



Mission Viejo High School

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

Tricia Osborne, Principal

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

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

District Governing Board

Dolores Winchell, President
Dennis Walsh, Vice President
Amanda Morrell, Clerk
Suzie R. Swartz, Member
Dr. Edward Wong, Member

District Administration

Dr. Crystal Turner
Superintendent
Dr. Terry Stanfill
Assistant Superintendent, Human Resources
Connie Cavanaugh
Assistant Superintendent, Business
Laura Ott
Assistant Superintendent, Educational Services
Tammy Blakely
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Director, Secondary Education
Liza Zielasko
Director, Elementary Education
Dr. Diane Clark
Director, Special Education
Scott Turner
Director, SELPA
Monique Yessian
Director, Student Services

School Description

Mission Statement

Mission Viejo High School develops students' highest potential within a rigorous and relevant, standards-based instructional program while fostering a balanced and healthy lifestyle that engages and supports all students.

Vision Statement

Mission Viejo High School graduates will be innovative, critical thinkers who collaborate effectively, contribute meaningfully and compete successfully in the global community. As a strategic organization, we will analyze shareholder input and multiple sources of data to drive decision-making, establish goals, and execute action plans that will affect school-wide improvement.

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

- Instruction that uses research-based best practices and brain-compatible teaching strategies to guide student mastery of a rigorous, standards-based curriculum.
- Effective interventions that are timely, systematic, research-based, and innovative.
- Diverse curriculum that meets common core state standards and is rigorous, relevant, and equally accessible to all students in every classroom on campus to engage all learners.
- Accessibility to co-curricular and extra-curricular experiences of the highest caliber.
- Assessment that motivates students with varied, continuous formative and summative strategies, and produces achievement data that is used effectively to modify instruction.
- On-going improvement of curriculum and instruction that motivates students through professional development, action research, staff collaboration, and Professional Learning Community practices.

Tricia Osborne, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	533
Grade 10	607
Grade 11	582
Grade 12	602
Total Enrollment	2,324

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	5.8
Filipino	3
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	0.6
White	54.7
Two or More Races	4.7
Socioeconomically Disadvantaged	21
English Learners	8.1
Students with Disabilities	7.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
With Full Credential	95	93	94
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mission Viejo High School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017	
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 2017

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 for AP Adopted 2017
	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 2017

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</p> <p>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

Ways of the World: A Global History with Sources
Adopted 2017

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

Textbooks and Instructional Materials
Year and month in which data were collected: October 2017

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

Note: Cells with N/A values do not require data.

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 arrays were 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: November 2017

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 maintenance. lights out, to be replaced by custodian. exposed low voltage wires, to be repaired by maintenance. missing light covers, to be replaced by maintenance.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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		Pool plaster and concrete deck needs replaced. To be repaired by contractor.
Overall Rating	Exemplary	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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	64	76	65	64	48	48
Math	41	49	50	51	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	76	74	79	77	60	56

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.4	18.7	59.6

* 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.

**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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	573	568	99.13	75.53
Male	293	288	98.29	68.06
Female	280	280	100	83.21
Asian	35	35	100	91.43
Filipino	16	15	93.75	66.67
Hispanic or Latino	154	152	98.7	59.21
White	328	326	99.39	84.05
Two or More Races	22	22	100	63.64
Socioeconomically Disadvantaged	102	101	99.02	50.5
English Learners	46	43	93.48	25.58
Students with Disabilities	50	49	98	16.33

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	573	569	99.3	48.51
Male	293	290	98.98	48.97
Female	280	279	99.64	48.03
Asian	35	35	100	82.86
Filipino	16	16	100	12.5
Hispanic or Latino	154	153	99.35	30.72
White	328	325	99.09	56.31
Two or More Races	22	22	100	45.45
Socioeconomically Disadvantaged	102	101	99.02	29.7
English Learners	46	45	97.83	6.67
Students with Disabilities	49	48	97.96	6.25

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

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 State priority: School Climate (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	2014-15	2015-16	2016-17
Suspensions Rate	1.56	1.58	1.97
Expulsions Rate	0.2	0.2	0.21
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.84	1.78
Expulsions Rate	0.15	0.14	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	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.

2017-18 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 Services Staff (Paraprofessional)	1
Psychologist	1
Speech/Language/Hearing Specialist	.6
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	28	23	23	20	24	24	22	44	44	41
Mathematics	29	29	28	14	14	16	28	28	29	31	31	30
Science	31	31	29	5	5	11	25	25	31	33	33	27
Social Science	30	30	30	9	9	11	28	28	19	36	36	40

* 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,808
Mid-Range Teacher Salary	\$75,274	\$73,555
Highest Teacher Salary	\$101,806	\$95,850
Average Principal Salary (ES)	\$128,234	\$120,448
Average Principal Salary (MS)	\$130,828	\$125,592
Average Principal Salary (HS)	\$147,958	\$138,175
Superintendent Salary	\$296,984	\$264,457
Percent of District Budget		
Teacher Salaries	39%	35%
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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mission Viejo High School	2013-14	2014-15	2015-16
Dropout Rate	1	1.8	1.8
Graduation Rate	97.44	96.11	96.63
Saddleback Valley Unified School	2013-14	2014-15	2015-16
Dropout Rate	2.5	2.5	2.3
Graduation Rate	94.7	95.03	95.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6087.87	37.57	6050.30	114098.19
District	♦	♦	6050.30	\$82,270
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	42.4
Percent Difference: School Site/ State			6.6	50.5

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1411
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	70%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.14
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	60.14

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	3	◆
Mathematics	2	◆
Science	3	◆
Social Science	3	◆
All courses	14	27.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	95.67	95.59	87.11
Black or African American	68.75	92.45	79.19
American Indian or Alaska Native	100	100	80.17
Asian	97.5	97.3	94.42
Filipino	94.44	97.7	93.76
Hispanic or Latino	93.28	92.85	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	97.36	96.41	90.99
Two or More Races	100	98.44	90.59
Socioeconomically Disadvantaged	80	80.77	63.9
English Learners	56.67	56.8	55.44
Students with Disabilities	100	96.87	85.45
Foster Youth	0	100	68.19

Career Technical Education Programs

We have a strong career preparation program, including career units at each grade level. A Career Specialist who works for Coastline ROP - a Joint Powers Authority - is instrumental in registering students into ROP courses and informing students about all CTE courses. Teachers have done externships in businesses related to their field, attend conferences and continue to update their industry knowledge. Students have opportunities for job shadowing, guest speakers, field trips and internships. 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 courses are open to all students and some choose to complete pathways in agriculture, video production, photography, digital media arts, engineering or architecture. We enrolled 1,411 students in career technical education courses with 417 being pathway concentrators or completers. Most of the Mission Viejo High School CTE courses are articulated with Saddleback College and some are articulated with other colleges. Articulation agreements promote a bridge between secondary and post-secondary programs. Students in an articulated course commence their education at Mission Viejo High School and then transition into a post-secondary institution to earn an advanced technical degree or certificate. Agriculture courses are articulated with Mt. Sac Community College. 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.