



CALIFORNIA TITLE COMPANY

COTO DE CAZA

Community & School Information





COTO DE CAZA

Located adjacent to the Saddleback Mountains, Coto de Caza is a magnificent 5,000 acre private guard-gated community in South Orange County. Miles of unspoiled natural beauty abound in this community making it one of the most prestigious master-planned communities in the United States.

The community of Coto de Caza is truly “one of a kind” and offers its residents a distinctive way of life through its countless amenities.

Enjoy the sprawling natural landscape, the winding trails that take you to the reaches of the Cleveland National Forest, the countless sports fields and courts complete with recreational activities, clubhouses, golf, swimming, tennis and the tranquil parks that makes Coto one of the most sought after communities to live and play.

As of the 2000 census, Coto de Caza had a total population of 13,057. This rural community consists of about 4000 homes, it is one of Orange County's oldest planned communities.

The first residents of the area known as Rancho Santa Margarita were Shoshonean Native Americans called Acjachemen. This land was purchased in 1843 by Juan Forster who renamed it “La Victoria.”

Coto de Caza contains commercial endeavors, Lodge at Coto de Caza, The Coto de Caza Golf and Racquet Club, & The Coto de Caza General Store. Residents shop seven minutes away in Rancho Santa Margarita, ten minutes away in Mission Viejo, two minutes away in Las Flores, or four minutes away in Ladera Ranch.



Places of Interest

Thomas F. Riley Wilderness Park: A wilderness park with expansive Oak groves and many of Orange County's Heritage Trees. Barley, browsed by Mule Deer at morning light, is the last remnant of Wagon Wheel Canyon's ranching history.

Wagon Wheel Park Bike Trails: With its gently rolling hills, sycamore and oak groves, and views of the surrounding area, this is the perfect ride for the casual biker. Approximately 5 miles of trail. Fees: \$2.00, requires exact change in envelope. 714-459-1687

Utilities

Cable TV: Cox Communications 949-240-1212 / www.cox.com

Gas: The Gas Company 800-427-2200 / www.socalgas.com

Electricity: Southern California Edison 800-655-4555 / www.sce.com

Telephone: AT&T 800-310-2355 / www.att.com

Trash: Waste Management 949-551-8580

Water: Santa Margarita Water District 949-459-6420 / www.smwd.com





Library

Rancho Santa Margarita Branch Library

30902 La Promesa / Rancho Santa Margarita, Ca / 949-459-6094

Post Offices

Rancho Santa Margarita Postal Center

29851 Aventura Ste K, Rancho Santa Margarita / (949) 888-1533

Trabuco Canyon Main Off

30595 Trabuco Canyon Rd / Trabuco Canyon / (949) 888-1533

Coto de Caza Golf & Racquet Club

25291 Vista del Verde / Coto de Caza, CA 92679

Phone: 949.858.4100 / Fax: 949.858.2797 / www.coto-de-caza.com

Located at the heart of Coto de Caza is the private Coto de Caza Golf & Racquet Club offering golf, tennis, spa and social memberships. The Club is the first private 36-hole country club in Orange County and one of only three in metropolitan Southern California. The name Coto de Caza is Portuguese for "Preserve of the Hunt" as the area was originally a hunting preserve. Coto de Caza Golf & Racquet Club's excellent reputation attracts both resident members as well as members from surrounding communities. The Club consists of a 44,000 square foot "craftsman style" Clubhouse, two 18-hole golf courses designed by Robert Trent Jones, Jr., a Racquet Club and an Aquatics Center. The North Course was named one of the nation's top 25 golf courses built in 1987 by GOLF DIGEST MAGAZINE and is the top rated golf course in Orange County.



Education

Capistrano Unified School District

33122 Valle Road / San Juan Capistrano, CA 92675

(949) 234-9200 / Fax (949) 493-8729 / capousd.ca.schoolloop.com

Elementary Schools

Tijeras Creek Elementary

23072 Avenida Empresa, Rancho Santa Margarita, CA 92688

(949) 234-5300 Phone | (949) 858-3862 Fax

Wagon Wheel Elementary

30912 Bridle Path, Trabuco Canyon, California 92679

(949) 589-1953 Phone | (949) 589-2813 Fax

Middle Schools

Las Flores Middle School

25862 Antonio Parkway, Las Flores, CA 92688

949-589-6543 Phone | 949-589-9286 Fax

High Schools

Tesoro High School

1 Tesoro Creek Road, Las Flores, CA 92688

(949) 234-5310 Phone | (949) 766-3370 Fax



Table DP-1. Profile of General Demographic Characteristics: 2000

Geographic Area: Coto de Caza CDP, California

[For information on confidentiality protection, nonsampling error, and definitions, see text]

