



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>

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

Suzie Swartz, President
Dr. Edward Wong, Vice President
Amanda Morrell, Clerk
Barbara Schulman, Member
Greg Kunath, Member

District Administration

Crystal Turner, Ed D.
Superintendent
Dr. Terry Stanfill
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Assistant Superintendent, Business
Laura Ott
**Assistant Superintendent,
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Administrative Services**
Dr. Ron Pirayoff
Director, Secondary Education
Liza Zielasko
Director, Elementary Education
Dr. Diane Clark
Director, Special Education
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Director, SELPA
Dr. Francis Dizon
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 <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	559
Grade 10	519
Grade 11	584
Grade 12	559
Total Enrollment	2,221

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	6.0
Filipino	3.5
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.4
White	54.2
Socioeconomically Disadvantaged	26.0
English Learners	9.0
Students with Disabilities	6.9
Foster Youth	0.0

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	16-17	17-18	18-19
With Full Credential	93	94	94
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			
Mission Viejo 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
Mathematics	Mathematics Connections Adopted 2000 Pre-Algebra Adopted 2000

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>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 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 Science Adopted 1996</p> <p>Life Science Adopted 2004</p> <p>Marine Biology Adopted 1998</p> <p>The Science of Agriculture- A Biological Approach Adopted 2002</p>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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
	Physical Science Adopted 2007
	Physical Science Adopted 1998
	Physical Science with Earth Science Adopted 2007
	Reading Essentials for Biology Adopted 2007
	Cutnell & Johnson Physics Adopted 2015
	Physics Course Companion Adopted 2015
	Physics for the IB Diploma Adopted 2015
	Holt Physics

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 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	<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 - A Survey Adopted 2007</p> <p>American Pageant Adopted 2015</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> <p>World History: the Modern World 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
	<p>Ways of the World: A Global History with Sources Adopted 2017</p> <p>Civics in Practice: Principles of Government & Econ. Adopted 2008</p> <p>US Government: Democracy in Action Adopted 2008</p> <p>Government in America: People, Politics, & Policy Adopted 2018</p> <p>Global Politics Adopted 2016</p> <p>The Move to Global War Adopted 2016</p> <p>The Cold War: Superpower Tensions and Rivalries Adopted 2016</p> <p>The Causes and Effects of 10th Century Wars Adopted 2016</p> <p>Rights and Protests Adopted 2016</p> <p>History of the Americas 1880-1981 Adopted 2016</p> <p>Authoritarian States Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC vent loose
Interior: Interior Surfaces	Poor	Broken/stained and missing ceiling tiles, to be replaced by custodian. Peeling paint, to be repaired by maintenance. theater chairs broken.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	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/loose light covers, to be replaced by maintenance.
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	Fair	Pool plaster and concrete deck needs replaced. To be repaired by contractor.
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	76.0	70.0	64.0	65.0	48.0	50.0
Math	49.0	47.0	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	11.0	18.3	64.5

* 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	549	96.49	70.31
Male	287	278	96.86	62.59
Female	282	271	96.10	78.23
Black or African American	--	--	--	--
Asian	36	36	100.00	97.22
Filipino	18	18	100.00	66.67
Hispanic or Latino	155	147	94.84	47.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	317	307	96.85	77.85
Two or More Races	30	30	100.00	80.00
Socioeconomically Disadvantaged	143	136	95.10	52.94
English Learners	60	58	96.67	6.90
Students with Disabilities	31	30	96.77	23.33

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 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	565	548	96.99	46.9
Male	284	275	96.83	46.18
Female	281	273	97.15	47.62
Black or African American	--	--	--	--
Asian	36	36	100	83.33
Filipino	18	18	100	44.44
Hispanic or Latino	152	146	96.05	23.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	317	307	96.85	54.4
Two or More Races	30	29	96.67	48.28
Socioeconomically Disadvantaged	141	134	95.04	25.37
English Learners	60	57	95	1.75
Students with Disabilities	31	29	93.55	6.9

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)

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 EL 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. Jamie Harris, 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 lock down drills. This year we will conduct 4 fire drills, 4 lock down drills and 2 full evacuation drills. The dates are 9-20-18, 10-18-18, 2-28-19 and 3-21-19. 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	2015-16	2016-17	2017-18
Suspensions Rate	1.6	2.0	1.6
Expulsions Rate	0.2	0.2	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
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	550

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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	28.0	29.0	29.0	20	22	18	22	12	19	41	47	42
Mathematics	28.0	21.0	28.0	16	11	15	29	7	30	30	3	33
Science	29.0	25.0	21.0	11	24	28	31	32	36	27	21	19
Social Science	30.0	29.0	30.0	11	13	7	19	22	35	40	35	26

* 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

In 2015-2016, staff development 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 was a major school focus area based on our WASC Action Plan for school improvement.

Teachers engage in training around the three district priorities: student engagement, innovation and intentional lesson design. Teachers have received extensive training for Study Sync, which is the new ELA/ELD adopted curriculum. Training for Math and Science has been ongoing and extensive, with teachers working in grade level teams to receive training, develop curriculum and observe each other through Instructional Rounds. Social Studies adoption is in progress and more training will be provided upon completion of the process.

In the 2018-2019 school year, the Academic Coach is working to reestablish PLCs around interest based groups focusing Visible Learning strategies.

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/.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

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

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- Provide appropriate, current instructional materials.
- Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- Support continued implementation of strategies for Designated and Integrated ELD.
- Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- Expand Advancement Via Individual Determination (AVID).
- Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- Expand Counseling Services.
- Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6428.26	108.75	6319.51	104386.95
District	◆	◆	6319.51	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	22.8
Percent Difference: School Site/ State			-12.0	25.5

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mission Viejo High School	2014-15	2015-16	2016-17
Dropout Rate	1.8	1.8	1.7
Graduation Rate	96.1	96.6	95.2
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	741
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	84%

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	98.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	58.5

* 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	11	♦
Fine and Performing Arts	1	♦
Foreign Language	5	♦
Mathematics	5	♦
Science	7	♦
Social Science	14	♦
All courses	43	30.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.7	95.4	88.7
Black or African American	100.0	88.2	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	97.7	94.9
Filipino	87.5	90.4	93.5
Hispanic or Latino	93.9	92.3	86.5
Native Hawaiian/Pacific Islander	83.3	87.5	88.6
White	96.3	97.3	92.1
Two or More Races	100.0	99.3	91.2
Socioeconomically Disadvantaged	99.1	93.9	88.6
English Learners	70.6	62.5	56.7
Students with Disabilities	78.3	72.7	67.1
Foster Youth	100.0	100.0	74.1

Career Technical Education Programs

At Mission Viejo High School, students 9-12 can choose to take classes in 8 Career Technical Education (CTE) Industry Sectors including classes in agriculture, digital media arts, photography, stagecraft, woodworking, computer accounting, architecture, engineering, sports medicine, word processing, 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, Mission Viejo 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 Mission Viejo. Among the many highlights of our programs, we have participated in competitions including: JPL Invention Challenge, Popsicle Bridge Challenge, and OC Maker Challenge. In addition, 18 of our CTE courses are UC Approved. 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.