



# Trabuco Mesa Elementary School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 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  
Ginny Faye Aitkens  
Dolores Winchell  
Dennis Walsh  
Amanda Morrell

#### District Administration

Dr. Clint Harwick  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human Resources**  
Geri Partida  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent, Educational Services**  
Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**  
Dr. Rocky Murray  
**Director, Secondary Education**  
Dr. Terry Petersen  
**Director, Elementary Education**  
Dr. Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

It is the mission of Trabuco Mesa Elementary School to provide a higher plateau for learning. Our vision proclaims that all students will meet or exceed rigorous grade level standards. In the classroom this vision translates into active and engaged learners, research-based strategies, which ensures continuous growth and high levels of student achievement. We maintain high expectations for our students and ourselves as professionals. Our staff is committed to helping our students be college and career ready by succeeding in the 21st Century Learning Skills of collaboration, communication, critical thinking, and creativity. We thoroughly implement challenging Common Core practices and standards-based curriculum in our classrooms. Our professional learning communities work collaboratively using data to set goals, reflect on best teaching strategies, and monitor student achievement to improve student learning. Student engagement and a technology-rich environment, utilizing iPads and Chromebooks, are a standard for learning. Teachers utilize SMART Board technology to design and deliver engaging lessons to support all students. As technology innovates, we are committed to learning and applying it to everyday teaching experiences.

Maintaining a safe and effective learning environment is a top priority at our school. We provide a well-established character development program that promotes positive character qualities and leadership skills in all students, and we celebrate and honor academic achievement, outstanding effort, and exemplary behavior. We utilize a school-wide Positive Behavior Intervention Support System to maintain a safe, nurturing, and positive learning environment. This behavior intervention system supports and encourages students to make good choices socially.

## 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) 858-3339 or the district office.

| 2014-15 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 64                 |
| Grade 1                                   | 87                 |
| Grade 2                                   | 72                 |
| Grade 3                                   | 87                 |
| Grade 4                                   | 83                 |
| Grade 5                                   | 80                 |
| Grade 6                                   | 108                |
| <b>Total Enrollment</b>                   | <b>581</b>         |

| 2014-15 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1.4                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 5                           |
| Filipino                            | 2.1                         |
| Hispanic or Latino                  | 28.1                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 53.5                        |
| Two or More Races                   | 8.8                         |
| Socioeconomically Disadvantaged     | 15.1                        |
| English Learners                    | 12                          |
| Students with Disabilities          | 11.2                        |

## 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 Mesa Elementary School                     | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | 26    | 26    | 28    |
| <b>Without Full Credential</b>                     | 0     | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     | 0     |
| Saddleback Valley Unified School District          | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | ♦     | ♦     | 1195  |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 3     |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Trabuco Mesa Elementary  | 13-14 | 14-15 | 15-16 |
| <b>Teachers of English Learners</b>                                | 0     | 0     | 0     |
| <b>Total Teacher Misassignments</b>                                | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>                                    | 0     | 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

| 2014-15 Percent of Classes in Core Academic Subjects<br>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>  | 100.0                               | 0.0                                     |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 100.0                               | 0.0                                     |
| <b>High-Poverty Schools</b>   | 100.0                               | 0.0                                     |
| <b>Low-Poverty Schools</b>  | 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.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: October 2015 |   |
|--|---|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
| <b>Reading/Language Arts</b>   | <p>High Point Basics Student Book<br/>Adopted 2004</p> <p>HM Reading: A Legacy of Literature<br/>Adopted 2004</p> <p>Holt Literature and Language Arts<br/>Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</p> |
| <b>Mathematics</b>   | <p>Math Expressions by Houghton Mifflin Harcourt<br/>Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt<br/>Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</p>  |
| <b>Science</b>   | <p>Scott Foresman California Science K-5<br/>Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science<br/>Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</p>                                 |
| <b>History-Social Science</b>  | <p>Reflections by Harcourt<br/>Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart &amp; Winston<br/>Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</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: 10-29-15

| System Inspected   | Repair Status    |             |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------|-------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |             |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X                |             |             |             | Sink drains slow, to be repaired by plumber   |
| <b>Interior:</b><br>Interior Surfaces                                      | X                |             |             |             | Stained ceiling tiles, to be replaced by custodian. Carpet is loose, to be replaced.  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | X                |             |             |             |   |
| <b>Electrical:</b><br>Electrical   | X                |             |             |             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             |             | Drinking fountains and toilet needs to be adjusted by plumber.  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             |             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |             |   |
| <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 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 |
| <b>ELA</b>                              | 73   | 61       | 44    |
| <b>Math</b>                             | 63   | 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   | 88   | 90    | 92    | 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 |
| 5           | 16.70   | 21.80  | 37.20  |

