



# Trabuco Hills High School

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

Craig Collins, Principal  
collinsc@svusd.org  
trabucohills.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

Saddleback Valley  
Unified School District



### 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, President  
Dr. Edward Wong, Vice President  
Amanda Morrell, Clerk  
Barbara Schulman, Member  
Greg Kunath, Member

#### District Administration

Crystal Turner, Ed D.  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human  
Resources**  
Connie Cavanaugh  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent,  
Educational Services**  
Mark Perez  
**Director, Communications and  
Administrative Services**  
Dr. Ron Pirayoff  
**Director, Secondary Education**  
Liza Zielasko  
**Director, Elementary Education**  
Dr. Diane Clark  
**Director, Special Education**  
Rae Lynn Nelson  
**Director, SELPA**  
Dr. Francis Dizon  
**Director, Student Services**

### 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 approximately 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	711
Grade 10	724
Grade 11	688
Grade 12	707
<b>Total Enrollment</b>	<b>2,830</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	8.7
Filipino	4.0
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	0.2
White	54.2
Socioeconomically Disadvantaged	19.7
English Learners	5.5
Students with Disabilities	9.0
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	112	112	118
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Trabuco Hills High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	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 2018  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  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Mathematics</b>	Mathematics Connections Adopted 2000  Pre-Algebra Adopted 2000

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Algebra 1 Adopted 2015</p> <p>Algebra &amp; Trigonometry: Structure and Method Adopted 2008</p> <p>Algebra 2: A Common Core Curriculum Adopted 2018</p> <p>Calculus for AP Adopted 2017</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>Statistics and Probability with Applications Adopted 2018</p> <p>The Practice of Statistics Adopted 2018</p> <p>Big Java-Early Objects Adopted 2018</p> <p>Barron's AP Computer Science A Adopted 2018</p> <p>Computer Science A Adopted 2018</p> <p><b>The textbooks listed are from most recent adoption:      Yes</b>  <b>Percent of students lacking their own assigned textbook:    0</b></p>
<b>Science</b>	<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>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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
	Physical Science with Earth Science Adopted 2007
	Reading Essentials for Biology Adopted 2007
	Cutnell & Johnson Physics Adopted 2015
	Physics Course Companion Adopted 2015

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Holt Physics Adopted 2004</p> <p>Physics for Scientists and Engineers Adopted 2004</p> <p>Physics: Principles and Problems S Adopted 2004</p> <p>Environmental Science: Earth as a Living Planet Adopted 2012</p> <p>Environmental Science for AP Adopted 2012</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<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</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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 2018
	The Cultural Landscape: An Introduction to Human Geogra Adopted 2012
	Global Politics Adopted 2016
	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
	<b>The textbooks listed are from most recent adoption:</b> Yes
	<b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

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

THHS has expanded in phases since it first opened its doors in 1985. 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.

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: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Ceiling tile broken/stained, or missing, to be replaced by plant foreman. casework door broken, to be repaired by district.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Burnt out light bulbs, to be replaced by plant foreman.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</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.



## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	83.0	80.0	64.0	65.0	48.0	50.0
Math	52.0	49.0	51.0	52.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	9.4	33.3	51.3

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	668	649	97.16	79.97
Male	387	373	96.38	75.34
Female	281	276	98.22	86.23
Black or African American	11	11	100.00	54.55
Asian	63	62	98.41	90.32
Filipino	25	25	100.00	88.00
Hispanic or Latino	159	155	97.48	69.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	366	353	96.45	81.87
Two or More Races	41	40	97.56	90.00
Socioeconomically Disadvantaged	108	106	98.15	66.98
English Learners	47	47	100.00	38.30
Students with Disabilities	60	54	90.00	18.52
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	669	642	95.96	49.22
Male	388	369	95.1	47.97
Female	281	273	97.15	50.92
Black or African American	11	11	100	9.09
Asian	63	62	98.41	77.42
Filipino	25	25	100	60
Hispanic or Latino	159	154	96.86	31.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	367	348	94.82	50.86
Two or More Races	41	39	95.12	61.54
Socioeconomically Disadvantaged	108	105	97.22	31.43
English Learners	47	47	100	10.64
Students with Disabilities	61	54	88.52	7.41
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

The Parent Teacher Student Association (PTSA), which is dedicated to improving education for all students is the primary group for parent involvement on campus. The 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, empathy, and cyber safety. PTSA also sponsors the yearly College Fair Night with over 140 colleges from across the nation sending representatives to our campus to speak with prospective students and families about their programs.

