



Trabuco Hills High School

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

Craig Collins, Principal

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trabucohills.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz
Ginny Faye Aitkens
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District Administration

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Assistant to the Superintendent/Director, Pupil Services
Dr. Rocky Murray
Director, Secondary Education
Dr. Terry Petersen
Director, Elementary Education
Dr. Diane Lohrman
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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

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 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/>.
- 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/guardians and community members should contact the school at (949) 768-1934 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	758
Grade 10	784
Grade 11	736
Grade 12	682
Total Enrollment	2,960

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	6.7
Filipino	3.8
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.2
White	57.2
Two or More Races	5.7
Socioeconomically Disadvantaged	15.3
English Learners	4.3
Students with Disabilities	7.7
Foster Youth	0.2

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	13-14	14-15	15-16
With Full Credential	111	113	111
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1195
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Trabuco Hills High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature Adopted 2009 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: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Writing and Grammar Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Mathematics Connections Adopted 2000</p> <p>Pre-Algebra Adopted 2000</p> <p>Algebra 1 Adopted 2015</p> <p>Algebra & Trigonometry: Structure and Method Adopted 2008</p> <p>Algebra 2 Adopted 2008</p> <p>Algebra 2 Adopted 2008</p> <p>Calculus of a Single Variable Adopted 2000</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>Elementary Statistics Adopted 2008</p> <p>The Practice of Statistics Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Campbell Biology AP Edition 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>Addison Wesley Chemistry Adopted 2001</p> <p>Chemistry Adopted 2009</p> <p>Chemistry: The Central Science Adopted 2015</p> <p>Higher Level Chemistry Adopted 2015</p> <p>Standard Level Chemistry Adopted 2015</p> <p>Chemistry: Concepts and Applications Adopted 2005</p> <p>Chemistry: Matter and Change Adopted 2009</p> <p>Chemistry: the Central Science Adopted 2009</p> <p>Chemistry 3rd Edition Adopted 2009</p> <p>Modern Chemistry Adopted 2001</p> <p>Modern Chemistry Adopted 2009</p> <p>Earth Science Adopted 2000</p> <p>Exploring Earth Science Adopted 1998</p> <p>Exploring Physical Science Adopted 1998</p> <p>Physical Science Adopted 2007</p> <p>Physical Science Adopted 1998</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 History: Connecting with the Past 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 2009</p> <p>World History Adopted 2009</p> <p>World History: the Modern World Adopted 2009</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 2008</p> <p>The Cultural Landscape: An Introduction to Human Geogra Adopted 2012</p>

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: 9-23-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				HVAC registers broken, to be repaired by maintenance.
Interior: Interior Surfaces	X				Ceiling tile broken/stained, to be replaced by custodian. Hole in hallway, to be repaired by maintenance. Damaged vinyl tack board. To be repaired by maintenance.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Missing light fixture lens, to be replaced by electrician. Burnt out light bulbs, to be replaced by custodian.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Drinking fountain not working.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Door handle loose, and door sticks, to be repaired by locksmith. Concrete needs repair in various areas.
Overall Rating	Exemplary	Good	Fair	Poor	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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	77	61	44
Math	47	47	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	80	80	73	81	80	79	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	8.80	22.20	61.40

* 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.

2014-15 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	79
All Student at the School	73
Male	74
Female	75
Black or African American	40
American Indian or Alaska Native	--
Asian	84
Filipino	88
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	--
White	78
Two or More Races	82
Socioeconomically Disadvantaged	32
English Learners	14
Students with Disabilities	52
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	690	657	95.2	6	15	38	39
Male	11	690	326	47.2	8	18	35	38
Female	11	690	331	48.0	4	12	42	41
Black or African American	11	690	11	1.6	9	18	36	36
American Indian or Alaska Native	11	690	1	0.1	--	--	--	--
Asian	11	690	50	7.2	8	8	30	54
Filipino	11	690	20	2.9	5	10	35	50
Hispanic or Latino	11	690	150	21.7	7	23	40	27
Native Hawaiian or Pacific Islander	11	690	2	0.3	--	--	--	--
White	11	690	377	54.6	6	14	39	41
Two or More Races	11	690	46	6.7	2	13	37	43

