# Linda Vista Elementary School

**25222 Pericia Drive • Mission Viejo CA, 92691 • (949) 830-0970 • Grades K-6**
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## 2017-18 School Accountability Report Card
## Published During the 2018-19 School Year

### LINDA VISTA MAGNET ELEMENTARY SCHOOL
25222 PERICIA DRIVE
MISSION VIEJO, CA 92961
949-830-0970

LINDA VISTA EXPLORERS

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### Saddleback Valley Unified School District

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

#### District Governing Board

Suzie Swartz, President

Dr. Edward Wong, Vice President

Amanda Morrell, Clerk

Barbara Schulman, Member

Greg Kunath, Member

#### District Administration

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Dr. Terry Stanfill
**Assistant Superintendent, Human Resources**

Connie Cavanaugh
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**Assistant Superintendent, Educational Services**

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**Director, Elementary Education**

Dr. Diane Clark
**Director, Special Education**

Rae Lynn Nelson
**Director, SELPA**

Dr. Francis Dizon
**Director, Student Services**

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## School Description

**Mission Statement:**
Linda Vista Magnet Elementary School provides rigorous, enriching, and differentiated instruction that empowers globally minded life-long learners to achieve their personal potential. We prepare students to successfully navigate in an ever changing world by providing opportunities to excel through collaboration, inquiry, and an atmosphere that promotes curiosity, critical thinking, and integrity.

**Vision Statement:**
Linda Vista Explorers Wonder, Navigate, Excel, and Strive to build a globally-minded community of citizens who contribute to a diverse world.

**SVUSD Mission and Vision Statement:**
SV Innovates- Focuses on intentional lesson design, engaging strategies, and developing innovative practices that create successful students.

**School Description:**
Linda Vista is a candidate school* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School. IB World Schools share a common philosophy— a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.**
*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

Linda Vista Elementary School is one of twenty-four elementary schools in the Saddleback Valley Unified School District. Linda Vista Elementary School serves 345 Kindergarten through sixth grade students in the SVUSD. The school is located in the city of Mission Viejo and serves students from a variety of ethnic and socio-economic backgrounds. 55% of our students are English Learners, 20% are students with disabilities, and 68% of students are socio-economically disadvantaged. 73% of our students are Hispanic, 16% are white and the remaining 11% of students are from other backgrounds. The school houses kindergarten through sixth grade regular and special education programs and two SVUSD Recreation Department after school child care programs.

## 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** |
| **Kindergarten** | 51 |
| **Grade 1** | 57 |
| **Grade 2** | 43 |
| **Grade 3** | 42 |
| **Grade 4** | 46 |
| **Grade 5** | 52 |
| **Grade 6** | 52 |
| **Total Enrollment** | 343 |

| 2017-18 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 1.2 |
| **American Indian or Alaska Native** | 0.3 |
| **Asian** | 1.2 |
| **Filipino** | 2.0 |
| **Hispanic or Latino** | 77.0 |
| **Native Hawaiian or Pacific Islander** | 0.0 |
| **White** | 13.7 |
| **Socioeconomically Disadvantaged** | 80.8 |
| **English Learners** | 61.8 |
| **Students with Disabilities** | 21.6 |
| **Foster Youth** | 0.6 |

## 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 | | | |
|---|---|---|---|
| **Linda Vista Elementary School** | **16-17** | **17-18** | **18-19** |
| **With Full Credential** | 22 | 17 | 14 |
| **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 | | | |
|---|---|---|---|
| **Linda Vista Elementary 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.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: October 2018 | |
| --- | --- |
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | Benchmark Advance by Benchmark Education Company<br>Adopted 2017<br><br>Benchmark Adelante by Benchmark Education Company<br>Adopted 2017<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Mathematics** | Math Expressions by Houghton Mifflin Harcourt<br>Adopted 2014<br><br>Go Math by Houghton Mifflin Harcourt<br>Adopted 2014<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Science** | Scott Foresman California Science K-5<br>Adopted 2008<br><br>Prentice Hall CA Science Explorer Focus/Earth Science<br>Adopted 2008<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **History-Social Science** | Reflections by Harcourt<br>Adopted 2007<br><br>World History, Ancient Civil./Holt, Rinehart & Winston<br>Adopted 2007<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**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 Linda Vista campus dates from 1968 and has been well maintained over the years. The facilities consist of 23 permanent classrooms in three buildings and six portable classrooms. The district childcare center uses two additional portables. All playground equipment meets new state safety standards. We recently used bond funds to improve our facilities, grounds, and equipment, including a new multiuse building consisting of three classrooms.