Volunteerism is high at Trabuco, 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 237708.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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. THHS is a closed campus, and we monitor the school grounds from 7 a.m. until 3:45 p.m. daily. Students and staff participate in emergency evacuation, lockdown, and fire drills each semester.

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 ensure our plans incorporate the best available models for emergency response.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.4	1.9	3.1
Expulsions Rate	0.3	0.2	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.8
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	0
Average Number of Students per Staff Member	
Academic Counselor	712

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	28.0	26.0	22	23	29	50	41	45	34	39	36
Mathematics	28.0	27.0	28.0	21	6	25	37	6	33	36	7	41
Science	30.0	23.0	27.0	7	37	20	48	34	35	36	45	44
Social Science	30.0	30.0	31.0	8	10	11	46	35	19	35	37	51

\* 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

Monday "Collab" days allow for the most meaningful staff development. Teachers use the time primarily for collaborative work in large and small groups. Teachers work in Professional Learning Communities (PLC) to 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. In addition, we have full day professional development days at the start of the year and each winter.

Teachers engage in training around the three district priorities: student engagement, innovation and intentional lesson design. Teacher have received extensive training for Study Sync, which is the new ELA/ELD adopted curriculum. Math is also a district focus this year with district opportunities for lesson design and lesson study. Social Studies adoption is in progress and more training will be provided upon completion of the process. Science teachers work collaboratively to develop bundles for NGSS standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6066.17	84.37	5981.8	106281.41
District	◆	◆	5981.8	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	24.6
Percent Difference: School Site/ State			-17.4	27.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### 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)			
Trabuco Hills High School	2014-15	2015-16	2016-17
Dropout Rate	1.3	1.4	0.9
Graduation Rate	96.7	96.9	96.5
Saddleback Valley Unified School	2014-15	2015-16	2016-17
Dropout Rate	2.5	2.3	2.4
Graduation Rate	95.0	95.7	93.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	634
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	49.3

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	4	♦
Fine and Performing Arts	3	♦
Foreign Language	9	♦
Mathematics	6	♦
Science	7	♦
Social Science	24	♦
All courses	53	31.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	99.1	95.4	88.7
Black or African American	100.0	88.2	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	98.0	97.7	94.9
Filipino	100.0	90.4	93.5
Hispanic or Latino	98.2	92.3	86.5
Native Hawaiian/Pacific Islander	100.0	87.5	88.6
White	99.5	97.3	92.1
Two or More Races	100.0	99.3	91.2
Socioeconomically Disadvantaged	100.0	93.9	88.6
English Learners	50.0	62.5	56.7
Students with Disabilities	86.7	72.7	67.1
Foster Youth	100.0	100.0	74.1

### Career Technical Education Programs

At Trabuco Hills High School, students 9-12 can choose to take classes in 5 Career Technical Education (CTE) Industry Sectors including classes in- video production, digital media arts, computerized accounting, architecture, engineering, word processing, and computer science. CTE classes are open to all students and intended to provide students with the academic and technical skills, knowledge and training necessary to succeed in college, career and beyond. Classes are available during the bell as well as after-school if a student wants to expand their schedule or wants to take on an internship. Internships are offered in animal healthcare, business, childcare, medicine, hotel/tourism, and automotive technology. Internships prepare students for the world of work by introducing them to workplace experiences, and bringing what they learn in the classroom to real life. Students can earn credits towards graduation by taking one course in a career pathway, or find out they enjoy the pathway, and move through the sequence of courses, all while earning credits towards graduation. Students wanting guidance on what courses are available can seek out their ROP Career Specialist in the Career Center. The ROP Career Specialist will be able to help a student find volunteer work, an internship, and give more information on CTE classes. Because students participate in CTE classes, Trabuco Hills is eligible and has been Carl Perkins federal funds, CTE Incentive Grant funds, and California Career Pathways Trust grant funds. These funds are given to schools to support comprehensive CTE programs, such as the ones we have at Trabuco Hills. Among the many highlights of our programs, we have participated in competitions including: VEX Robotics, DMA My Dream Career Competition, and OC Maker Challenge. In addition, 17 of our CTE courses are UC Approved and 1 is AP level. 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 <https://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.