



SCHOOL ACCOUNTABILITY REPORT CARD FOR 2002-2003
SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

Trabuco Hills High School

ADDRESS: 27501 Mustang Run, Mission Viejo, CA 92691 **PHONE:** (949) 768-1934

PRINCIPAL: Dan Sullivan **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	2,729	677	1,342
Teachers	Number of classroom teachers (full-time equivalent)	106	76	56
Students per teacher	How many students there are per teacher	26	26	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	784	N/A	668
Students per computer	How many students share one computer	3	4	4

Principal's Comments

Trabuco Hills High School is a school on the move! Trabuco's mission statement charges the school community to create a dynamic and diverse education environment in preparing 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 over 2,700. Fortified by a string of statewide and national honors, this 18-year-old school has produced a long list of illustrious graduates, including educators, professional athletes, actors, lawyers, doctors, scientists, and independent business owners. Bolstered by a highly qualified and accessible faculty and staff, THHS has built its reputation as a school with superlative educational experiences that help students to soar to their potential.

Major Achievements

- THHS is currently the only high school in the state of California to have earned all of the highest state and national honors available in the past three years: California Distinguished School (2001), California Excellence in Arts Education (2001), National Blue Ribbon School of Excellence (2002), and California Exemplary Career Technical Education (2003).
- Of our graduates, 41 percent attend four-year colleges.
- In the fall of 2002, our school admitted the most freshmen to CSU, Fullerton of any school in California.

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Focus for Improvement

- Implement a new program to improve reading skills in all content areas and improve standardized test scores.
- Develop cross-curricular assessments and uniform scoring methods to help attain our school goals.
- Establish a staff development committee for planning and refining of staff development processes.
- Work on a freshman transition program to ease the intermediate to high school transition and support success in the freshman year.
- Finalize International Baccalaureate (IB) program (an intense college-preparation program with an international emphasis) implementation.

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The state Dept. of Education (CDE) calculates our school’s API score using student test results from the California Standards Test, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

Trabuco Hills’s API was 784 (out of 1000). This is an increase of four points compared to last year’s API. About 99 percent of students took the test, which did meet the state’s required participation rate of 90 percent.

API RANKINGS: Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all high schools in the state. Compared to all high schools in California, our school currently ranks 10 out of 10.

We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 8 out of 10.

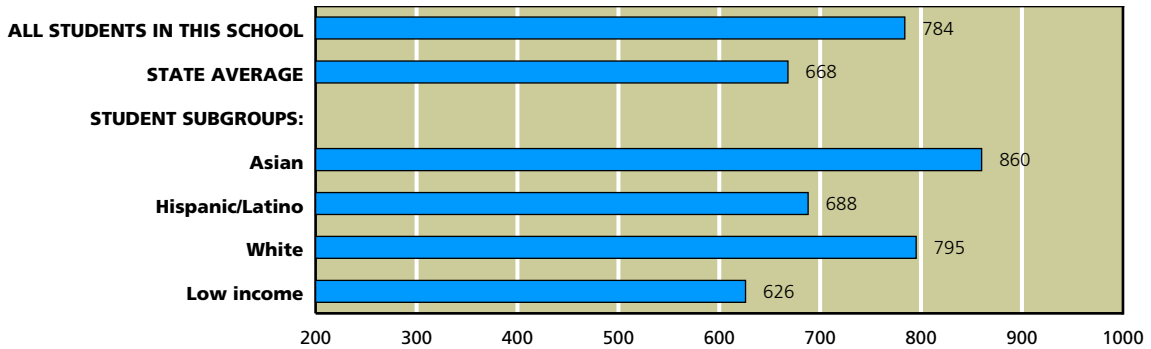
API GROWTH TARGETS: Each year, the state sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible for awards, such as the Governor’s Performance Award; if they do not, they may receive sanctions. We met our assigned growth targets during the 2002–2003 school year but did not qualify for the Governor’s Performance Award. Just for reference, 67 percent of high schools met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	784
Growth attained from prior year	+4
Met subgroup* growth targets	Yes
Governor’s Performance Award	No
Underperforming school	No

SOURCE: API based on spring 2003 test cycle. Growth scores alone are displayed, and are current as of February 2004.

*Ethnic or socioeconomic groups of students that make up 15% or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Academic Performance Index, Spring 2003



SOURCE: Academic Performance Index based on spring 2003 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the High School Exit Exam (11.2 percent on the English test and 9.6 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 560 or increase their API by one point. Third, 95 percent of the student body must take the required standardized tests. Fourth, the graduation rate for the class of 2001-02 must be higher than 82.8 percent (or satisfy alternate improvement criteria).

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement School	No

SOURCE: AYP is based on Phase I, II, and III results released by the CDE between October 2003 and March 2004.