\* 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               | 92  |
| Male                                    | 94  |
| Female                                  | 90  |
| Black or African American               | --  |
| Asian                                   | --  |
| Filipino                                | --  |
| Hispanic or Latino                      | 85  |
| White                                   | 93  |
| Two or More Races                       | --  |
| Socioeconomically Disadvantaged         | --  |
| English Learners                        | --  |
| Students with Disabilities              | --  |
| 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)<br>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  | 3     | 89                 | 84     | 94.4                | 12               | 15                  | 29           | 44                |
|   | 4     | 86                 | 82     | 95.3                | 6                | 13                  | 28           | 52                |
|   | 5     | 78                 | 78     | 100.0               | 13               | 13                  | 36           | 38                |
|   | 6     | 109                | 102    | 93.6                | 10               | 24                  | 39           | 27                |
| Male  | 3     | 89                 | 46     | 51.7                | 17               | 13                  | 35           | 35                |
|   | 4     | 86                 | 41     | 47.7                | 10               | 12                  | 29           | 49                |
|   | 5     | 78                 | 36     | 46.2                | 11               | 19                  | 36           | 33                |
|   | 6     | 109                | 61     | 56.0                | 15               | 26                  | 33           | 26                |
| Female  | 3     | 89                 | 38     | 42.7                | 5                | 18                  | 21           | 55                |
|   | 4     | 86                 | 41     | 47.7                | 2                | 15                  | 27           | 56                |
|   | 5     | 78                 | 42     | 53.8                | 14               | 7                   | 36           | 43                |
|   | 6     | 109                | 41     | 37.6                | 2                | 20                  | 49           | 29                |
| Black or African American   | 3     | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |
|   | 4     | 86                 | 3      | 3.5                 | --               | --                  | --           | --                |
|   | 5     | 78                 | 2      | 2.6                 | --               | --                  | --           | --                |
|   | 6     | 109                | 3      | 2.8                 | --               | --                  | --           | --                |
| American Indian or Alaska Native  | 3     | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |

**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 |
| <b>Asian</b>                               | 3     | 89                 | 5      | 5.6                 | --               | --                  | --           | --                |
|  | 4     | 86                 | 6      | 7.0                 | --               | --                  | --           | --                |
|  | 5     | 78                 | 1      | 1.3                 | --               | --                  | --           | --                |
|  | 6     | 109                | 3      | 2.8                 | --               | --                  | --           | --                |
| <b>Filipino</b>                            | 3     | 89                 | 2      | 2.2                 | --               | --                  | --           | --                |
|  | 4     | 86                 | 1      | 1.2                 | --               | --                  | --           | --                |
|  | 5     | 78                 | 1      | 1.3                 | --               | --                  | --           | --                |
|  | 6     | 109                | 2      | 1.8                 | --               | --                  | --           | --                |
| <b>Hispanic or Latino</b>                  | 3     | 89                 | 21     | 23.6                | 14               | 19                  | 33           | 33                |
|  | 4     | 86                 | 23     | 26.7                | 17               | 17                  | 17           | 48                |
|  | 5     | 78                 | 20     | 25.6                | 35               | 10                  | 30           | 25                |
|  | 6     | 109                | 34     | 31.2                | 6                | 24                  | 44           | 26                |
| <b>Native Hawaiian or Pacific Islander</b> | 3     | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |
| <b>White</b>                               | 3     | 89                 | 45     | 50.6                | 7                | 13                  | 29           | 51                |
|  | 4     | 86                 | 42     | 48.8                | 0                | 12                  | 36           | 52                |
|  | 5     | 78                 | 45     | 57.7                | 7                | 9                   | 42           | 42                |
|  | 6     | 109                | 50     | 45.9                | 12               | 22                  | 36           | 30                |
| <b>Two or More Races</b>                   | 3     | 89                 | 8      | 9.0                 | --               | --                  | --           | --                |
|  | 4     | 86                 | 6      | 7.0                 | --               | --                  | --           | --                |
|  | 5     | 78                 | 9      | 11.5                | --               | --                  | --           | --                |
|  | 6     | 109                | 9      | 8.3                 | --               | --                  | --           | --                |
| <b>Socioeconomically Disadvantaged</b>     | 3     | 89                 | 10     | 11.2                | --               | --                  | --           | --                |
|  | 4     | 86                 | 19     | 22.1                | 21               | 21                  | 37           | 21                |
|  | 5     | 78                 | 10     | 12.8                | --               | --                  | --           | --                |
|  | 6     | 109                | 16     | 14.7                | 13               | 38                  | 31           | 19                |
| <b>Students with Disabilities</b>          | 3     | 89                 | 10     | 11.2                | --               | --                  | --           | --                |
|  | 4     | 86                 | 6      | 7.0                 | --               | --                  | --           | --                |
|  | 5     | 78                 | 8      | 10.3                | --               | --                  | --           | --                |
|  | 6     | 109                | 17     | 15.6                | 47               | 24                  | 12           | 18                |
| <b>Foster Youth</b>                        | 3     | --                 | --     | --                  | --               | --                  | --           | --                |
|  | 4     | --                 | --     | --                  | --               | --                  | --           | --                |
|  | 5     | --                 | --     | --                  | --               | --                  | --           | --                |
|  | 6     | --                 | --     | --                  | --               | --                  | --           | --                |