Subject	Number	Percent	Subject	Number	Percent
Total population	13,057	100.0	HISPANIC OR LATINO AND RACE		
SEX AND AGE			Total population	13,057	100.0
Male.....	6,514	49.9	Hispanic or Latino (of any race).....	868	6.6
Female.....	6,543	50.1	Mexican.....	531	4.1
Under 5 years.....	1,329	10.2	Puerto Rican.....	26	0.2
5 to 9 years.....	1,476	11.3	Cuban.....	37	0.3
10 to 14 years.....	1,219	9.3	Other Hispanic or Latino.....	274	2.1
15 to 19 years.....	784	6.0	Not Hispanic or Latino.....	12,189	93.4
20 to 24 years.....	302	2.3	White alone.....	11,098	85.0
25 to 34 years.....	1,439	11.0	RELATIONSHIP		
35 to 44 years.....	2,920	22.4	Total population	13,057	100.0
45 to 54 years.....	2,155	16.5	In households.....	13,057	100.0
55 to 59 years.....	603	4.6	Householder.....	4,049	31.0
60 to 64 years.....	352	2.7	Spouse.....	3,378	25.9
65 to 74 years.....	341	2.6	Child.....	5,050	38.7
75 to 84 years.....	114	0.9	Own child under 18 years.....	4,483	34.3
85 years and over.....	23	0.2	Other relatives.....	309	2.4
Median age (years).....	34.9	(X)	Under 18 years.....	82	0.6
18 years and over.....	8,470	64.9	Nonrelatives.....	271	2.1
Male.....	4,179	32.0	Unmarried partner.....	113	0.9
Female.....	4,291	32.9	In group quarters.....	-	-
21 years and over.....	8,186	62.7	Institutionalized population.....	-	-
62 years and over.....	671	5.1	Noninstitutionalized population.....	-	-
65 years and over.....	478	3.7	HOUSEHOLD BY TYPE		
Male.....	250	1.9	Total households	4,049	100.0
Female.....	228	1.7	Family households (families).....	3,646	90.0
RACE			With own children under 18 years.....	2,270	56.1
One race.....	12,692	97.2	Married-couple family.....	3,378	83.4
White.....	11,668	89.4	With own children under 18 years.....	2,100	51.9
Black or African American.....	96	0.7	Female householder, no husband present.....	164	4.1
American Indian and Alaska Native.....	19	0.1	With own children under 18 years.....	111	2.7
Asian.....	674	5.2	Nonfamily households.....	403	10.0
Asian Indian.....	71	0.5	Householder living alone.....	305	7.5
Chinese.....	140	1.1	Householder 65 years and over.....	43	1.1
Filipino.....	154	1.2	Households with individuals under 18 years.....	2,319	57.3
Japanese.....	104	0.8	Households with individuals 65 years and over.....	352	8.7
Korean.....	109	0.8	Average household size.....	3.22	(X)
Vietnamese.....	43	0.3	Average family size.....	3.40	(X)
Other Asian ¹	53	0.4	HOUSING OCCUPANCY		
Native Hawaiian and Other Pacific Islander.....	19	0.1	Total housing units	4,152	100.0
Native Hawaiian.....	8	0.1	Occupied housing units.....	4,049	97.5
Guamanian or Chamorro.....	9	0.1	Vacant housing units.....	103	2.5
Samoan.....	-	-	For seasonal, recreational, or		
Other Pacific Islander ²	2	-	occasional use.....	23	0.6
Some other race.....	216	1.7	Homeowner vacancy rate (percent).....	0.8	(X)
Two or more races.....	365	2.8	Rental vacancy rate (percent).....	4.5	(X)
Race alone or in combination with one or more other races: ³			HOUSING TENURE		
White.....	12,001	91.9	Occupied housing units	4,049	100.0
Black or African American.....	136	1.0	Owner-occupied housing units.....	3,880	95.8
American Indian and Alaska Native.....	91	0.7	Renter-occupied housing units.....	169	4.2
Asian.....	845	6.5	Average household size of owner-occupied units.....	3.24	(X)
Native Hawaiian and Other Pacific Islander.....	38	0.3	Average household size of renter-occupied units.....	2.83	(X)
Some other race.....	338	2.6			

- Represents zero or rounds to zero. (X) Not applicable.

¹ Other Asian alone, or two or more Asian categories.

² Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.