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	690	75	10.9	11	31	39	17
Students with Disabilities	11	690	39	5.7	18	23	36	18
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	690	653	94.6	30	22	22	25
Male	11	690	326	47.2	31	19	21	28
Female	11	690	327	47.4	29	25	24	21
Black or African American	11	690	11	1.6	36	27	9	27
American Indian or Alaska Native	11	690	1	0.1	--	--	--	--
Asian	11	690	50	7.2	18	8	20	52
Filipino	11	690	20	2.9	25	25	25	25
Hispanic or Latino	11	690	149	21.6	47	21	24	8
Native Hawaiian or Pacific Islander	11	690	2	0.3	--	--	--	--
White	11	690	374	54.2	26	24	22	26
Two or More Races	11	690	46	6.7	24	22	20	30
Socioeconomically Disadvantaged	11	690	75	10.9	52	20	19	8
Students with Disabilities	11	690	38	5.5	61	18	13	8
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 program with an anti-bullying message and tolerance as a focus. PTSA also sponsors the yearly College Fair Night with over 150 colleges from across the nation sending representatives to our campus to speak with prospective students and families about their programs. Over 1,300 students attended this years fair.

Volunteerism is high, with hundreds of parents serving in booster clubs throughout the campus. Band, Football, and Cheer all have extremely active booster clubs and all of our sports and activities groups have parent volunteers. We encourage parents to participate in the PTSA, school improvement committees, and all other school groups and activities. 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. Three 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	2012-13	2013-14	2014-15
Suspensions Rate	4.14	2.27	3.71
Expulsions Rate	0.09	0.32	0.33
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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		6
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	29	27	35	24	27	26	21	35	59	61	49
Math	30	29	29	14	19	20	34	28	28	44	46	44
Science	33	33	32	3	4	5	32	19	30	51	58	48
SS	31	31	30	15	13	11	29	26	37	52	52	42

* 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

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.

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	.4
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4950.02	49.03	\$4,930	\$97,054
District	♦	♦	4900.98	\$78,959
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			0.6	25.3
Percent Difference: School Site/ State			5.1	37.2

* Cells with ♦ do not require data.

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.

2014-15 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	26	26	48	25	43	32
All Students at the School	26	28	47	23	40	36
Male	30	30	39	25	37	39
Female	21	25	54	22	44	34
Black or African American	47	27	27	40	53	7
Asian	18	16	66	6	36	58
Filipino	17	35	48	22	43	35
Hispanic or Latino	38	30	32	36	40	24
White	23	28	49	20	39	41
Two or More Races	14	20	65	13	52	35
Socioeconomically Disadvantaged	45	30	25	41	40	19
English Learners	94	6		82	12	6
Students with Disabilities	79	15	6	82	13	4

* 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	2012-13	2013-14	2014-15
English-Language Arts	77	73	74
Mathematics	79	81	77
Saddleback Valley Unified School	2012-13	2013-14	2014-15
English-Language Arts	75	56	61
Mathematics	75	61	62
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Trabuco Hills High School	2011-12	2012-13	2013-14
Dropout Rate	1.30	1.50	0.70
Graduation Rate	97.72	97.62	98.05
Saddleback Valley Unified School	2011-12	2012-13	2013-14
Dropout Rate	2.40	2.40	2.50
Graduation Rate	95.35	95.33	94.70
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	979
% 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	85%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.58	90.58	84.6
Black or African American	92.31	82.46	76
American Indian or Alaska Native	100	72.22	78.07
Asian	98.25	95.56	92.62
Filipino	103.57	100	96.49
Hispanic or Latino	93.37	86.55	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	95.91	92.33	89.93
Two or More Races	96.3	88.62	82.8
Socioeconomically Disadvantaged	70.73	51.58	61.28
English Learners	79.17	64.14	50.76
Students with Disabilities	88.33	82.25	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.59
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	49.01

2014-15 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	8	♦
Mathematics	5	♦
Science	5	♦
Social Science	21	♦
All courses	41	.8

* Where there are student course enrollments.

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 specialists, guidance technicians, Workability job coach, career units, and an array of career/technical electives taught by extraordinary teachers. THHS has more than 950 students involved in CTE or 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. Other career technical education courses include video production, animation, multimedia communication, computer graphics, technology tools and accounting. The THHS MedSci Academy is an excellent opportunity for the infusion of academics and CTE pathways. An Engineering Academy was just started in the 2015-16 school year and a Haas Technical Education Center (HTEC) was built in 2014. 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.