Adequate Yearly Progress, Detail by Subgroup

● DID MEET GOAL ● DID NOT MEET GOAL ● MET GOAL (<100 STUDENTS)

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 11.2% MEET OBJECTIVE ON EXIT EXAM?	DID 95% OF STUDENTS TAKE THE TEST?	DID 9.6% MEET OBJECTIVE ON EXIT EXAM?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

The table at left shows where we met our AYP goals. The gray dots represent where we’ve met our goals; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: The absence of a dot means that there were too few scores for statistical reliability.

SOURCE: AYP release of January 2004, Calif. Dept. of Education

STUDENT ACHIEVEMENT

California Standards Test

The California Standards Tests (CST) are a set of tests given only to students in California, based solely on our state’s standards. The tests help us see how well our students are mastering the subject matter content and skills set by our State Board of Education. Students are scored against five established measures of proficiency and not against each other. The five performance levels are advanced, proficient, basic, below basic, and far below basic. The State Board of Education has established the top two levels (advanced or proficient) as the goal for all students.

To qualify to take any of the California Standards Tests, a student must be studying material relevant to the exam. For example, to take the algebra I test, a student must be enrolled in or have completed the algebra I course. The adjacent table shows the percent of our students who participated in various California Standards Tests compared to other students in the state. Participation rates in the California Standards Test are one way to view the type of curriculum that we provide at our school.

The following tables show the scores of students who took these tests. At the top, you can see how our students scored compared to other high school students in the state. Below our schoolwide results you’ll find the scores for significant groups of students in our school, compared to each other, and showing just those scoring proficient and advanced.

SUBJECT	PERCENT OF STUDENTS TAKING TEST		PERCENT OF STUDENTS SCORING PROFICIENT OR HIGHER	
	OUR SCHOOL	STATE AVERAGE	OUR SCHOOL	STATE AVERAGE
English/language arts	99%	94%	62%	36%
General math	13%	12%	26%	15%
Algebra I	27%	27%	30%	14%
Geometry	23%	20%	57%	25%
Algebra II	16%	13%	40%	29%
Summative math	9%	6%	60%	45%
World history	99%	92%	49%	28%
U.S. history	99%	89%	60%	36%
Biology	23%	26%	67%	37%
Chemistry	16%	12%	66%	31%
Earth science	28%	7%	39%	22%
Physics	5%	3%	48%	30%

SOURCE: The scores and participation rates for the California Standards Tests are from the spring 2003 test cycle as reported by the California State Department of Education. State averages represent high schools only.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			62%	99%	SCHOOLWIDE AVERAGE: About 26 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			36%	94%	

English/Language Arts, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

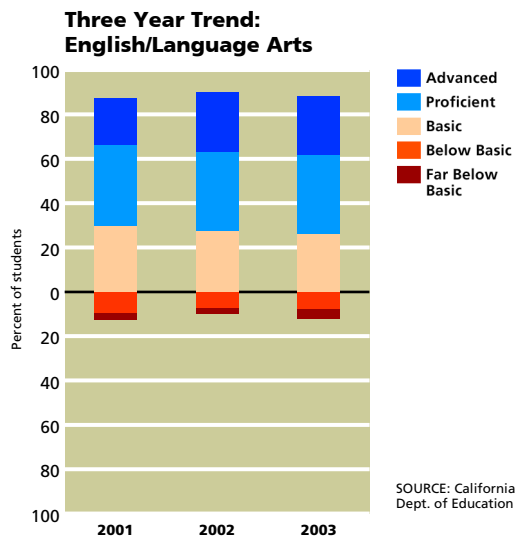
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			58%	1,045	GENDER: About nine percent more girls than boys at our school scored proficient or higher.
Girls			67%	913	
English proficient			65%	1,865	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			4%	93	
Low income			34%	136	INCOME: About 30 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			64%	1,822	
Learning disabled			7%	111	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			65%	1,847	
African American			40%	62	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American			78%	143	
Filipino			78%	68	
Hispanic			39%	285	
White			65%	1,365	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the California Department of Education's Web site.



Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			57%	23%	SCHOOLWIDE AVERAGE: About 32 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			25%	20%	

Geometry, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

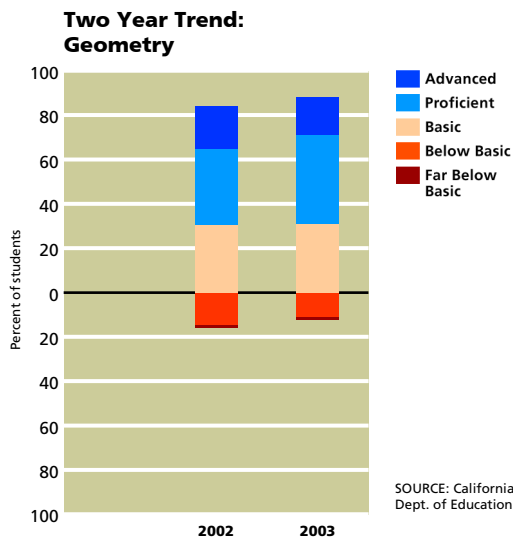
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			57%	241	GENDER: About the same percent of boys and girls at our school scored proficient or higher.
Girls			56%	222	
English proficient			58%	453	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	10	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			57%	460	
Low income			35%	20	INCOME: About 23 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			58%	443	
African American	DATA STATISTICALLY UNRELIABLE		N/A	N/A	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
American Indian	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Asian American			79%	48	
Filipino	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Hispanic			34%	59	
White			58%	324	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

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To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the California Department of Education's Web site.



