



El Toro High School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz, President
Dr. Edward Wong, Vice President
Amanda Morrell, Clerk
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District Administration

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Laura Ott
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Mark Perez
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Liza Zielasko
Director, Elementary Education
Dr. Diane Clark
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Director, SELPA
Dr. Francis Dizon
Director, Student Services

School Description

The Charger family is an inclusive and diverse community that provides a rigorous, innovative, and accessible curriculum in a supportive environment. El Toro's mission is to prepare all students to succeed in college and career and to contribute positively to our changing global society.

Student Learning Outcomes

Wellness: ET students will set goals and take appropriate steps toward a healthier, happier, more balanced life.

Resiliency: ET students will develop growth mindset and take ownership over learning. They will exhibit competence, a sense of belonging, and usefulness as they persevere confidently.

Creative and Critical Thinking: ET students will apply critical thinking skills to resolve challenges in creative ways. They will question and apply critical reasoning to real world situations, as well as employ higher level thinking skills such as analysis, synthesis, imagination, application, and evaluation to become effective and innovative problem finders and solvers in a diverse society.

Collaboration: ET students will demonstrate the ability to be productive members of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.

Civic Responsibility and Connectivity : ET students will contribute their time and talents to improve the quality of life for others, value diversity and remain culturally sensitive. As open-minded and empathetic citizens, they will be proactive and seek to be positive agents of change.

Communication: ET students will demonstrate competence in using multiple methods to convey information, apply active listening, speaking, reading and writing strategies across disciplines, and be technologically literate, accessing and applying information to real-world situations.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	604
Grade 10	638
Grade 11	590
Grade 12	604
Total Enrollment	2,436

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	8.0
Filipino	4.2
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.2
White	45.2
Socioeconomically Disadvantaged	30.9
English Learners	11.5
Students with Disabilities	9.3
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			
El Toro High School	16-17	17-18	18-19
With Full Credential	100	99	103
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Toro High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

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 2018	
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 2018 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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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: A Common Core Curriculum Adopted 2018</p> <p>Calculus for AP Adopted 2017</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>Statistics and Probability with Applications Adopted 2018</p> <p>The Practice of Statistics Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Campbell Biology AP Edition Adopted 2015</p> <p>Higher Level Biology Adopted 2015</p> <p>Standard Level Biology Adopted 2015</p> <p>Biology Adopted 2004</p> <p>Biology, Exploring Life Adopted 2004</p> <p>Exploring Life Science5 Adopted 1996</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Life Science Adopted 2004
	Marine Biology Adopted 1998
	Addison Wesley Chemistry Adopted 2001
	Chemistry Adopted 2009
	Chemistry: Concepts and Applications Adopted 2005
	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
	Chemistry: The Central Science Adopted 2015
	Earth Science Adopted 2000
	Exploring Earth Science Adopted 1998
	Exploring Physical Science Adopted 1998
	Physical Science Adopted 2007
	Physical Science Adopted 1998
	Physical Science with Earth Science Adopted 2007
	Reading Essentials for Biology Adopted 2007
	Holt Physics Adopted 2004
	Cutnell & Johnson Physics Adopted 2015
	Physics for Scientists and Engineers

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Adopted 2004</p> <p>Physics: Principles and Problems Adopted 2004</p> <p>Environmental Science: Earth as a Living Planet Adopted 2012</p> <p>Environmental Science for AP Adopted 2012</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	<p>Geography - The World and Its People Adopted 2000</p> <p>Human Geography: The Cultural Landscape Adopted 2000</p> <p>World Cultures: A Global Mosaic Adopted 2000</p> <p>World Geography and You Adopted 2000</p> <p>World Geography Building a Global Perspective Adopted 2000</p> <p>Economics Adopted 2005</p> <p>Economics: A Contemporary Introduction Adopted 2005</p> <p>Economics Today and Tomorrow Adopted 2005</p> <p>Economics: Principles and Practices Adopted 2005</p> <p>American Anthem Modern American History Adopted 2007</p> <p>American History: Connecting with the Past Adopted 2015</p> <p>American History - A Surve Adopted 2007</p> <p>American Pageant Adopted 2007</p> <p>The American People: Creating a Nation and a Society Adopted 2007</p> <p>Western Civilization Adopted 2016</p> <p>World History Adopted 2009</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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 2018
	Ways of the World: A Global History with Sources Adopted 2017
	Global Politics Adopted 2016
	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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The El Toro campus opened in 1975, and in 2005 we began a complete renovation. The campus and restrooms are maintained by the campus custodial crew and district maintenance personnel.

