07
Asian	100	95.56	92.62
Filipino	100	100	96.49
Hispanic or Latino	98.52	86.55	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	96.75	92.33	89.93
Two or More Races	89.47	88.62	82.8
Socioeconomically Disadvantaged	81.4	51.58	61.28
English Learners	89.47	64.14	50.76
Students with Disabilities	98.06	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	98.73
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	56.14

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	10	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	5	♦
Science	5	♦
Social Science	12	♦
All courses	37	1.1

* Where there are student course enrollments.

Career Technical Education Programs

We have a strong career preparation program, including career units at each grade level. An ROP Career Specialist is instrumental in registering students into ROP courses and informing them about other CTE courses. Teachers have visited businesses related to their field, attend conferences and continue to update their industry knowledge. Our automotive program is one of the top programs in the county. Our engineering/drafting and architecture program sends many students to top four-year colleges and has developed a network of successful graduates and scholarships. Our agriculture program motivates many students to follow a career in this field and to enroll in the top agriculture colleges. In addition to automotive, agriculture and engineering/drafting, we also have CTE programs in the categories of business, accounting, video production, construction, stagecraft, and digital media arts. A Workability job coach helps special education students develop a career plan. 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. We enrolled over 1,000 students in career technical education courses in the 2014-2015 school year. 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.