

# Trabuco Hills High School

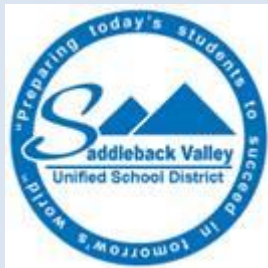
27501 Mustang Road • Mission Viejo CA, 92691 • (949) 768-1934 • Grades 9-12

Craig Collins, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 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

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

#### District Administration

Dr. Clint Harwick  
**Superintendent**

Terry Stanfill  
**Assistant Superintendent, Human Resources**

Geri Partida  
**Assistant Superintendent, Business**

Dr. Kathy Dick  
**Assistant Superintendent, Educational Services**

Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**

Laura Ott  
**Director, Secondary Education**

Terry Petersen  
**Director, Elementary Education**

Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

Trabuco Hills High School (THHS) is a dynamic school. Trabuco's mission statement challenges the school community to create an energetic and diverse educational environment for its students. THHS has readily accepted this challenge and has made a steady ascent to the peak of educational excellence. Since its doors opened in 1985, the school has grown steadily from 600 students to a current enrollment of about 2,900. Fortified by a string of statewide and national honors, the school has produced a long list of illustrious graduates, including educators, professional athletes, actors, lawyers, doctors, scientists, and independent business owners. The greatest strength of Trabuco Hills High School is the range of educational opportunities offered to our students. While offering the greatest number of Advanced Placement classes in the District, we also have the greatest number of ROP (Regional Occupation Program) and CTE (California Technical Education) classes as well. THHS effectively serves students moving on to highest level of universities as well as those being prepared to go directly to the work force with skills that prepare them for success. Bolstered by a highly qualified and accessible faculty and staff, THHS has built its reputation as a school with a broad range of educational experiences that help students fully explore their potential.

Craig Collins, PRINCIPAL

### Trabuco Hills Mission Statement:

By creating a dynamic and diverse educational environment, the Trabuco Hills High School community will provide its students with learning experiences that provide the Academic Base, Self-Discipline and Social Skills to become life-long learners and productive citizens in our ever-changing world.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 768-1934.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	793
Gr. 10	752
Gr. 11	716
Gr. 12	792
<b>Total</b>	<b>3,053</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	7.1
Filipino	3.3
Hispanic or Latino	22.6
Native Hawaiian/Pacific Islander	0.2
White	58.8
Two or More Races	6.0
Socioeconomically Disadvantaged	19.1
English Learners	3.6
Students with Disabilities	7.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Trabuco Hills High School	12-13	13-14	14-15
<b>Fully Credentialed</b>		111	113
<b>Without Full Credential</b>		0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Trabuco Hills High School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

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

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	100.00	0.00
<b>High-Poverty Schools</b>	100.00	0.00
<b>Low-Poverty Schools</b>	100.00	0.00

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

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: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	American Literature
The textbooks listed are from most recent adoption: Yes	Adopted 2009
Percent of students lacking their own assigned textbook: 0	American Literature
	Adopted 2009
	Basic English Composition
	Adopted 2007
	British Literature
	Adopted 2009
	British Literature
	Adopted 2009
	Daybooks of Critical Reading
	Adopted 2000
	Edge Fundamentals
	Adopted 2009
	Exploring Literature
	Adopted 2007
	High Point (Hampton Brown)
	Adopted 2004
	Holt 2000 Literature Anthology
	Adopted 1999
	Inside the USA
	Adopted 2009
	Prentice Hall Literature
	Adopted 2007
	Reader's Choice - British Literature
	Adopted 2000
	Scholastic Read 180
	Adopted 2003
	World Literature
	Adopted 2007
	Write Source: Writing, Thinking and Learning
	Adopted 2007
	Writer's Choice Grammar
	Adopted 2000
	Writer's Inc: School to Work
	Adopted 2000

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Writing and Grammar Adopted 2007
<b>Mathematics</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	Mathematics Connections Adopted 2000  Pre-Algebra Adopted 2000  Algebra 1 Adopted 2005  Algebra & Trigonometry: Structure and Method Adopted 2008  Algebra 2 Adopted 2008  Algebra 2 Adopted 2008  Calculus of a Single Variable Adopted 2000  Geometry Adopted 2006  Geometry Adopted 2005  IB Mathematical Studies Standard Level Adopted 2005  Mathematics Standard Level for the IB D Adopted 2005  Pre-Calculus (Cohen) Adopted 2000  Pre-Calculus (Stewart) Adopted 2000  Elementary Statistics Adopted 2008  The Practice of Statistics Adopted 2008
<b>Science</b> The textbooks listed are from most recent adoption:      Yes Percent of students lacking their own assigned textbook:      0	Biology Adopted 2004  Biology Adopted 2004  Biology Adopted 2004  Biology, Exploring Life Adopted 2004  Exploring Life Science

