



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>

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



Saddleback Valley Unified School District

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District Governing Board

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Dolores Winchell
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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 will be 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' (EL) 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	609
Grade 10	603
Grade 11	618
Grade 12	577
Total Enrollment	2,407

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	6.2
Filipino	2.7
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.5
White	56.5
Two or More Races	4.1
Socioeconomically Disadvantaged	20.8
English Learners	6.9
Students with Disabilities	9.9
Foster Youth	0.1

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	14-15	15-16	16-17
With Full Credential	96	95	93
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mission Viejo High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

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

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

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

Science	Campbell Biology AP Edition Adopted 2015
	Higher Level Biology Adopted 2015
	Standard Level Biology Adopted 2015
	Biology Adopted 2004
	Biology, Exploring Life Adopted 2004
	Exploring Life 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	

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Physical Science Adopted 2007</p> <p>Physical Science Adopted 1998</p> <p>Physical Science with Earth Science Adopted 2007</p> <p>Reading Essentials for Biology Adopted 2007</p> <p>Cutnell & Johnson Physics Adopted 2015</p> <p>Physics Course Companion Adopted 2015</p> <p>Physics for the IB Diploma Adopted 2015</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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

History-Social Science

Geography - The World and Its People
Adopted 2000

Human Geography: The Cultural Landscape
Adopted 2000

World Cultures: A Global Mosaic
Adopted 2000

World Geography and You
Adopted 2000

World Geography Building a Global Perspective
Adopted 2000

Economics
Adopted 2005

Economics: A Contemporary Introduction
Adopted 2005

Economics Today and Tomorrow
Adopted 2005

Economics: Principles and Practices
Adopted 2005

American Anthem Modern American History
Adopted 2007

American History - 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 2016

World History
Adopted 2009

World History: the Modern World
Adopted 2009

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

US Government: Democracy in Action
Adopted 2008

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

Global Politics
Adopted 2016

The Move to Global War
Adopted 2016

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The Cold War: Superpower Tensions and Rivalries Adopted 2016
	The Causes and Effects of 10th Century Wars Adopted 2016
	Rights and Protests Adopted 2016
	History of the Americas 1880-1981 Adopted 2016
	Authoritarian States Adopted 2016
	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. The main office building and video production studio were modernized in 2015. During 2015/16 solar cells are being added in the parking lots to provide solar energy.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-12-16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Broken/stained and missing ceiling tiles, to be replaced by custodian. Peeling paint, to be repaired 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.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-12-16					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
		X			Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	68	64	61	65	44	48
Math	41	41	48	50	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	81	76	74	80	79	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.8	20.4	59.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	601	572	95.2	74.5
Male	309	296	95.8	74.7
Female	292	276	94.5	74.3
Black or African American	11	11	100.0	45.5
Asian	34	33	97.1	81.8
Filipino	16	15	93.8	60.0
Hispanic or Latino	169	158	93.5	46.8
White	338	324	95.9	88.6
Two or More Races	24	22	91.7	77.3
Socioeconomically Disadvantaged	124	110	88.7	43.6
English Learners	40	37	92.5	16.2
Students with Disabilities	62	58	93.6	48.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	605	560	92.6	64.1
Male	11	336	313	93.2	60.6
Female	11	269	247	91.8	68.5
Asian	11	37	34	91.9	84.8
Filipino	11	17	17	100.0	41.2
Hispanic or Latino	11	174	164	94.3	49.0
White	11	331	303	91.5	70.3
Two or More Races	11	28	25	89.3	79.2
Socioeconomically Disadvantaged	11	126	116	92.1	45.1
English Learners	11	36	30	83.3	
Students with Disabilities	11	58	54	93.1	24.1

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	605	553	91.4	40.8
Male	11	336	312	92.9	41.8
Female	11	269	241	89.6	39.4
Asian	11	37	30	81.1	66.7
Filipino	11	17	17	100.0	47.1
Hispanic or Latino	11	174	165	94.8	25.7
White	11	331	299	90.3	45.8
Two or More Races	11	28	25	89.3	52.0
Socioeconomically Disadvantaged	11	126	118	93.7	26.0
English Learners	11	36	32	88.9	
Students with Disabilities	11	58	54	93.1	7.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parent participation and support are integral to the school's success. The Parent Teacher Student Organization (PTSO) provides special funding to augment technology, support teacher grant writing, and many other school needs. The PTSO also provides hospitality for several embedded staff development days, and at student and teacher recognition programs. Music, athletics, MUN (Model United Nations), Agricultural 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 (SSC), 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 School 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	2013-14	2014-15	2015-16
Suspensions Rate	0.2	1.6	1.6
Expulsions Rate	1.2	0.2	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	550

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	31	28	28	21	23	23	7	24	24	54	44	44
Mathematics	30	29	29	13	14	14	22	28	28	36	31	31
Science	32	31	31	5	5	5	20	25	25	35	33	33
Social Science	32	30	30	12	9	9	16	28	28	41	36	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.

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

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

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5892.60	62.60	5830.01	102176.47
District	♦	♦	5830.01	\$80,136
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	27.5
Percent Difference: School Site/ State			2.7	34.7

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mission Viejo High School	2011-12	2013-14	2014-15
Dropout Rate	1.60	1.00	1.80
Graduation Rate	97.37	97.44	96.11
Saddleback Valley Unified School	2011-12	2013-14	2014-15
Dropout Rate	2.40	2.50	2.50
Graduation Rate	95.33	94.70	95.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1046
% 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	77%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.73
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	57.2

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	10	◆
Fine and Performing Arts		◆
Foreign Language	5	◆
Mathematics	5	◆
Science	5	◆
Social Science	12	◆
All courses	37	1.1

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

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 students about all 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 1,046 students in career technical education courses in the 2015-2016 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.