U.S. History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			60%	99%	SCHOOLWIDE AVERAGE: About 24 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			36%	89%	

U.S. History, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

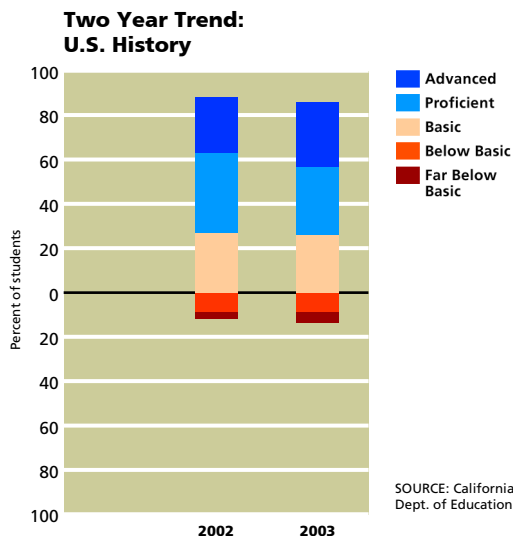
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			63%	314	GENDER: About six percent more boys than girls at our school scored proficient or higher.
Girls			57%	295	
English proficient			63%	573	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			3%	36	
Low income			27%	37	INCOME: About 35 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			62%	572	
Learning disabled			0%	20	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			62%	589	
African American	DATA STATISTICALLY UNRELIABLE		N/A	N/A	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
American Indian	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Asian American			72%	46	
Filipino	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Hispanic			36%	90	
White			64%	420	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year-to-year. This means progress can be fewer students in the lower two proficiency bands or more students in the top proficiency bands.

To read more about the California history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the California Department of Education's Web site.



Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			67%	23%	SCHOOLWIDE AVERAGE: About 30 percent more students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			37%	26%	

Biology, by subgroup

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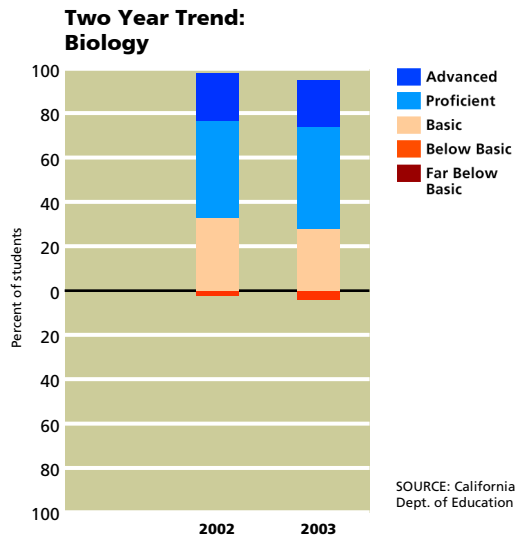
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			71%	237	GENDER: About eight percent more boys than girls at our school scored proficient or higher.
Girls			63%	214	
English proficient			68%	446	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	5	
Low income			56%	16	INCOME: About 12 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			68%	435	
Learning disabled	NO DATA AVAILABLE		N/A	5	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			68%	446	
African American	DATA STATISTICALLY UNRELIABLE		N/A	N/A	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
American Indian	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Asian American			72%	58	
Filipino	DATA STATISTICALLY UNRELIABLE		N/A	N/A	
Hispanic			53%	40	
White			68%	316	

SOURCE: The scores for the California Standards Tests are from the spring 2003 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

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To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the California Department of Education's Web site.



California Achievement Test (CAT/6)

Our students took the California Achievement Test (CAT/6) for the first time during the 2002-2003 school year. The CAT/6 is a “nationally normed” test, which means that students are scored against each other, much like being graded “on the curve.” The CAT/6 reflects national academic standards, and it enables us to see how our students are doing compared to other students in the nation.