³ In combination with one or more of the other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

Source: U.S. Census Bureau, Census 2000.

Table DP-4. Profile of Selected Housing Characteristics: 2000

Geographic area: Coto de Caza CDP, California

[Data based on a sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see text]

Subject	Number	Percent	Subject	Number	Percent
Total housing units	4,152	100.0	OCCUPANTS PER ROOM		
UNITS IN STRUCTURE			Occupied housing units	4,049	100.0
1-unit, detached	3,700	89.1	1.00 or less	4,014	99.1
1-unit, attached	316	7.6	1.01 to 1.50	35	0.9
2 units	10	0.2	1.51 or more	-	-
3 or 4 units	63	1.5			
5 to 9 units	48	1.2	Specified owner-occupied units	3,654	100.0
10 to 19 units	15	0.4	VALUE		
20 or more units	-	-	Less than \$50,000	-	-
Mobile home	-	-	\$50,000 to \$99,999	16	0.4
Boat, RV, van, etc	-	-	\$100,000 to \$149,999	56	1.5
			\$150,000 to \$199,999	100	2.7
YEAR STRUCTURE BUILT			\$200,000 to \$299,999	411	11.2
1999 to March 2000	476	11.5	\$300,000 to \$499,999	1,185	32.4
1995 to 1998	2,036	49.0	\$500,000 to \$999,999	1,513	41.4
1990 to 1994	670	16.1	\$1,000,000 or more	373	10.2
1980 to 1989	673	16.2	Median (dollars)	513,300	(X)
1970 to 1979	180	4.3			
1960 to 1969	78	1.9	MORTGAGE STATUS AND SELECTED		
1940 to 1959	19	0.5	MONTHLY OWNER COSTS		
1939 or earlier	20	0.5	With a mortgage	3,432	93.9
			Less than \$300	9	0.2
ROOMS			\$300 to \$499	-	-
1 room	-	-	\$500 to \$699	8	0.2
2 rooms	22	0.5	\$700 to \$999	32	0.9
3 rooms	80	1.9	\$1,000 to \$1,499	214	5.9
4 rooms	204	4.9	\$1,500 to \$1,999	465	12.7
5 rooms	261	6.3	\$2,000 or more	2,704	74.0
6 rooms	435	10.5	Median (dollars)	2,338	(X)
7 rooms	588	14.2	Not mortgaged	222	6.1
8 rooms	675	16.3	Median (dollars)	602	(X)
9 or more rooms	1,887	45.4			
Median (rooms)	8.2	(X)	SELECTED MONTHLY OWNER COSTS		
			AS A PERCENTAGE OF HOUSEHOLD		
Occupied housing units	4,049	100.0	INCOME IN 1999		
YEAR HOUSEHOLDER MOVED INTO UNIT			Less than 15.0 percent	737	20.2
1999 to March 2000	1,057	26.1	15.0 to 19.9 percent	578	15.8
1995 to 1998	2,273	56.1	20.0 to 24.9 percent	613	16.8
1990 to 1994	468	11.6	25.0 to 29.9 percent	473	12.9
1980 to 1989	228	5.6	30.0 to 34.9 percent	318	8.7
1970 to 1979	23	0.6	35.0 percent or more	935	25.6
1969 or earlier	-	-	Not computed	-	-
VEHICLES AVAILABLE			Specified renter-occupied units	167	100.0
None	41	1.0	GROSS RENT		
1	368	9.1	Less than \$200	-	-
2	2,436	60.2	\$200 to \$299	-	-
3 or more	1,204	29.7	\$300 to \$499	-	-
			\$500 to \$749	10	6.0
HOUSE HEATING FUEL			\$750 to \$999	-	-
Utility gas	3,372	83.3	\$1,000 to \$1,499	38	22.8
Bottled, tank, or LP gas	10	0.2	\$1,500 or more	111	66.5
Electricity	667	16.5	No cash rent	8	4.8
Fuel oil, kerosene, etc	-	-	Median (dollars)	2,000+	(X)
Coal or coke	-	-			
Wood	-	-	GROSS RENT AS A PERCENTAGE OF		
Solar energy	-	-	HOUSEHOLD INCOME IN 1999		
Other fuel	-	-	Less than 15.0 percent	56	33.5
No fuel used	-	-	15.0 to 19.9 percent	23	13.8
			20.0 to 24.9 percent	20	12.0
SELECTED CHARACTERISTICS			25.0 to 29.9 percent	17	10.2
Lacking complete plumbing facilities	9	0.2	30.0 to 34.9 percent	9	5.4
Lacking complete kitchen facilities	3	0.1	35.0 percent or more	25	15.0
No telephone service	-	-	Not computed	17	10.2

-Represents zero or rounds to zero. (X) Not applicable.

