



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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Saddleback Valley Unified School District

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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 2,850. 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. Our vision is: We encourage, inspire, support, and empower our students to critically think about their place in the modern world and to give them the knowledge, skills, and competencies for their chosen vocation, to be well-balanced young adults who are prepared to positively impact the world and love learning as much as we do!

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	718
Grade 10	755
Grade 11	744
Grade 12	695
Total Enrollment	2,912

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	7.6
Filipino	3.4
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.2
White	56
Two or More Races	5.9
Socioeconomically Disadvantaged	15.5
English Learners	4.6
Students with Disabilities	7.9
Foster Youth	0.1

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 Hills High School	14-15	15-16	16-17
With Full Credential	113	111	112
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Trabuco Hills High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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

2015-16 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 2016-17)

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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature Adopted 2009 American Literature Adopted 2009 British Literature Adopted 2009 British Literature Adopted 2009 Daybooks of Critical Reading Adopted 2000 High Point (Hampton Brown) Adopted 2004 Holt 2000 Literature Anthology Adopted 1999 Reader's Choice - British Literature Adopted 2000 Scholastic Read 180 Adopted 2003 Writer's Choice Grammar Adopted 2000 Writer's Inc: School to Work Adopted 2000 Study Sync Adopted 2016 English 3D Adopted 2016 A World of Ideas Adopted 2016 The Language of Composition Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: October 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Mathematics Connections Adopted 2000
	Pre-Algebra Adopted 2000
	Algebra 1 Adopted 2015
	Algebra & Trigonometry: Structure and Method Adopted 2008
	Algebra 2 Adopted 2008
	Algebra 2 Adopted 2008
	Calculus of a Single Variable Adopted 2000
	Geometry Adopted 2015
	Mathematics Standard Level Adopted 2015
	Mathematical Studies Adopted 2015
	Mathematical Studies Standard Level Adopted 2015
	Pre-Calculus (Cohen) Adopted 2000
	Pre-Calculus (Stewart) Adopted 2000
	Elementary Statistics Adopted 2008
	The Practice of Statistics Adopted 2008
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	

Science

Campbell Biology AP Edition
Adopted 2015

Biology
Adopted 2004

Biology, Exploring Life
Adopted 2004

Exploring Life Science
Adopted 1996

Life Science
Adopted 2004

Marine Biology
Adopted 1998

Addison Wesley Chemistry
Adopted 2001

Chemistry
Adopted 2009

Chemistry: The Central Science
Adopted 2015

Higher Level Chemistry
Adopted 2015

Standard Level Chemistry
Adopted 2015

Chemistry: Concepts and Applications
Adopted 2005

Chemistry: Matter and Change
Adopted 2009

Chemistry: the Central Science
Adopted 2009

Chemistry 3rd Edition
Adopted 2009

Modern Chemistry
Adopted 2001

Modern Chemistry
Adopted 2009

Earth Science
Adopted 2000

Exploring Earth Science
Adopted 1998

Exploring Physical Science
Adopted 1998

Physical Science
Adopted 2007

Physical Science
Adopted 1998

Textbooks and Instructional Materials
Year and month in which data were collected: October 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Physical Science with Earth Science Adopted 2007
	Reading Essentials for Biology Adopted 2007
	Cutnell & Johnson Physics Adopted 2015
	Physics Course Companion Adopted 2015
	Holt Physics Adopted 2004
	Physics for Scientists and Engineers Adopted 2004
	Physics: Principles and Problems S Adopted 2004
	Environmental Science: Earth as a Living Planet Adopted 2012
	Environmental Science for AP Adopted 2012
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0