Modernization and the passage of Measure B have provided resources for renovations, including a new nine lane, all-weather track; a new all-weather field, with visitor bleachers and renovated home bleachers; parking lot improvements with additional spaces; an 80-station computer lab in the administration/library building; remodeled mathematics, social science, and language arts classrooms, including teacher stations; built-in projectors; upgraded infrastructure to support technology; new ceiling tiles, carpeting, whiteboards, and tack boards; remodeled locker rooms; and new seats for the theater. The main gym restrooms have been renovated and the Lighting and Bleachers Project has been completed which added lights and expanded the seating capacity for the athletic facility.

The District Solar Project was completed which resulted in solar panels installed in the student and staff parking lots at El Toro High School.

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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles, to be repaired or replaced by plant foreman
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	lights not working, to be replaced by plant foreman. Missing light lens, to be replaced by maintenance
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	broken soap dispenser
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	82.0	70.0	64.0	65.0	48.0	50.0
Math	54.0	45.0	51.0	52.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.2	24.2	52.7

* 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.

School Year 2017-18 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	569	545	95.78	70.17
Male	278	262	94.24	64.23
Female	291	283	97.25	75.62
Black or African American	11	10	90.91	60.00
Asian	52	51	98.08	88.24
Filipino	21	20	95.24	65.00
Hispanic or Latino	188	181	96.28	47.49
White	270	257	95.19	82.10
Two or More Races	24	23	95.83	86.96
Socioeconomically Disadvantaged	194	184	94.85	49.45
English Learners	91	82	90.11	19.51
Students with Disabilities	50	46	92.00	17.39
Foster Youth	--	--	--	--

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 2017-18 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	568	546	96.13	45.42
Male	277	262	94.58	40.84
Female	291	284	97.59	49.65
Black or African American	11	10	90.91	60
Asian	52	52	100	73.08
Filipino	21	20	95.24	55
Hispanic or Latino	188	180	95.74	20
White	269	258	95.91	54.26
Two or More Races	24	23	95.83	65.22
Socioeconomically Disadvantaged	194	184	94.85	24.46
English Learners	91	86	94.51	10.47
Students with Disabilities	50	45	90	6.67
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

El Toro High School's School Site Council (SSC), which includes staff, students and parent members, develops and approves our annual School Plan for Student Achievement Plan and some budget expenditures. In addition, SSC approves our dress code and school safety plan. Our English Language Advisory Committee (ELAC) comprised of parent representatives meet throughout the school to learn about school involvement opportunities to support their student and explore college and career readiness options. We have strong individual booster programs that support many of our sports and extracurricular programs. We also have an active Parent Student Teacher Organization (PSTO) that emphasizes volunteerism. The PSTO Education Boosters provided \$10,000 in funds for special teacher projects and classroom needs during the last school year. The majority of the funds raised by the PSTO are the result of an annual 4th of July Charger 5K event held in partnership with the city that ETHS serves, Lake Forest. To get involved at ETHS, contact PSTO Co-Presidents Angela Charglualaf & Julie Acebedo (949) 586-6333.

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

ETHS has five administrators who monitor the campus before school, after school, at snack, and at lunch times. In addition, teachers are assigned to supervision before school, after school, and at snack. We have one full-time campus supervisor and two part-time campus supervisors who monitor the campus each school day. The campus is monitored from 7 a.m. through 4 p.m. each school day.

The campus is closed except at lunch for juniors and seniors, who may go off campus for lunch by showing proper identification. We have a video surveillance system covering most of the campus. All visitors are required to check in and out at the front office.