Source: U.S. Bureau of the Census, Census 2000.

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10



Tijeras Creek Elementary School
Home of the Trailblazers



2008-09 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools' contact information.

School	District
Tijeras Creek Elementary	Capistrano Unified
Street	Phone Number
23072 Avenida Empresa	949-234-9200
City, State, Zip	Web Site
Rancho Santa Margarita, CA 92888	www.capoused.org
Phone Number	Superintendent
949-234-5300	Roberta Mahler
Principal	E-mail Address
Diann Buckingham	superintendent@capoused.org
E-mail Address	CDS Code
dbcuckingham@capoused.org	30-66464-6117741

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school's goals and programs.

Tijeras Creek Elementary School



A California Distinguished School

Our Mission Is Learning

"We will ensure that all our children will learn more today than yesterday, and more tomorrow than today."

"A Community of Scholars"

Tijeras Creek is committed to developing a learning environment that encourages scholarly attributes and the pursuit of lifelong learning through a partnership of school, home, and the community. We believe that children need a safe environment that promotes academic risk-taking, mutual respect, and personal pride. In order to prepare children for the 21st century, we must implement a rigorous standards-based curriculum and exemplary teaching methods that meet the needs of all learners.

At Tijeras Creek Elementary School, educators begin with the state and district standards to determine the understandings essential to each grade level. Each student is challenged to progress in these standards to achieve academic excellence. Educators facilitate an active and supportive learning environment by collaboration, and by ongoing evaluation of student work and assessment results. Student learning is stimulated by problem-solving, critical and creative thinking skills, and by opportunities for student choice. Working as a team, staff, parents, and the community assist all Tijeras Creek students to become contributing members of society empowered with the skills, knowledge, and values necessary to excel in a changing world.

The school offers research-based instructional programs designed to ensure that all students master a solid educational foundation of basic skills within each grade area and apply these skills to challenging academic applications. Tijeras Creek draws 589 kindergarten through fifth grade students from many communities, including Dove Canyon, Coto de Caza, and Rancho Santa Margarita. We also operate a fee-based preschool and a YMCA before- and after-school program. A caring, enthusiastic, and experienced staff of 20 teachers, resource specialist, and principal are dedicated to nurturing each child's ability to learn and apply basic skills, think critically and creatively, and develop respect for all learners.

Teachers employ differentiation for all learners with special emphasis on meeting the needs of GATE students and high achievers. At Tijeras Creek teachers recognize the need to tailor learning environments and practices to create appropriately different learning experiences for students based on individual needs, abilities, and interests. Curriculum differentiation provides a way to work with the wide spectrum of learners as they study and learn within the classroom community. Students engage in many different thinking processes and activities to learn about a topic and demonstrate their mastery of the curriculum. Students have many options for taking in information, making sense of ideas, and expressing what they learn. Teachers employ an array of instructional strategies, such as acceleration, independent study, learning centers, enrichment, curriculum compacting, and flexible groupings, to meet the needs of all students. All teachers incorporate the dimensions of depth and complexity in their everyday teaching.

The CORE content and performance standards and California State frameworks provide the educational foundation at Tijeras Creek. A comprehensive language arts program is integrated throughout all subject areas. Phonemic awareness, cueing systems, word identification skills, and comprehension are taught in meaningful and well-balanced instruction. Jr. Great Books are used in all classrooms. Writing is a natural part of our students' school experience. The Six Traits Analytical Writing Assessment and Great Source Writing Program provide all students with a uniform approach to writing and give teachers a consistent analysis of each student's progression as a writer. All students are exposed to a balanced and mathematics curriculum based on state frameworks and CUSD CORE Objectives. Using a balance of basic skills and critical problem-solving instruction, teachers ensure that all students meet or exceed grade level performance standards. All students participate in a comprehensive science program, which includes a balance of physical and biological science, hands-on activities, scientific method, process skills, integration of science with other curricular areas, and application of science to the real world. All students are provided with a social science program designed to enhance their growth as responsible members of society and to increase their awareness of global interdependence. The Character Counts! program is also infused into the lessons of our teachers. Our goal is to provide a strong academic program with an emphasis on high student achievement.