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 |
| <b>All Students</b>                        | 3     | 89                 | 84     | 94.4                | 10               | 20                  | 37           | 33                |
|  | 4     | 86                 | 82     | 95.3                | 7                | 17                  | 39           | 37                |
|  | 5     | 78                 | 78     | 100.0               | 10               | 22                  | 27           | 41                |
|  | 6     | 109                | 102    | 93.6                | 21               | 35                  | 22           | 22                |
| <b>Male</b>                                | 3     | 89                 | 46     | 51.7                | 9                | 22                  | 46           | 24                |
|  | 4     | 86                 | 41     | 47.7                | 15               | 10                  | 44           | 32                |
|  | 5     | 78                 | 36     | 46.2                | 11               | 25                  | 28           | 36                |
|  | 6     | 109                | 61     | 56.0                | 25               | 33                  | 18           | 23                |
| <b>Female</b>                              | 3     | 89                 | 38     | 42.7                | 11               | 18                  | 26           | 45                |
|  | 4     | 86                 | 41     | 47.7                | 0                | 24                  | 34           | 41                |
|  | 5     | 78                 | 42     | 53.8                | 10               | 19                  | 26           | 45                |
|  | 6     | 109                | 41     | 37.6                | 15               | 39                  | 27           | 20                |
| <b>Black or African American</b>           | 3     | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |
|  | 4     | 86                 | 3      | 3.5                 | --               | --                  | --           | --                |
|  | 5     | 78                 | 2      | 2.6                 | --               | --                  | --           | --                |
|  | 6     | 109                | 3      | 2.8                 | --               | --                  | --           | --                |
| <b>American Indian or Alaska Native</b>    | 3     | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |
| <b>Asian</b>                               | 3     | 89                 | 5      | 5.6                 | --               | --                  | --           | --                |
|  | 4     | 86                 | 6      | 7.0                 | --               | --                  | --           | --                |
|  | 5     | 78                 | 1      | 1.3                 | --               | --                  | --           | --                |
|  | 6     | 109                | 3      | 2.8                 | --               | --                  | --           | --                |
| <b>Filipino</b>                            | 3     | 89                 | 2      | 2.2                 | --               | --                  | --           | --                |
|  | 4     | 86                 | 1      | 1.2                 | --               | --                  | --           | --                |
|  | 5     | 78                 | 1      | 1.3                 | --               | --                  | --           | --                |
|  | 6     | 109                | 2      | 1.8                 | --               | --                  | --           | --                |
| <b>Hispanic or Latino</b>                  | 3     | 89                 | 21     | 23.6                | 14               | 33                  | 19           | 33                |
|  | 4     | 86                 | 23     | 26.7                | 13               | 26                  | 26           | 35                |
|  | 5     | 78                 | 20     | 25.6                | 20               | 25                  | 35           | 20                |
|  | 6     | 109                | 34     | 31.2                | 24               | 38                  | 15           | 21                |
| <b>Native Hawaiian or Pacific Islander</b> | 3     | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |
| <b>White</b>                               | 3     | 89                 | 45     | 50.6                | 7                | 11                  | 47           | 36                |
|  | 4     | 86                 | 42     | 48.8                | 5                | 14                  | 50           | 31                |
|  | 5     | 78                 | 45     | 57.7                | 9                | 18                  | 29           | 44                |
|  | 6     | 109                | 50     | 45.9                | 18               | 32                  | 28           | 22                |