The school safety plan is revisited every year and includes district standards on how to handle a variety of situations that might arise at the school site. The school safety plan is reviewed, updated, and approved by School Site Council every year. The teachers are given a safety manual at the beginning of the school year and they review the established school-wide protocol. Students are informed by homeroom teachers which procedures to follow during disaster drills. Evacuation drills and Lock down drills are practiced throughout the year. Each teacher receives an emergency bag for use during a major disaster. In addition, the school safety committee which is comprised of teachers, administrators and the school resource officer throughout the year to discuss safety protocols.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.0	2.5	2.9
Expulsions Rate	0.5	0.5	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	700

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	27.0	26.0	30	20	28	35	37	38	29	32	30
Mathematics	29.0	25.0	29.0	12	7	15	31	6	34	33	6	36
Science	27.0	25.0	23.0	17	28	35	38	34	33	26	28	28
Social Science	27.0	28.0	27.0	16	18	17	39	24	34	25	32	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional development activities are focused on our efforts to promote excellence and innovation in teaching and learning to provide our students with 21st Century skills to ensure their success in college and career. El Toro High School has aligned with the District's LCAP goals to improve student learning. Our goals have included ensuring that all students improve literacy in all content areas, improve access to, enrollment in, and completion of rigorous course of study, expand and support 21st Century technology and learning as well as increasing student engagement and parent involvement. In addition, professional development is provided to teachers to align curriculum with NGSS and CCSS frameworks. Professional development is offered throughout the school year during PLC's, department and district collaboration meetings, after school and during the summer as well as on Staff Development Days and K-12 Leadership meetings. Instructional Rounds professional development opportunities have been a area of focus to improve teaching and student learning.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6129.91	101.73	6028.18	100524.37
District	◆	◆	6028.18	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	19.1
Percent Difference: School Site/ State			-16.7	21.8

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 student proficiency in all subject areas.

Goal 2- improve literacy in all content areas.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

Goal 5- Expand and support 21st Century technology and learning.

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)			
El Toro High School	2014-15	2015-16	2016-17
Dropout Rate	2.8	2.0	2.6
Graduation Rate	95.3	96.4	94.0
Saddleback Valley Unified School	2014-15	2015-16	2016-17
Dropout Rate	2.5	2.3	2.4
Graduation Rate	95.0	95.7	93.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	846
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	90%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	62.2

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	6	♦
Foreign Language	5	♦
Mathematics	3	♦
Science	4	♦
Social Science	10	♦
All courses	28	18.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.5	95.4	88.7
Black or African American	83.3	88.2	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	97.7	94.9
Filipino	80.0	90.4	93.5
Hispanic or Latino	93.4	92.3	86.5
Native Hawaiian/Pacific Islander	0.0	87.5	88.6
White	97.4	97.3	92.1
Two or More Races	100.0	99.3	91.2
Socioeconomically Disadvantaged	92.8	93.9	88.6
English Learners	67.7	62.5	56.7
Students with Disabilities	71.1	72.7	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

At El Toro High School, students 9-12 can choose to take classes in 6 Career Technical Education (CTE) Industry Sectors including classes in- digital media arts, broadcast journalism, computerized accounting, architecture, engineering, sports medicine, computer science, and automotive technology. CTE classes are open to all students and intended to provide students with the academic and technical skills, knowledge and training necessary to succeed in college, career and beyond. Classes are available during the bell as well as after-school if a student wants to expand their schedule or wants to take on an internship. Internships are offered in animal healthcare, business, childcare, medicine, hotel/tourism, and automotive technology. Internships prepare students for the world of work by introducing them to workplace experiences, and bringing what they learn in the classroom to real life. Students can earn credits towards graduation by taking one course in a career pathway, or find out they enjoy the pathway, and move through the sequence of courses, all while earning credits towards graduation. Students wanting guidance on what courses are available can seek out their ROP Career Specialist in the Career Center. The ROP Career Specialist will be able to help a student find volunteer work, an internship, and give more information on CTE classes. Because students participate in CTE classes, El Toro is eligible and has been Carl Perkins federal funds, CTE Incentive Grant funds, and California Career Pathways Trust grant funds. These funds are given to schools to support comprehensive CTE programs, such as the ones we have at El Toro. Among the many highlights of our programs, we have participated in competitions including: Popsicle Bridge Challenge, Energy Invitational, VEX Robotics, DMA My Dream Career, OC Maker Challenge, Cyberpatriot, and E-Sports. In addition, 15 of our CTE courses are UC Approved, and 1 is AP level. 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 <https://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.