Technology is integrated into all curricular areas and all students use technology as a tool for thinking, learning, communicating, and problem solving. Access to the Internet is available in every classroom. Each classroom has a teacher computer workstation including a television and two or three student computer stations. In addition, the school

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09			
	Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+
K	28.0	4		27.3	4		32.0		2	
1	18.4	5		19.2	5		19.4	5		
2	19.4	5		19.5	6		19.4	5		
3	20.0	5		18.6	5		19.5	4		
4	31.0	4		32.0	2	2	33.0		3	
5	31.5	4		32.3	2	1	33.0		1	2
6										
K-3	18.0	2		15.0	3		17.4	5		
3-4							20.0	1		
4-8	32.0	1		32.0	1		36.0		1	
Other										

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan. Each Capistrano Unified school site has a School Safety Plan, which includes a comprehensive, disaster preparedness plan. Copies are available to read at each school office. Aerial pictures and floor plans of each school site are located on all local police unit computers. Fire drills are held monthly in elementary schools; drop, cover and hold drills are held each semester throughout the district. Lockdown drills and disaster drill are held once a year.

For additional information on emergency planning in CUSD please go to: <http://www.capousd.org/pdf/Emergency%20Planning%20in%20CUSD.pdf>

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	0.0	0.3	1.0	3.3	3.3
Expulsions	0.0	0.0	0.0	0.1	0.3	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The community of Rancho Santa Margarita welcomed the opening of Tijeras Creek Elementary School in September 2000. In 2001, portable classrooms were added to accommodate student growth. Tijeras Elementary School currently has 25 classrooms including 4th and 5th grade Write Away computer lab, a multipurpose room, library, and an

houses a fully equipped computer lab with 32 multimedia stations. At Tijeras Creek we foster a partnership of school, home, and the community through continual home/school communication, parent and community volunteers, parent education programs, an active PTA, and the seeking of business connections. We start off our year with a Family Ice Cream Social held before school starts. Our frequent Family Fun Nights, active student Book Club, and parent education nights help to build a strong sense of community. All of our PTA and school events are publicized in our PTA/school Web site at www.tijerascreekpta.org. Our monthly PTA newsletter, Principals' Press, and monthly community and school calendars help to keep our community abreast of all school activities. Log on and visit our school on our website at <http://tces.capousd.ca.schoollcoop.com/>. For additional information about school and district programs, please visit www.capousd.org.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities. At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. From the district level, the CUSD Foundation also provides resources and support to our schools.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	85
Grade 1	103
Grade 2	103
Grade 3	106
Grade 4	98
Grade 5	112
Total Enrollment	607

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.65 %
American Indian or Alaska Native	%
Asian	2.47 %
Filipino	1.81 %
Hispanic or Latino	5.77 %
Pacific Islander	0.66 %
White (not Hispanic)	77.10 %
Multiple or No Response	10.54 %
Socioeconomically Disadvantaged	4.00 %
English Learners	3.00 %
Students with Disabilities	9.00 %

(School Year 2008-09)

This table displays the percent of classes, in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found on the CDE NCLB Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers	Percent of Classes In Core Academic Subjects Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		N/A
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Health Assistant		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Science	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and	0%

administration building.
The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair/Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer Interior: Interior Surfaces	N/A			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A			
Electrical: Electrical	N/A			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A			
Safety: Fire Safety, Hazardous Materials	N/A			
Structural: Structural Damage, Roofs	N/A			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A			
Overall Rating				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	
With Full Credential	30	31	24	2301
Without Full Credential	3	1	0	32
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$42,065
Mid-Range Teacher Salary	\$73,476	\$67,109
Highest Teacher Salary	\$97,031	\$86,293
Average Principal Salary (Elementary)	\$127,690	\$107,115
Average Principal Salary (Middle)	\$130,074	\$112,279
Average Principal Salary (High)	\$135,764	\$122,532
Superintendent Salary	\$273,000	\$216,356
Percent of Budget for Teacher Salaries	45.40 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications on the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight, and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public Guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2007-08	2008-09	2006-07	2007-08	2008-09	
English-Language Arts	72	77	80	63	64	70	43	46	50
Mathematics	74	84	88	56	59	63	40	43	46
Science	55	79	87	59	66	71	38	46	50
History-Social Science	0	0	0	58	61	67	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year

History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the schools' per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expenditure](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,244	\$2,165	\$5,291	\$71,681
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	-1.77%	-4.92%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-4.01%	6.91%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Capistrano Unified School District received fewer dollars per ADA (Average Daily Attendance) than the state average for unified school districts. Our school district lobbied for equitable funding per student for all school districts in California.

Funds were received from the state and federal governments for school improvement, compensatory education (Title I), English language learners, migrant services, special education, preschool services, Accelerated Academic Achievement (AAA/GATE), child welfare and attendance, and instructional and library materials.