There are many ways to present test scores. We’ve constructed two schoolwide perspectives on the results: high-scoring students (those in the top quarter of students nationally) and students scoring at or above average (those in the top half). When the data makes it possible, we also separate the scores of students proficient in English compared to their peers, and the scores of students still learning English compared to their peers.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	42%	30%	24%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	74%	57%	49%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	77%	69%	57%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	16%	16%	14%
LANGUAGE				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	42%	31%	24%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	71%	57%	49%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	74%	68%	56%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	10%	18%	15%
MATH				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	48%	36%	26%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	72%	59%	49%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	75%	69%	54%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	27%	27%	21%

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SCIENCE				
High scoring students	Percent of students scoring at or above the 75th percentile nationally	46%	30%	24%
Students scoring above average (all students)	Percent of students scoring at or above the 50th percentile nationally	76%	57%	48%
English-proficient students	Percent of English-proficient students scoring at or above the 50th percentile nationally	79%	68%	56%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	18%	19%	15%

SOURCE: The scores for the CAT/6 are from the spring 2003 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Trabuco Hills, 74 percent of students scored at or above average in reading (compared to 49 percent statewide); 71 percent scored at or above average in language (compared to 49 percent statewide); 72 percent scored at or above average in math (compared to 49 percent statewide); and 76 percent scored at or above average in science (compared to 48 percent statewide). The subject with the most students scoring at or above average was science.

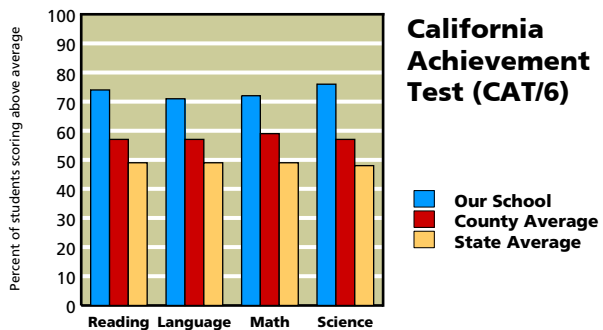
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Trabuco Hills, 42 percent of students scored at the top in reading (compared to 24 percent statewide); 42 percent scored at the top in language (compared to 24 percent statewide); 48 percent scored at the top in math (compared to 26 percent statewide); and 46 percent scored at the top in science (compared to 24 percent statewide). The subject with the most high-scoring students was math.

ENGLISH PROFICIENT STUDENTS SCORING ABOVE AVERAGE: Here we've separated the results of students who are English proficient from students who are learning English. At Trabuco Hills, 77 percent of English proficient students scored at or above average in reading (compared to 57 percent statewide); 74 percent scored at or above average in language (compared to 56 percent statewide); 75 percent scored at or above average in math (compared to 54 percent statewide); and 79 percent scored at or above average in science (compared to 56 percent statewide). The subject with the most English proficient students scoring at or above average was science.

ENGLISH LEARNERS SCORING ABOVE AVERAGE: This view of test scores examines how well students classified as English learners performed on the CAT/6. At Trabuco Hills, 16 percent of English learners scored at or above average in reading (compared to 14 percent statewide); ten percent scored at or above average in language (compared to 15 percent statewide); 27 percent of English learners scored at or above average in math (compared to 21 percent statewide); and 18 percent of English learners scored at or above average in science (compared to 15 percent statewide). The subject with the most English learners scoring at or above average was math.

Our CAT/6 Results Compared

Students at our school take the CAT/6 in grades nine through eleven. In the graph to the right, you'll see the results of all students in each of the subjects we tested. The values displayed represent the percent of our students who scored at or above average compared to other high students in the county and state. This is just one way to view results. More specific grade-level results are available on request.



SOURCE: Spring 2003 test cycle. State average represents high schools only.

Other Measures of Student Achievement

English Learners are assessed each year using the California English Language Development Test (CELDT). The CELDT, along with CAT/6, California Content Standards tests, grades, and teacher evaluation are used to determine necessary support for students learning English and whether they are ready to be redesignated as fluent English proficient students. The California Alternate Performance Assessment test was given for the first time in 2003 to certain special education students who would be unable to comprehend the regular standardized tests. Each year the English teacher places writing samples for each student in a folder. These folders are passed to the next year's English teacher to provide a collection of work to measure progress. Starting next year, folders will originate at the eighth grade level to assist ninth grade teachers. As part of the Digital High School plan, all ninth grade students complete an array of computer-based projects to determine mastery of certain technology skills, including Internet research, and basic Microsoft PowerPoint, Excel, and Word skills.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