History-Social Science

Geography - The World and Its People
Adopted 2000

Human Geography: The Cultural Landscape
Adopted 2000

World Cultures: A Global Mosaic
Adopted 2000

World Geography and You
Adopted 2000

World Geography Building a Global Perspective
Adopted 2000

Economics
Adopted 2005

Economics: A Contemporary Introduction
Adopted 2005

Economics Today and Tomorrow
Adopted 2005

Economics: Principles and Practices
Adopted 2005

American Anthem Modern American History
Adopted 2007

American History - A Survey
Adopted 2007

American History: Connecting with the Past
Adopted 2015

American Pageant
Adopted 2007

The American People: Creating a Nation and a Society
Adopted 2007

Western Civilization
Adopted 2016

World History
Adopted 2009

World History: the Modern World
Adopted 2009

Civics in Practice: Principles of Government & Econ.
Adopted 2008

US Government: Democracy in Action
Adopted 2008

Government in America: People, Politics, & Policy
Adopted 2008

The Cultural Landscape: An Introduction to Human Geogra
Adopted 2012

Global Politics
Adopted 2016

Textbooks and Instructional Materials
Year and month in which data were collected: October 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The Move to Global War Adopted 2016
	The Cold War: Superpower Tensions and Rivalries Adopted 2016
	The Causes and Effects of 10th Century Wars Adopted 2016
	Rights and Protests Adopted 2016
	History of the Americas 1880-1981 Adopted 2016
	Authoritarian States Adopted 2016
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-10-16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Ceiling tile broken/stained, or missing, to be replaced by custodian. Torn wall paper, to be repaired by District
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Burnt out light bulbs, to be replaced by custodian.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door needs adjusting, to be repaired by District.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-10-16					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	79	82	61	65	44	48
Math	47	49	48	50	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	80	73	73	80	79	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	8.1	28.4	53.8

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	742	704	94.9	73.0
Male	395	375	94.9	75.2
Female	347	329	94.8	70.5
Black or African American	12	10	83.3	60.0
Asian	49	48	98.0	89.6
Filipino	28	28	100.0	85.7
Hispanic or Latino	189	180	95.2	52.8
White	418	393	94.0	78.9
Two or More Races	41	40	97.6	77.5
Socioeconomically Disadvantaged	133	133	100.0	53.4
English Learners	40	38	95.0	13.2
Students with Disabilities	42	39	92.9	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	696	680	97.7	82.4
Male	11	354	346	97.7	77.0
Female	11	342	334	97.7	88.2
Black or African American	11	14	13	92.9	76.9
Asian	11	52	51	98.1	87.8
Filipino	11	26	26	100.0	80.8
Hispanic or Latino	11	169	166	98.2	77.1
White	11	389	379	97.4	84.2
Two or More Races	11	42	41	97.6	85.4
Socioeconomically Disadvantaged	11	112	108	96.4	69.2
English Learners	11	28	26	92.9	23.1
Students with Disabilities	11	49	47	95.9	17.8

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	696	673	96.7	49.5
Male	11	354	343	96.9	48.1
Female	11	342	330	96.5	50.9
Black or African American	11	14	13	92.9	15.4
Asian	11	52	50	96.2	77.1
Filipino	11	26	26	100.0	52.0
Hispanic or Latino	11	169	163	96.5	37.3
White	11	389	376	96.7	51.9
Two or More Races	11	42	41	97.6	50.0
Socioeconomically Disadvantaged	11	112	105	93.8	29.7
English Learners	11	28	24	85.7	4.3
Students with Disabilities	11	49	44	89.8	7.1

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 (School Year 2016-17)

The core of parent involvement is the Parent Teacher Student Association (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 (SSC) and the English Learner Advisory Council (ELAC). 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 Education, 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 170 colleges from across the nation sending representatives to our campus to speak with prospective students and families about their programs. Over 1,000 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	2013-14	2014-15	2015-16
Suspensions Rate	0.3	3.7	3.4
Expulsions Rate	2.3	0.3	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	750

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	27	27	24	27	27	21	35	35	61	49	49
Mathematics	29	29	29	19	20	20	28	28	28	46	44	44
Science	33	32	32	4	5	5	19	30	30	58	48	48
Social Science	31	30	30	13	11	11	26	37	37	52	42	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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$45,092
Mid-Range Teacher Salary	\$73,082	\$71,627
Highest Teacher Salary	\$98,840	\$93,288
Average Principal Salary (ES)	\$119,997	\$115,631
Average Principal Salary (MS)	\$128,306	\$120,915
Average Principal Salary (HS)	\$136,764	\$132,029
Superintendent Salary	\$285,286	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5625.19	47.85	5577.34	101937.66
District	♦	♦	5577.34	\$80,136
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	27.2
Percent Difference: School Site/ State			-1.8	34.4

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2011-12	2013-14	2014-15
Trabuco Hills High School			
Dropout Rate	1.50	0.70	1.30
Graduation Rate	97.62	98.05	96.72
Saddleback Valley Unified School			
Dropout Rate	2.40	2.50	2.50
Graduation Rate	95.33	94.70	95.03
California			
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1005
% 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	94%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	96.59
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	54.0

* Where there are student course enrollments.

2015-16 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	96	94	86
Black or African American	78	89	78
American Indian or Alaska Native	100	100	78
Asian	94	92	93
Filipino	95	96	93
Hispanic or Latino	97	91	83
Native Hawaiian/Pacific Islander	100	100	85
White	96	96	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	67	75	66
English Learners	47	56	54
Students with Disabilities	100	100	78

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 had 1005 students involved in CTE or ROP courses in 2015-16, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.