The direct school site expenditures covered the basic expenses for teachers, instructional supplies, school site administrators, and clerical staff. Each school site budget was augmented by additional funds that covered such areas as music, reading, health services, special education, library media, textbooks, custodial, maintenance, transportation, and other support services. In some instances, school expenditures were augmented by various categorical funding sources as well as private donations.

We are very concerned with the future of public school funding in California. CUSD remains hopeful that Proposition 98 will no longer be suspended each time California legislators are short of money. This proposition, voter approved in 1988, guarantees minimal funding levels for schools.

2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	History-Social Science
African American	*	*	*
American Indian or Alaska Native	87	93	*
Asian	*	*	*
Filipino	58	68	45
Hispanic or Latino	*	*	*
Pacific Islander	81	89	91
White (not Hispanic)	77	88	90
Male	83	88	84
Female	60	80	*
Economically Disadvantaged	45	64	*
English Learners	32	50	*
Students with Disabilities			
Students Receiving Migrant Education Services			

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFI\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones	
	Four of Six Standards	Six of Six Standards
5	12.1	43.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [API](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	10
Similar Schools	4	3	5

"N/A"

means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	
All Students at the School	-7	25	24	920
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-6	29	20	925
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes"
 "No"
 Met 2009 AYP Criteria
 Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE AYP Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district objectives, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school.

Guiding specific professional development plans is teacher teams' development of annual measurable goals based upon identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. These goals and the action plans toward their accomplishment create each team's year long plan for continuous improvement. Teacher teams engage in ongoing examination of standards-based curriculum, the examination of meaningful assessment data that is formative in nature, and powerful teaching strategies that get results. These embedded, professional development activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear teaching credentials." In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, from district resource teachers, and the Peer Assistance and Review Program.

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school's goals and programs.

Mission Statement

As a Professional Learning Community, the team at Wagon Wheel envisions:

Rigorous content and performance standards driving curriculum

Frequent, on-going assessment targeting instruction

Implementation of research-based, best practices in the classroom

All students receiving equal opportunity and access to the curriculum

Parents and school staff working collaboratively to ensure the success of each child

The facilitation and promise of a physically and emotionally safe learning environment

Where children learn more today than yesterday, and more tomorrow than today

School Description

Building the Future; One Child at a Time is the collaboratively developed theme that runs through Wagon Wheel's comprehensive instructional program. Strong academics, scholarly attributes, community service and character education are integrated throughout the curriculum. Nestled amidst the tapestry of rolling, rustic hills of Trabuco Canyon, the kindergarten through fifth grade school serves 922 children and is currently celebrating ten years of providing students with a rigorous, challenging education. Wagon Wheel is the second largest elementary school in the Capistrano Unified School District.

Children from all walks of life make up and add to the richness of Wagon Wheel's student population. *It is not uncommon to see Special Day Class students working side-by-side with general education peers in the school's Discovery Garden as part of the newly implemented Mustang Buddy Program.* The Effective Behavior Support Program provides the internal structure for identifying clear, measurable standards and outcomes for student conduct and character development. Staff and parents model the high expectations and attitude required for positive character development, citizenship, respect and responsibility that serve as the hallmark of Wagon Wheel's positive school climate. Character development is integrated into the curriculum.

The school takes pride in having sustained academic improvement over time. This high level of achievement is an indicator of the high expectations staff hold for themselves. The high standard for providing a rigorous, standards based, differentiated instructional program is passed down to students within each lesson. Frequent, on-going assessment, study of school data and subsequent provision of differentiated instruction serve as the foundation and core of student learning and are key components of the school's commitment and vision. The Wagon Wheel Professional Learning Community has student learning and achievement as its main focus.

Perhaps, one of the most salient features of Wagon Wheel is the high level of parent involvement. An integral part of the school's culture, parents, grandparents, retirees and community members volunteer daily to provide support, encouragement and assistance to an already nurturing, warm learning environment. Working jointly with parents and members of the school community, the Wagon Wheel staff recognizes the importance of establishing and maintaining a strong partnership between home and school. It is with commitment, firm belief and pride that we function as a truly effective Professional Learning Community, joining hands to **Build the Future; One Child at a Time**.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

The Wagon Wheel Staff recognizes the significance and value of involving family and community members in performing data-based rigorous academic goals. Through the establishment of an orderly process for communicating performance expectations at each grade level, the principal and teachers work to inform and include parents on how best to support the curriculum and overall school vision. This information is shared in a bulletin that is mailed home prior to the opening of school, in packets sent home on the first day of school that require parent signature, in e-mails sent home from the principal and teachers, on the school's website, at Back to School Night, during goal setting parent