Through state partnership funds, the Princeton Review and THHS were able to provide over 100 students six-week preparation courses for the SAT-I and SAT-II tests. Our school also provided mock test programs. Our campus also hosts annual college night programs with numerous college representatives and a community college day. At each grade level, a portion of the social science curriculum addresses career options and the necessity of college, and other types of preparation are thoroughly discussed. In the early fall, our school holds college information nights for parents of seniors, and follow-up appointments with guidance specialists can be arranged.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT-I verbal	Average score of juniors and seniors taking the test, 2002–2003	536	516	494
SAT-I math	Average score of juniors and seniors taking the test, 2002–2003	569	554	518
SAT-I participation rate	Percent of seniors who took the test, 2002–2003	53%	45%	40%
Advanced classes	Ratio of the number of advanced placement classes taken and passed, to the number of juniors and seniors, 2002–2003	38%	31%	21%
Students meeting UC or CSU course requirements	Percent of graduates passing all of the courses required for admission to the UC or CSU systems, 2002-2003	41%	38%	38%
Students attending UC	Percent of graduates who actually attended any campus of the University of California system, 2001–2002	7%	10%	8%
Students attending CSU	Percent of graduates who actually attended any campus of the California State University system, 2001–2002	16%	11%	11%
Students attending community colleges	Percent of graduates who actually attended any campus of the California community college system, 2001–2002	30%	41%	34%

SOURCE: SAT-I test data provided by the College Board for the 2001–2002 school year. They also provide the information about Advanced Placement courses taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2002. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2002. County and state averages represent high schools only.

In the 2002–2003 academic year, 53 percent of Trabuco Hills students took the SAT-I, compared to 40 percent of high school students in California.

Trabuco Hills students scored 536 on the verbal portion of the SAT-I, compared to 494 for students throughout the state. On the math portion of the SAT-I, Trabuco Hills students scored 569 compared to 518 for students throughout the state.

Advanced Placement classes (AP) are a useful indicator of how college-oriented students are doing. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Trabuco Hills, the number of AP exams taken and passed was 38 per 100 juniors and seniors. In California, by comparison, high school students successfully completed AP classes at a rate of 21 per 100 juniors and seniors.

The percent of Trabuco Hills’s students taking courses required for admission to the University of California or the California State University system was 41 percent, compared to 36 percent for students in the state. This is an indicator of whether the school is offering, and students are taking, the classes required for admission to the University of California or California State University systems.

College attendance data is limited to public colleges in California. Out of Trabuco Hills’s 2002 graduating class, 56 percent went on to enroll in some part of the California public college system, compared to 49 percent of students throughout the state. Here’s the detail: seven percent of the graduating class went to UC campuses, 16 percent went to CSU campuses, and 30 percent went to two-year colleges in the community college system.

Dropouts and Graduates

THHS believes in early identification students at risk of failing or dropping out. At-risk seniors receive special screening and counseling early in the year to design graduation plans. Underclassmen are monitored at each of eight grading cycles for poor performance and are counseled regarding support programs or necessary change. THHS has a very low dropout rate due to careful guidance and tracking of students who leave the school. Every alternative is explored to keep a student at the school site, but referrals are made when necessary to alternative programs, including the district continuation school or an independent study school when appropriate.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropouts			
2002-2003	0%	1%	3%
2001-2002	0%	1%	3%
2000-2001	0%	1%	3%
Graduates			
2002-2003	99%	91%	87%
2001-2002	99%	91%	87%
2000-2001	98%	91%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2003. County and state averages represent high schools only.

We now count as a **dropout** any student who left school during 2002-03 prior to completing the year and did not reenroll. A dropout can also be a student who hasn't reenrolled in our school for the 2003-04 year by October 2003. Our dropout rate for the prior three years appears in the top part of the table above.

Identifying dropouts is difficult because many students who leave our school unexpectedly don't let us know why they're leaving, or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This is imprecise, at best.

The **graduation rate** is an estimate of our school's success in keeping students in school. It is a rough estimate, at best. Because the calculation relies on dropout counts which are imprecise, our graduation rate is also inexact. If you have questions about this, you can find help on the [California Department of Education website](#).

Workforce Preparation

In 2003 THHS was recognized as one of three high schools in the state with an Exemplary Career Technical Education award. We have built an effective training network with our ROP career technician, guidance technicians, Workability job coach, career units, and an array of career/technical electives taught by extraordinary teachers. THHS has over 500 students involved in ROP courses, both on and off site. 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.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Vocational education	Percent of students enrolled in a vocational education course	23%	28%	31%
Vocational graduates	Percent of graduates who completed a series of vocational education courses	71%	34%	23%

SOURCE: CBEDS census, 2001, 2002. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These courses are open to all students. The first row of the table above shows the percent of our students who enrolled in a vocational education course at any time during the school year. The second row shows the percent of last year's graduating seniors who completed an entire series of vocational education courses.

STUDENTS

Students' English Language Skills

At Trabuco Hills, 96 percent of students were considered to be proficient in English, compared to 84 percent of high school students in California overall. Of the four percent of Trabuco Hills students who were still learning English, seven percent advanced to English proficiency since the census of 2002–2003.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	96%	79%	84%
English learners	4%	21%	16%

SOURCE: Language Census for school year 2002–2003. County and state averages represent high schools only.