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 1996
	Life Science Adopted 2004
	Marine Biology Adopted 1998
	Addison Wesley Chemistry Adopted 2001
	Chemistry Adopted 2001
	Chemistry Adopted 2009
	Chemistry: Concepts and Applications 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
	College Physics

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 2004  Holt Physics Adopted 2004  Physics for Scientists and Engineers Adopted 2004  Physics: Principles and Problems S Adopted 2004  Environmental Science: Earth as a Living Planet Adopted 2012  Environmental Science for AP Adopted 2012
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	Geography - The World and Its People Adopted 2000  Human Geography: The Cultural Landscape Adopted 2000  World Cultures: A Global Mosaic Adopted 2000  World Geography and You Adopted 2000  World Geography Building a Global Perspective Adopted 2000  Economics Adopted 2005  Economics: A Contemporary Introduction Adopted 2005  Economics Today and Tomorrow Adopted 2005  Economics: Principles and Practices Adopted 2005  American Anthem Modern American History Adopted 2007  American History - A Survey Adopted 2007  American Pageant Adopted 2007  The American People: Creating a Nation and a Society Adopted 2007  Western Civilization Adopted 2009  World History Adopted 2009  World History: the Modern World

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 2009  Civics in Practice: Principles of Government & Econ. Adopted 2008  US Government: Democracy in Action Adopted 2008  Government in America: People, Politics, & Policy Adopted 2008  The Cultural Landscape: An Introduction to Human Geogra Adopted 2012

**School Facility Conditions and Planned Improvements (Most Recent Year)**

THHS has expanded in phases, based on population growth. In 1998 we built a 23-classroom facility that houses five science labs, specialized technical and art classrooms, and a four-classroom multipurpose area. We completely renovated the fine arts facility in 2002. Our school completed construction of a 33-classroom building in January 2005, which reduced our portable count from 28 to 6. In the summer of 2005 we converted six classrooms into four science lecture rooms/labs and installed an artificial turf field in the stadium. Construction of a parking structure and a 20-classroom building was completed in the summer of 2009. Due to the California Fiscal Crisis, modernization of our 100 building, 200 building (including the gym), and the 400 building has been put on hold.

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

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10-14-14**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		HVAC not working in IDF room, to be repaired by HVAC tech.
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]		Ceiling tile broken/stained, to be replaced by custodian.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		Missing light fixture lens, to be replaced by electrician. Burnt out light bulbs, to be replaced by custodian.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		Door rubbing, to be repaired by maint. Missing area drain covers, to be replaced by maint.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	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.
	[X]	[ ]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	77	79	80	79	81	81	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	69	74	72	71	74	71	54	56	55
Math	42	44	45	65	65	65	49	50	50
HSS	70	76	74	69	71	71	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	3	3	3

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.4	25.7	48.3

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	80
Male	82
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	96
Filipino	70
Hispanic or Latino	61
Native Hawaiian/Pacific Islander	
White	84
Two or More Races	85
Socioeconomically Disadvantaged	60
English Learners	
Students with Disabilities	60
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	13	-1
Black or African American			
American Indian or Alaska Native			
Asian	5	12	-12
Filipino			
Hispanic or Latino	17	8	7
Native Hawaiian/Pacific Islander			
White	-1	14	0
Two or More Races		-3	-16
Socioeconomically Disadvantaged	33	8	7
English Learners	13	14	-32
Students with Disabilities	-30	41	87

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

The core of parent involvement is the PTSA, which is dedicated to improving education for all students. The large Grad Nite Committee is a branch of the PTSA. Parent involvement is present in school governance on the School Site Council and the English Learner Advisory Council. Our PTSA has a growing Parent Education program designed to bring outside sources to the campus on topics such as Drug/alcohol prevention, Drunk Driving, and Cyber Safety. Our largest program is Challenge Days, a three-day program with an anti-bullying message and tolerance as a focus. PTSA also sponsors the yearly College Fair Night with over 160 colleges from across the nation sending representatives to our campus to speak with prospective students and families about their programs.