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10



Wagon Wheel Elementary School
Home of the Mustangs

2008-09 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index (API), Adequate Yearly Progress (AYP)), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School	District
School Name	Capistrano Unified
Street	30912 Bridle Path
City, State, Zip	Coto De Caza, CA 92679
Phone Number	949-538-1953
Principal	Kathy Parker
E-mail Address	kjparker@capoused.org
District Name	Capistrano Unified
Phone Number	949-234-9200
Web Site	www.capoused.org
Superintendent	Roberta Mahler
E-mail Address	superintendent@capoused.org
CDS Code	30-56464-6114524

conferences, at School Site Council and PTA meetings, in newsletters or pre-recorded phone messages, during Open House, in progress and report cards and is outlined in the collaboratively developed Single School Plan.

Site administration and teachers actively seek out and recruit parent and community volunteers to participate in classroom and overall school programs. The school offers parents, family, and community members various opportunities to become involved, including through the PTA, as part of the Wagon Wheel Welcome Wagon, as Room Parent, program chairs, classroom, library, science, and computer lab volunteers, field trip chaperones, Guest Principal for a Day, as guest speakers and presenters during assemblies, at Family Fun Nights, on the School Site Council and as Webmaster.

Working jointly with parents and community members, the Wagon Wheel staff keeps parents informed of school goals, student progress towards meeting the standards and program effectiveness. Establishing and maintaining a strong partnership with parents and the community is key to the on-going success of Wagon Wheel's student population. The nurturing, supportive culture at Wagon Wheel promotes academic rigor, meaningful instruction, and a love of learning. Strong parent support is evident. It is the way in which we function as a truly effective Professional Learning Community, joining hands to **Build the Future; One Child at a Time.**

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	110
Grade 1	135
Grade 2	136
Grade 3	148
Grade 4	167
Grade 5	164
Total Enrollment	860

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.93 %
American Indian or Alaska Native	0.12 %
Asian	4.88 %
Filipino	0.93 %
Hispanic or Latino	2.67 %
Pacific Islander	0.23 %
White (not Hispanic)	80.70 %
Multiple or No Response	9.53 %
Socioeconomically Disadvantaged	3.00 %
English Learners	2.00 %
Students with Disabilities	7.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09		
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	1-20	21-32	33+
		1-20	21-32	33+			1-20	21-32	33+

K	29.8	4	30.5	4	31.7	3
1	19.4	7	19.6	7	19.2	6
2	19.9	9	19.0	7	18.8	6
3	19.7	7	19.3	8	19.3	7
4	34.0	6	34.0	5	33.0	7
5	32.6	2	33.0	2	32.2	3
6						2
K-3	20.0	1	20.0	2	19.7	3
3-4						
4-8			34.0	1		
Other						

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Each Capistrano Unified school site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. Fire drills are held monthly in elementary schools; drop, cover and hold drills are held each semester throughout the district. Lockdown drills and disaster drill are held once a year.

For additional information on emergency planning in CUSD please go to: <http://www.capouisd.org/pdf/Emergency%20Planning%20in%20CUSD.pdf>

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	0.0	0.1	1.0	3.3	3.3
Expulsions	0.0	0.0	0.0	0.1	0.3	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Wagon Wheel Elementary School has 45 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1997. Portable classrooms were added in 1998 to accommodate increased enrollment.

The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school. Staff and students and parents take pride in maintaining a clean and safe campus.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Planned
	Exemplary	Good	Fair/Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer Interior, Interior Surfaces	N/A			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A			
Electrical: Electrical	N/A			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A			
Safety: Fire Safety, Hazardous Materials	N/A			
Structural: Structural Damage, Roofs	N/A			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A			
Overall Rating				N/A

V. Teachers Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District	
	2006-07	2007-08	2008-09	2008-09	2008-09
With Full Credential	40	40	29	2301	
Without Full Credential	0	2	0	32	
Teaching Outside Subject Area of Competence	0	0	0		N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web

page.