Home Languages of Students Learning English

Please note that the adjacent table describes the home languages of just the 110 students classified as English learners. At Trabuco Hills, the language these students most often speak at home is Spanish. In California, it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	75%	79%	80%
Vietnamese	3%	8%	3%
Hmong	0%	0%	2%
Cantonese	1%	0%	2%
Filipino/Tagalog	1%	1%	2%
Khmer/Cambodian	0%	0%	1%
Korean	4%	4%	1%
All other	16%	7%	10%

SOURCE: Language Census for school year 2002–2003. County and state averages represent high schools only.

Ethnicity

Most students at Trabuco Hills identify themselves as White/European American/Other. In fact, there are about five times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Trabuco Hills. The state of California allows citizens to choose more than one ethnic identity, or to select “multi-ethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	2%	8%
Asian American/Pacific Islander	13%	17%	13%
Latino/Hispanic	14%	36%	39%
White/European American/Other	70%	45%	40%

SOURCE: CBEDS census of October 2002. County and state averages represent high schools only.

Family Income and Education

The **free or reduced-priced meal** subsidy goes to students whose families earn less than \$34,040 a year (based on a family of four). At Trabuco Hills, seven percent of the students qualified for this program, compared to 34 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	7%	25%	34%
Parents with some college	85%	62%	60%
Parents with college degree	61%	42%	36%

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2002–2003 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 85 percent of the students at Trabuco Hills have attended college, and 61 percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

Classes at Trabuco Hills vary in average class size from a low of 26 students to a high of 31. Our average class size schoolwide is 29 students. The average class size for high schools in the state is 27 students. The adjacent table shows the average class sizes of our core courses compared to those of the county and state. Our school's class sizes have not been affected by class-size reduction. This legislation reduced class sizes only in elementary grades.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	26	25
History	31	31	30
Math	27	29	27
Science	31	31	29

SOURCE: CBED5 census, October 2002. County and state averages represent high schools only.

Safety

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. These facts are a summary of the reports we've filed with the California Safe School Assessment. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2000-2001	2001-2002	2002-2003
Drug or alcohol related	7	5	0
Crimes against people	0	0	0
Property crimes	0	2	2

SOURCE: California Safe School Assessment, last reported for the 2001-2002 school year.

In the calendar year 2003, we reported no drug or alcohol incidents (zero per thousand students), no crimes against people (zero per thousand students), and six property crimes (two per thousand students). For comparison, in 2001 the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

The full report of the [California Safe School Assessment](#) for 2001 can be found on the Web site of the California Department of Education. Because the law creating this crime assessment was not renewed by the Legislature, this is the last year this report was published.

Through active supervision by the staff and high expectations for student behavior, THHS has established a comfortable climate on the campus where students of diverse backgrounds intermingle and socialize well together. Entering a third year of character education efforts, students and staff are working together to stress ethical decision making. THHS is a closed campus, and school grounds are monitored from 7 a.m. until 3:45 p.m. daily.

Attendance

The attendance rate of teachers and students is one indicator of how connected they are to our school and how committed they are to teaching and learning. Our teachers were at school and on-the-job about 97 percent of the time. Students were in class about 96 percent of the time.

Homework

District guidelines for homework include up to 30 minutes of homework per night per subject. Teachers can assign homework on any school night and over weekends. Teachers also assign long-term projects, such as research papers, in most subjects and reading and writing assignments in all subjects. We encourage parent involvement in monitoring assignments and guiding study time.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Our school follows the SVUSD policy of zero tolerance for violence, drugs, and weapons. Every effort is made to inform students and parents of district rules and school policies to prevent violations. In accordance with published guidelines, serious infractions result in suspension or expulsion. Typical consequences for attendance or behavior infractions include counseling, detention, Saturday school, and in-house suspension. Chronic problems are referred to professional community resources. THHS has a successful peer mediation program to resolve student conflict.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2002–2003	12	11
	2001–2002	10	10
	2000–2001	12	9
Expulsions per 100 students	2002–2003	1	1
	2001–2002	1	1
	2000–2001	1	1

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

During the 2002–2003 school year, we suspended 321 students and expelled 35. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percent of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students in the district and state.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	48%	48%	26%
Girls in Fitness Zone	45%	43%	23%
Total	47%	46%	25%

SOURCE: 2002–03 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.
NOTE: Percentages represent seventh graders only.

Schedule

The school year consists of 180 days (two 90-day semesters). The school follows a traditional bell schedule with 56-minute classes beginning at 7 a.m. and ending at 3:03 p.m. Cocurricular classes are part of a student’s schedule, with all athletic classes meeting the last period of the day and, when necessary, continuing after school.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	64,930	64,800
Grade 10	64,930	64,800
Grade 11	64,930	64,800
Grade 12	64,930	64,800

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Principal

Dan Sullivan has been principal of this school for two years. Our principal has one years of experience as a principal and ten as a teacher.