Volunteerism is high, with more than 80 parents assisting with preregistration days and hundreds of parents serving in booster clubs throughout the campus. We encourage parents to participate in the PTSA, school improvement committees, and all other school groups and activities. The Trabuco Hills Educational Endowment Association (THEEA) was created in the spring of 2007 that will focus on corporate support of school-wide needs and major capital programs. For information, please call the THHS office manager at (949) 768-1934, extension 7708.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Through active staff supervision and high expectations for student behavior, THHS has established a comfortable climate on the campus, encouraging students of diverse backgrounds to intermingle and socialize well together. We have implemented the Positive Behavior and Intervention Support (PBIS) system to help focus our efforts on effective interventions for students, to provide consistent school-wide discipline standards, and to help staff reward students who act with positive behaviors. Two years ago, our efforts were rewarded with a \$25,000 grant to further implement PBIS on our campus and train the staff on how to effectively implement it. THHS is a closed campus, and we monitor the school grounds from 7 a.m. until 3:45 p.m. daily.

The school has a School Safety Plan as well as an Emergency Response plan. Both of these documents are reviewed annually and updated as needed. Staff members are trained on their roles in emergency response. We also work with our School Resource Officer as well as the local fire department to make sure our plans incorporate the best available models for emergency response.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.9	4.1	2.3
Expulsions Rate	0.2	0.1	0.3
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30.5	27	29	15	35	24	26	26	21	63	59	61
Math	31.3	30	29	6	14	19	29	34	28	45	44	46
Science	33.9	33	33	1	3	4	19	32	19	60	51	58
SS	30.6	31	31	14	15	13	20	29	26	46	52	52

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,003	\$73	\$4,930	\$97,054
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-22%	8%
Percent Difference: School Site/ State			-27%	-10%

### Types of Services Funded at Trabuco Hills High School

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

### Professional Development provided for Teachers at Trabuco Hills High School

The Monday Early Out days allow for the most meaningful staff development. Teachers use the time primarily for collaborative work in large and small groups. They address instructional and assessment strategies, curriculum alignment, and school improvement plans. We achieve ongoing improvement through our extensive self-study according to our accreditation action plans. We plan to use federal Title IIA money when it becomes available to offer further training for staff, with the emphasis on instructional practices.

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	27	44	23	41	35
All Students at the School	27	29	44	19	42	39
Male	29	30	41	17	39	44
Female	24	28	48	22	44	34
Black or African American	36	27	36	36	36	27
American Indian or Alaska Native						
Asian	16	24	61	8	24	68
Filipino	26	16	58	5	53	42
Hispanic or Latino	41	29	29	33	47	20
Native Hawaiian/Pacific Islander						
White	23	30	48	17	40	43
Two or More Races	23	30	46	11	46	43
Socioeconomically Disadvantaged	55	25	21	42	39	19
English Learners	95	5		76	19	5
Students with Disabilities	62	17	21	64	23	13
Students Receiving Migrant Education Services						

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Trabuco Hills High School	2011-12	2012-13	2013-14
English-Language Arts	76	77	73
Mathematics	74	79	81
Saddleback Valley Unified School	2011-12	2012-13	2013-14
English-Language Arts	73	75	56
Mathematics	73	75	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	96.19	90.80	84.56
Black or African American	133.33	92.16	75.90
American Indian or Alaska Native	100.00	80.00	77.82
Asian	101.56	95.83	92.94
Filipino	86.36	91.40	92.20
Hispanic or Latino	94.15	86.24	80.83
Native Hawaiian/Pacific Islander	100.00	75.00	84.06
White	96.75	92.14	90.15
Two or More Races	86.67	94.55	89.03
Socioeconomically Disadvantaged	91.35	85.69	82.58
English Learners	68.18	60.00	53.68
Students with Disabilities	86.49	50.59	60.31

Dropout Rate and Graduation Rate			
Trabuco Hills High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.3	1.3	1.5
Graduation Rate	97.57	97.72	97.62
Saddleback Valley Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.4	2.4	2.4
Graduation Rate	94.74	95.35	95.33
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	6	♦
Mathematics	6	♦
Science	7	♦
Social Science	21	♦
All courses	42	0.7

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	70.75
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	44.25

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1141
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	76%

### Career Technical Education Programs

In 2003, THHS was one of three high schools in the state to receive an Exemplary Career Technical Education award. We have built a highly effective career training network with our Regional Occupational Program (ROP) career technician, guidance technicians, Workability job coach, career units, and an array of career/technical electives taught by extraordinary teachers. THHS has more than 600 students involved in ROP courses, both onsite and offsite. Our staff has been central in designing innovative course options such as ROP docent science teaching and ROP careers in education. Career exploration is essential for all THHS students. In 2010 THHS received the High-Tech Innovation Award from Tech America for our Rapid Prototype program. Projects from this class are entered into the California State Fair competition.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 470 students in career technical education courses.

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.