**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 |
| Two or More Races               | 3     | 89                 | 8      | 9.0                 | --               | --                  | --           | --                |
|                                 | 4     | 86                 | 6      | 7.0                 | --               | --                  | --           | --                |
|                                 | 5     | 78                 | 9      | 11.5                | --               | --                  | --           | --                |
|                                 | 6     | 109                | 9      | 8.3                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged | 3     | 89                 | 10     | 11.2                | --               | --                  | --           | --                |
|                                 | 4     | 86                 | 19     | 22.1                | 21               | 37                  | 26           | 16                |
|                                 | 5     | 78                 | 10     | 12.8                | --               | --                  | --           | --                |
|                                 | 6     | 109                | 16     | 14.7                | 38               | 38                  | 13           | 13                |
| Students with Disabilities      | 3     | 89                 | 10     | 11.2                | --               | --                  | --           | --                |
|                                 | 4     | 86                 | 6      | 7.0                 | --               | --                  | --           | --                |
|                                 | 5     | 78                 | 8      | 10.3                | --               | --                  | --           | --                |
|                                 | 6     | 109                | 17     | 15.6                | 53               | 18                  | 18           | 12                |
| Foster Youth                    | 3     | --                 | --     | --                  | --               | --                  | --           | --                |
|                                 | 4     | --                 | --     | --                  | --               | --                  | --           | --                |
|                                 | 5     | --                 | --     | --                  | --               | --                  | --           | --                |
|                                 | 6     | --                 | --     | --                  | --               | --                  | --           | --                |

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

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 Caryn McLain at [President@trabucomesapta.org](mailto: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 Intervention Support program specifically teaches and reinforces school-wide expectations: Be Safe, Be Respectful, Be Responsible. 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                     | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 0.28    | 0.31    | 0.00    |
| Expulsions Rate            | 0.00    | 0.00    | 0.00    |
| 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                                      | Yes    | Yes      | Yes   |
| Met Graduation Rate                                      | N/A    | 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 (Elementary) |         |         |         |                       |         |         |         |         |         |         |         |         |
|---|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size  |         |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |         |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
| Grade   | 2012-13 | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K   | 32      | 27      | 32      |                       |         |         | 2       | 3       | 2       |         |         |         |
| 1   | 26      | 31      | 29      |                       |         |         | 3       | 2       | 3       |         |         |         |
| 2   | 27      | 20      | 24      |                       | 1       |         | 3       | 3       | 3       |         |         |         |
| 3   | 30      | 28      | 29      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 4   | 37      | 28      | 28      |                       |         |         |         | 3       | 3       | 3       |         |         |
| 5   | 34      | 37      | 27      |                       |         |         |         |         | 3       | 3       | 3       |         |
| 6   | 32      | 37      | 36      |                       |         |         | 2       |         |         | 1       | 3       | 3       |

| Academic Counselors and Other Support Staff at this School |       |
|--|-------|
| Number of Full-Time Equivalent (FTE)                       |       |
| Academic Counselor   |       |
| Counselor (Social/Behavioral or Career Development)        |       |
| Library Media Teacher (Librarian)                          |       |
| Library Media Services Staff (Paraprofessional)            | .4625 |
| Psychologist   | 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.

### Professional Development provided for Teachers

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.

| 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/](http://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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 4627.83                | 81.02      | \$4,389      | \$93,354               |
| District   | ◆                      | ◆          | 4546.81      | \$78,959               |
| State  | ◆                      | ◆          | \$5,348      | \$72,971               |
| Percent Difference: School Site/District                           |                        |            | -3.5         | 20.6                   |
| Percent Difference: School Site/ State                             |                        |            | -6.4         | 32.0                   |

\* Cells with ◆ do not require data.

**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.