The primary leadership team for the school is the Leadership Council that consists of administrators, department chairs, and representatives from specific areas of the school. Department chairs act as the spokespeople and departmental representatives for teachers. The School Site Council includes parents and students and approves and oversees the School Site Plan and related expenditures and progress.

Teacher Experience, Credentials and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years teaching experience	16	15	14
Newer teachers	Percent of teachers with one or two years of teaching experience	7%	13%	14%
Employed in district	Average years employed in this district	12	12	11
Secondary credential holders	Percent of staff holding a secondary or single-subject credential	98%	93%	90%
Trainee credential holders	Percent of staff holding an internship credential	3%	2%	5%
Emergency permit holders	Percent of staff holding an emergency permit	5%	7%	10%
Higher education	Percent of teachers holding a master's degree or higher	48%	47%	37%

SOURCE: Professional Assignment and Information Form (PAIF), October 2002. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 98 percent of the faculty at Trabuco Hills hold the high school or secondary credential, which is sometimes called the single subject credential. This is above the average for California high school teachers, which is 90 percent.

At Trabuco Hills, three percent of our faculty hold trainee credentials. In comparison, five percent of high school teachers throughout the state hold trainee credentials.

At Trabuco Hills, five percent of our faculty hold emergency permits. In comparison, ten percent of high school teachers throughout the state hold these emergency permits.

Evaluating and Improving Teachers

We evaluate first-year, second-year, probationary, and temporary contract teachers annually. We evaluate permanent and tenured teachers every other year. All teachers submit annual goals based upon the California Standards for the Teaching Profession. In the second semester, our school conducts classroom observations and conferences then determines progress toward these goals. We offer mentoring and support for new teachers.

Staff Development

The district provides five staff development days each year and six late-start days, allowing 90 minutes of morning staff development. Teachers use the time primarily for collaborative work in large and small groups to improve curriculum, instructional and assessment strategies, and to address school improvement plans. Priority is given to accreditation action plans developed through an extensive self-study.

Teacher Assignment

We feel it is a priority to have teachers with the proper credentials. THHS has only two teachers using an emergency credential. Recent cutbacks in staffing have caused a slight increase in the need for dual-credentialed teachers to shift to their alternate subject area. As funding allows, teachers are partially assigned to support roles such as technology coordinator or Webmaster.

Substitute Teachers

There is currently a surplus of substitute teachers that have the proper credentials available for assignment. While there may be some decline in instruction when the regular teacher is absent, all substitutes must execute teacher-supplied lessons in a satisfactory manner, or they are not recommended to teach again at the school.

Specialized Programs and Staff

THHS has two full-time guidance specialists who focus on college advisement, student placement, and crisis counseling. Four guidance technicians handle student scheduling and graduation tracking. They work in cooperation with a full-time Regional Occupational Program (ROP) career specialist who operates the college/career center. The full-time school psychologist works primarily with special needs students and testing. An itinerant speech/language specialist also serves students with special needs. A full-time library/media teacher and a library/media clerk staff the library.

GIFTED AND TALENTED EDUCATION: Starting in second grade, educators identify academically gifted or talented students based on teacher recommendations or tests. When enough students are identified this way, schools create enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 359 students who qualify for this program. THHS offers 17 Advanced Placement (AP) courses for high-achieving and GATE-identified students. Annual pass rates for AP students average above 80 percent; in 2003 our students took over 600 AP tests. The California Scholarship Federation, National Honor Society, and French Honor Society help enrich school life for the GATE student, and the strong Academic Decathlon team brings schoolwide recognition to its participants. THHS is also an IB school and will commence diploma coursework in 2004–05.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 126 students who qualify for these **special education** programs. In addition to the full-time school psychologist, our school has three resource specialist program teachers and three special day class teachers serving students with mild to moderate disabilities. Ten part-time instructional aides and a Workability job coach, who assists with career transition training, also assist these students. The THHS special education program works seamlessly with regular education classes utilizing a variety of placement options ranging from full mainstreaming to self-contained courses.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that emphasize gaining fluency in English. We strive to advance our **English learners (EL)** into regular classes as soon as possible. THHS offers four levels of English language development courses for English learners: ELD 1, ELD 2, English seminar 1, and English seminar 2. Seminar courses cover college-preparatory curricula delivered using Specially Designed Academic Instruction in English (SDAIE) techniques. Seminar courses are also offered in social science and math to assist students learning English. In subject areas where these courses are not offered, students are primarily placed with SDAIE-trained teachers, many who have also earned the Cross-cultural Language and Development (CLAD) credential.

CURRICULUM AND TEXTBOOKS

We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at www.cde.ca.gov/BE/ST/SS.

Reading and Writing

Our English/language arts curriculum is based on the California Content Standards for each grade level. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that reflect or enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters.

Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, most students take algebra during middle school. However, many students study algebra in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills and concepts in a wide variety of problem-solving situations.