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 | Good | torn carpet, to be replaced by contractor. stained ceiling tiles, to be replaced by plant foreman |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | open electrical box, to be repaired by district |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **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** | | | | | |
|---|---|---|---|---|---|---|
| | **Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)** | | | | | |
| **Subject** | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| ELA | 35.0 | 35.0 | 64.0 | 65.0 | 48.0 | 50.0 |
| Math | 27.0 | 19.0 | 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** | | | | | |
|---|---|---|---|---|---|---|
| | **Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)** | | | | | |
| **Subject** | **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** |
| 5 | 11.5 | 9.6 | 17.3 |

\* 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)** <br> **Disaggregated by Student Groups, Grades Three through Eight and Eleven** | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 192 | 187 | 97.40 | 34.76 |
| **Male** | 90 | 88 | 97.78 | 25.00 |
| **Female** | 102 | 99 | 97.06 | 43.43 |
| **Black or African American** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 158 | 154 | 97.47 | 29.87 |
| **White** | 22 | 22 | 100.00 | 59.09 |
| **Two or More Races** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 165 | 160 | 96.97 | 31.25 |
| **English Learners** | 148 | 143 | 96.62 | 30.77 |
| **Students with Disabilities** | 50 | 49 | 98.00 | 14.29 |
| **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 | 192 | 190 | 98.96 | 19.47 |
| Male | 90 | 89 | 98.89 | 15.73 |
| Female | 102 | 101 | 99.02 | 22.77 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 158 | 156 | 98.73 | 15.38 |
| White | 22 | 22 | 100 | 40.91 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 165 | 163 | 98.79 | 17.18 |
| English Learners | 148 | 146 | 98.65 | 15.07 |
| Students with Disabilities | 50 | 49 | 98 | 8.16 |
| 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)**
Linda Vista has an active and supportive parent community. Parents volunteer many hours through Parent Teacher Association (PTA) activities and committees, classroom support, lunchtime activities, and afterschool activities. Parents who work during the school day help classroom teachers by preparing items for teachers during evenings or weekends. Parents participate in decision making as members of School Site Council (SSC), English Language Advisory Committee (ELAC), and the PTA. To find out how you can participate in school activities, please contact our office at (949) 830-0970.

**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**
The safety of our students is integral to our culture and essential to promoting an optimal learning environment. Campus supervisors ensure that students behave safely and positively at recess. Our procedures include a strictly enforced visitor identification system, positive behavior intervention, attendance monitoring and detailed emergency procedures are outlined in our Safe Schools Plan, which we review and revise on an annual basis in September/October. Our plan is approved annually by our SSC in September/October. The safety plan is shared with staff, students, and the community through weekly call outs, staff meetings, and community meetings. Our emergency preparedness supplies and equipment are stored in a central location and have been updated. We have regular drills during the school year to reinforce the safety procedures in the event of a fire, earthquake and/or lockdown/shelter in place.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 2.3 | 2.4 | 2.2 |
| **Expulsions Rate** | 0.3 | 0.0 | 0.0 |
| **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** | |
| **Counselor (Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | .4625 |
| **Psychologist** | .4 |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | .8 |
| **Resource Specialist (non-teaching)** | |
| **Other** | |
| **Average Number of Students per Staff Member** | |
| **Academic Counselor** | |

\*   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 (Elementary) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade** | **Average Class Size** | | | **Number of Classrooms\*** | | | | | | | | |
| | | | | **1-20** | | | **21-32** | | | **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** |
| **K** | 27 | 28 | 18 | | | 1 | 2 | 2 | 2 | | | |
| **1** | 28 | 23 | 29 | | | | 1 | 2 | 2 | | | |
| **2** | 17 | 17 | 27 | 2 | 1 | | 2 | 1 | 1 | | | |
| **3** | 30 | 19 | 26 | | 1 | | 2 | 2 | 2 | | | |
| **4** | 18 | 28 | 13 | 1 | | 2 | 1 | 2 | 2 | | | |
| **5** | 32 | 30 | 33 | | | | 1 | 1 | | 1 | | 1 |
| **6** | 22 | 25 | 24 | 1 | 1 | 1 | 2 | 2 | 1 | | | 1 |
| **Other** | | 8 | | | 1 | | | | | | | |

\*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

Staff development is designed to help teachers meet achievement goals. The SSC updates our School Plan for Student Achievement annually and establishes goals for training and curriculum that support school, district, and state goals. Our focus is to improve the achievement of significant subgroups in language arts and math. Our teachers are focused by creating SMART (strategic, measurable, attainable, results-bound, and timely) goals in writing, communication reasoning in math, ADEPT and independent reading.

Through our staff, grade-level, and leadership team meetings, Linda Vista teachers review student work, analyze test data, refine curriculum, plan instruction, and then review instructional strategies and student progress through their professional learning communities. These meetings focus on curriculum and instruction, including differentiation and backwards design, a technique in which the results are considered first and the steps to reach these results are designed from the end to the beginning of the lesson. Linda Vista is an AVID certified school and professional development opportunities include AVID strategies and learning. Professional Development in 2017-18 will continue to focus on the areas listed above and expand to include Visual and Performing Arts (VAPA).

Teachers at Linda Vista meet a minimum of two times per month for professional development. Our instructional coach provides support for implementation, as does the leadership team and principal.Teachers engage in training around the three district priorities: student engagement, innovation and intentional lesson design. Teacher have received extensive training for Benchmark, which is the new ELA/ELD adopted curriculum. Math is also a district focus this year with district opportunities for lesson design and lesson study. Social Studies adoption is in progress and more training will be provided upon completion of the process.

| 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 | 6351.25 | 618.19 | 5733.06 | 83798.31 |
| District | ♦ | ♦ | 5733.06 | $83,025 |
| State | ♦ | ♦ | $7,125 | $80,764 |
| Percent Difference: School Site/District | | | 0.0 | 0.9 |
| Percent Difference: School Site/ State | | | -21.7 | 3.7 |

\* 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 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.

**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.