



Trabuco Mesa Elementary School

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

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



Saddleback Valley Unified School District

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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 and 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 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, academic grit, 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 by being safe, respectful, and responsible.

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
Kindergarten	91
Grade 1	80
Grade 2	87
Grade 3	88
Grade 4	81
Grade 5	101
Grade 6	90
Total Enrollment	618

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	9.1
Filipino	3.1
Hispanic or Latino	26.2
Native Hawaiian or Pacific Islander	0.0
White	50.8
Socioeconomically Disadvantaged	19.4
English Learners	9.7
Students with Disabilities	16.7
Foster Youth	0.0

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 Mesa Elementary School	16-17	17-18	18-19
With Full Credential	26	28	25
Without Full Credential	0	0	1
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 Mesa Elementary	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.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance by Benchmark Education Company Adopted 2017 Benchmark Adelante by Benchmark Education Company Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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 restroom 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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	stained/damaged ceiling tiles, to be replaced by plant foreman. damaged vinyl wallpaper, to be repaired by maintenance. torn carpet, to be repaired by contractor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	broken floor outlet, to be repaired by maintenance
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	faucet loose, to be repaired by maintenance
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	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	71.0	79.0	64.0	65.0	48.0	50.0
Math	60.0	66.0	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
5	15.3	32.7	32.7

* 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	348	339	97.41	79.35
Male	192	184	95.83	77.72
Female	156	155	99.36	81.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	104	102	98.08	71.57
White	171	164	95.91	81.10
Two or More Races	32	32	100.00	71.88
Socioeconomically Disadvantaged	75	75	100.00	62.67
English Learners	55	53	96.36	81.13
Students with Disabilities	46	44	95.65	50.00

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	351	340	96.87	66.18
Male	195	185	94.87	65.41
Female	156	155	99.36	67.1
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100	93.33
Filipino	--	--	--	--
Hispanic or Latino	104	102	98.08	55.88
White	173	165	95.38	68.48
Two or More Races	33	32	96.97	53.13
Socioeconomically Disadvantaged	75	75	100	45.33
English Learners	55	54	98.18	57.41
Students with Disabilities	49	44	89.8	36.36

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)

Parents have many opportunities to be involved at Trabuco Mesa. Elected parents serve as representatives on our School Site Council (SSC), which approves our school's site plan and budget expenditures. Our state-recognized Parent Teacher Association (PTA) enjoys a high degree of support from families, community members, businesses, 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 planning/organizing/volunteering at school-wide events and assemblies. To find out more information on daily ongoing opportunities to become involved, please contact Ti Albrecht at President@trabucomesapta.org.

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

The safety of our students is integral to our culture and essential to promoting a safe and effective learning environment. Our Positive Behavior Intervention Support (PBIS) program specifically teaches and reinforces school-wide expectations: Be Safe, Be Respectful, Be Responsible. We provide a well-established character development program that promotes positive character qualities and leadership skills in all students. Playground Assistants ensure student safety on the playground using procedures such as the “freeze” bell at the conclusion of each play period and reinforcing/teaching self-advocacy skills to students to help mediate conflict resolution. We encourage and promote daily attendance, and follow district guidelines and procedures to improve attendance of students with chronic absences and/or tardies. District maintenance and custodial staff inspect equipment regularly. We have a strictly enforced visitor identification system, all visitors and volunteers must check in to the office when on campus, and follow detailed emergency procedures outlined in our Safe School Plan that is reviewed each year with staff, PTA, and School Site Council. We practice monthly fire drills and twice yearly disaster drills, and are equipped with supplies and prepared to shelter students for up to 72 hours.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.3	0.5
Expulsions Rate	0.0	0.0	0.0
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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	29	25	23			1	3	3	3			
1	27	32	25				3	2	3			
2	29	31	23			1	3	3	3			
3	29	28	28				3	3	3			
4	32	31	36				3	3				2
5	35	31	35					3		2		3
6	32	28	29				2	3	3	1		
Other			11			1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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.

Teachers engage in training around the three district priorities: student engagement, innovation and intentional lesson design. Teacher have received extensive training for Benchmark, 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.

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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5072.16	82.82	4989.34	90378.18
District	◆	◆	4989.34	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	8.5
Percent Difference: School Site/ State			-35.3	11.2

* 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.

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.