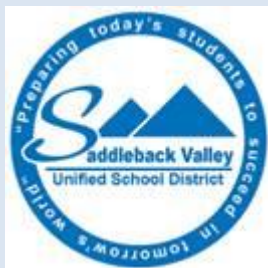


Trabuco Mesa Elementary School

21301 Avenida de las Flores • Rancho Santa Margarita CA, 92688 • (949) 858-3339 • Grades P-6

Caryn McGrew, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

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Ginny Faye Aitkens

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Terry Stanfill
Assistant Superintendent, Human Resources

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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

At Trabuco Mesa Elementary School, we provide a higher plateau for learning. We maintain high expectations for our students and ourselves. Our staff is dedicated to helping students succeed by performing their very best academically and encouraging them to make good choices socially. Our curricula and instruction are aligned with the California Content Standards, and we are proud of the many accomplishments of our students, who meet and exceed academic expectations. We are a regional site for the Gifted and Talented Education (GATE) and special education programs in our district.

Our professional learning communities work collaboratively using data to set goals, reflect on best teaching strategies, and monitor student achievement to improve student learning. Our teachers utilize SMART Board technology in their classroom to design and deliver engaging lessons for our students.

Providing a safe and effective learning environment is a top priority at our school. We have a well-established character-development program, and we use a schoolwide Positive Behavior Support System. Our parent community reports that their children feel safe at Trabuco Mesa.

Caryn McGrew, PRINCIPAL

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) 858-3339.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	80
Gr. 1	61
Gr. 2	81
Gr. 3	84
Gr. 4	84
Gr. 5	112
Gr. 6	110
Total	612

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	5.1
Filipino	2.1
Hispanic or Latino	28.1
Native Hawaiian/Pacific Islander	0.7
White	54.2
Two or More Races	8.0
Socioeconomically Disadvantaged	16.0
English Learners	10.8
Students with Disabilities	12.1

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 Mesa Elementary School	12-13	13-14	14-15
Fully Credentialed	26	26	26
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Trabuco Mesa Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

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
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	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.

Textbooks and Instructional Materials	
Year and month in which data were collected: November 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Trabuco Mesa has a beautiful campus with tile-roofed buildings, spacious classrooms, a library, and a computer lab. Our facilities are in excellent condition. In 2001, the lower campus was completely renovated to create 12 new classrooms, and we purchased play equipment for our lower playground and kindergarten yard. In 2006, the building was painted, the roof was repaired, and the playground and parking area were resurfaced. Our campus is adjacent to the recently refurbished Trabuco Mesa Park, which we use as an expanded play area for our students. In 2007, the wrought iron fencing was sanded and repainted, and the parking area was resurfaced.

Our Measure B improvement project was completed in 2011. This project included four new classrooms, a new computer lab, a new science lab, SMART Board technology systems in all K–6 classrooms, a new security and fire alarm system, and a lower campus rest room facility. It also included resurfacing our playground and parking areas. In 2012, our playground sand area was replaced with woodchips and we added a new turf area.

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: 9-30-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Sink drains slow, to be repaired by plumber
Interior: Interior Surfaces	[X]	[]	[]	Hole in wall needs patching, to be repaired by painter. Broken and missing ceiling tiles, to be replaced by custodian. Carpet has a tear, to be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Floor cover missing, to be installed by electrician
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Drinking fountains need to be adjusted by plumber.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	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	85	88	89	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	80	80	80	71	74	71	54	56	55
Math	83	81	85	65	65	65	49	50	50
HSS				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	10	9	10
Similar Schools	8	7	8

* 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
5	13.5	22.1	48.1

* 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	89
Male	91
Female	86
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	81
Native Hawaiian/Pacific Islander	
White	93
Two or More Races	91
Socioeconomically Disadvantaged	73
English Learners	
Students with Disabilities	93
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	7	-11	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	-4	22
Native Hawaiian/Pacific Islander			
White	0	-6	4
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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

Parents have many opportunities to be involved at Trabuco Mesa. Elected parents serve as representatives on our School Site Council, which approves our school's site plan and budget expenditures. Our state-recognized PTA enjoys a high degree of support from families and staff members. Parent volunteers are actively recruited by the PTA and have logged more than 25,000 hours helping in the classroom, preparing instructional materials, supervising students on field trips, and organizing school-wide events and assemblies. To become involved, please contact Melody Henderson at President@trabucomesapta.org.

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

The safety of our students is integral to our culture and essential to promoting an optimum learning environment. Our Positive Behavior Support program specifically teaches and reinforces schoolwide expectations. Campus supervisors ensure student safety on the playground using procedures such as the "freeze" bell at the conclusion of each play period. District maintenance and custodial staff inspect equipment regularly. We have a strictly enforced visitor identification system, and we follow detailed emergency procedures outlined in our Safe Schools Plan that we review each year with staff, PTA, and the School Site Council. We practice monthly fire drills and twice yearly disaster drills, and we are equipped with supplies and prepared to shelter students for up to 72 hours.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.5	0.3	0.3
Expulsions Rate	0.0	0.0	0.0
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		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

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	
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	2
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
Kinder.	31	32	27	0			2	2	3	0		
Gr. 1	29.8	26	31	0			4	3	2	0		
Gr. 2	28.3	27	20	0		1	4	3	3	0		
Gr. 3	26.8	30	28	0			4	3	3	0		
Gr. 4	33.3	37	28	0			0		3	3	3	
Gr. 5	32	28	37	0	1		1			2	3	3
Gr. 6	32	28	37	0	1		2	1		1	1	3

* 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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,488	\$99	\$4,389	\$93,354
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-18%	6%
Percent Difference: School Site/ State			-23%	-12%

Types of Services Funded at Trabuco Mesa Elementary School

The federal law known as No Child Left Behind requires that all schools and districts meet all three 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 state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

Professional Development provided for Teachers at Trabuco Mesa Elementary School

Our major areas of focus for staff development have been in technology and English Language Development strategies. We participate in regularly scheduled staff and grade-level meetings. Our teachers communicate across grade levels, and they maintain contact with local preschools and the middle school. Teachers may participate in staff development offered by the district or department of education, which focuses on instructional goals for curriculum improvement that supports state, district, and school objectives.