Science

Our science curriculum is based on the California Content Standards for each grade level. In accordance with these standards, our science program features courses in physics, chemistry, biology, life sciences, and earth science. Our students learn to apply the principles of investigation and experimentation. Many science courses are elective but required for admission to colleges. We require all students at our school to study biology and life sciences, as well as the principles of physiology, cell biology, genetics, ecology, and evolution. We provide an especially rich variety of science course options for eleventh grade students of all abilities.

Social Studies

Our social studies curriculum is based on the California Content Standards for high school. According to the standards, high school students must gain a greater knowledge of United States history from the late 18th century through the present. They study the rise of democratic ideas throughout the world, the roots of current world issues, global industrialization, and the impact of new technology. As part of our program, students also study the movement toward equal rights for racial minorities and women, the role of the United States as a major world power, and the U.S. Constitution.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	ARE CLASS SETS USED?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Reader's Choice-British Literature	2000	Language arts	Yes	No	Yes
Pre-Calculus & Calculus of a Single Variable	1998	Math	Yes	No	Yes
Physics, Principles and Problems & College Physics	1995	Science	Yes	No	Yes
Magruder's American Government & Economics, Principals and Practices	1995	Social studies	Yes	No	Yes

SOURCE: This information is reported by school district staff.

RESOURCES

Buildings

Our school includes 102 buildings, of which 28 are portables. Together they accommodate approximately 2,896 people. Based on population growth, THHS has expanded in phases. In 1998 we built a 23-classroom facility housing five science labs and specialized technical and art classrooms along with a four-classroom multipurpose facility. We completely renovated the fine arts facility in 2002. Our school is due to begin constructing a 33-classroom building at the end of the 2002–2003 school year for completion during the 2004–2005 school year. Twenty-eight portable classrooms are in use during this construction phase.

The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we’ve been given by the public. Please let us know if you think we’re succeeding. We welcome your suggestions for improvements.

Library

The library/media center is the living room of our campus. Our full-time library/media teacher and full-time clerk utilize a computer bar code system for all campus books. The library contains a 32-station Macintosh computer lab and 64 additional computer stations for research. The library has extended hours until 6:30 p.m. four days per week when tutoring resources are also available.

Computers

We have 800 computers available for student use, which means that, on average, there is one computer for every three students. There are 95 classrooms connected to the Internet. Over 800 computers are available for teacher and student use on the campus. Computers interface with our multimedia distribution system to control video monitors in each classroom. Portable wireless labs are integrated into ninth grade cultural geography classes to teach Microsoft Office skills. PowerPoint presentations are widely used, and a variety of software is present in each of the different labs.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	4
Internet-connected classrooms	95	74	65

SOURCE: CBEDS census of October 2002. County and state averages represent high schools only.

Parent Involvement

The core of parent involvement starts with the PTSA, which is dedicated to improving education for all students. The large Grad Nite Committee serves as a branch of the PTSA. Parent involvement is present in school governance on the School Site Council and the English Learner Advisory Council. Volunteerism is high with over 80 parents assisting with preregistration days and hundreds of parents serving in booster clubs. Parents are encouraged to participate in PTSA, school improvement committees, and all other aspects of school support. For information, please call the principal’s secretary at (949) 768-1934 ext. 7708.

FUNDING

District Expenses, 2001–2002

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

THHS has earned funds through our excellent API scores. Digital High School funding, although currently discontinued, assisted the school this year. We just completed using a four-year Specialized Secondary Programs grant to establish our MedSci Institute. In addition, for six years Project Tomorrow has provided grant funding for our school to establish innovative science programs.

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS
Total expenses	\$211,684,460	N/A
Expenses per student (ADA)	\$6,041	\$6,770

SOURCE: The Fiscal Services Division, California Department of Education.

District Salaries, 2001–2002

This table reports the salaries of teachers and administrators in our district. It compares our average salaries to districts similar to ours in terms of enrollment and type: elementary, secondary, or unified. In addition, we report the percent of our district’s total budget dedicated to teachers’ and administrators’ salaries. The cost of health insurance, pensions, and other indirect forms of compensation is not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$30,000	\$35,980
Midrange teacher’s salary	\$58,083	\$57,139
Highest-paid teacher’s salary	\$75,541	\$73,953
Average principal’s salary	\$117,123	\$100,810
Superintendent’s salary	\$205,818	\$171,096
Percent of budget for teachers’ salaries	47%	43%
Percent of budget for administrators’ salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2001–2002, the Fiscal Services Division, California Department of Education.

TECHNICAL NOTE ON DATA RECENCY: All data is current as of May 15, 2004. The CDE may release additional or revised data for the 2002-03 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2002 census); Language Census (April 2003); CAT/6 and California Standards Tests (spring 2003 test cycle); Academic Performance Index (October 2003 growth score release); Adequate Yearly Progress results through Phase III; California Safe School Assessment (school year 2000 –2001). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.