Location of Classes	Taught by NCLB Compliant Teachers	Percent of Classes In Core Academic Subjects Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Health Assistant		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Science	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey in	0%

salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$42,065
Mid-Range Teacher Salary	\$73,476	\$67,109
Highest Teacher Salary	\$97,031	\$86,293
Average Principal Salary (Elementary)	\$127,690	\$107,115
Average Principal Salary (Middle)	\$130,074	\$112,279
Average Principal Salary (High)	\$135,764	\$122,532
Superintendent Salary	\$273,000	\$216,356
Percent of Budget for Teacher Salaries	45.40 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science in grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public Guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	76	72	83	63	64	70	43	46	50
Mathematics	81	78	84	56	59	63	40	43	46
Science	70	75	73	59	66	71	38	46	50
History-Social Science	0	0	0	58	61	67	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced
-------	---

September 2008. All textbooks are state-adopted and standards-based.	N/A	N/A
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expenditure of Education](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,862	\$1,988	\$5,075	\$68,128
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	-5.77%	-9.63%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-7.92%	1.61%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Capistrano Unified School District received fewer dollars per ADA (Average Daily Attendance) than the state average for unified school districts. Our school district lobbied for equitable funding per student for all school districts in California.

Funds were received from the state and federal governments for school improvement, compensatory education (Title I), English language learners, migrant services, special education, preschool services, Accelerated Academic Achievement (AAA/GATE), child welfare and attendance, and instructional and library materials.

The direct school site expenditures covered the basic expenses for teachers, instructional supplies, school site administrators, and clerical staff. Each school site budget was augmented by additional funds that covered such areas as music, reading, health services, special education, library/media, textbooks, custodial, maintenance, transportation, and other support services. In some instances, school expenditures were augmented by various categorical funding sources as well as private donations.

We are very concerned with the future of public school funding in California. CUSD remains hopeful that Proposition 98 will no longer be suspended each time California legislators are short of money. This proposition, voter approved in 1988, guarantees minimal funding levels for schools.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative

	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	81	86	75	*
Filipino	45	91	*	*
Hispanic or Latino	82	68	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	85	85	73	*
Male	80	84	68	*
Female	87	84	77	*
Economically Disadvantaged	65	62	*	*
English Learners	*	*	*	*
Students with Disabilities	59	61	43	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(FFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5	30.9	50.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [API](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	9

"N/A" Similar Schools means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "NA" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	
All Students at the School	1	-11	40	2009 919
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	3	-12	45	923
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Met 2009 AYP Criteria
 Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE AYP Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district objectives, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school.

Guiding specific professional development plans is teacher teams' development of annual measurable goals based upon identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. These goals and the action plans toward their accomplishment create each team's year long plan for continuous improvement. Teacher teams engage in ongoing examination of standards-based curriculum, the examination of meaningful assessment data that is formative in nature, and powerful teaching strategies that get results. These embedded, professional development activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear teaching credentials." In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, from district resource teachers, and the Peer Assistance and Review Program.

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10



Las Flores Middle School
Home of the Bears

2008-09 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School	District
School Name Las Flores Middle	Capistrano Unified
Street 25862 Antonio Pkwy.	949-234-9200
City, State, Zip Los Flores, CA 92688	www.capousd.org
Phone Number 949-589-6543	Superintendent Roberta Mahler
Principal Shannon Soto-Veeh	E-mail Address superintendent@capousd.org
E-mail Address smscto@capousd.org	CDS Code 30-66464-6117725

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school's goals and programs.

Las Flores Middle School



A California Distinguished School

Our Mission Is Learning

"We will ensure that all our children will learn more today than yesterday, and more tomorrow than today."

Our school facilities include 57 classrooms, small group instruction rooms, teacher workrooms, and science labs, as well as labs for home arts, computers, visual arts, and technology. The facility is equipped with a locker room; a lighted, covered basketball court; a weight center and dance studio; instrumental and choral music rooms; media center; large multipurpose room; health office; attendance office, and administrative offices.

Las Flores Middle School has been a California Distinguished School twice and, with an API of 875, is an exciting learning environment. Technology provides opportunities for students to have access to current news items and data relevant to their studies. Our computer labs contain Macintosh computers. All classrooms are connected to the Internet, allowing students to travel beyond the walls of the school. Edline on the web offers parents the ability to check grades and assignments from home.

The focus of our school program is an interdisciplinary team approach. In the sixth grade, students are assigned to a team of teachers who teach science/math and language arts/social science. Teams of two to four teachers teach the core subjects to students in seventh and eighth grades. In PE, an advisement program is an integral part of each grade level and is based on the Life Skills Program. The focus of our PE program is lifelong fitness.

A student study team meets regularly to design a system of interventions for students who are referred by our staff members. Las Flores Middle School has a number of unique programs and offerings for students, including a Homework Club, PAL, IMPACT mentors, Bear News Network, Medieval Faire, field trips, and lunchtime activities. Students are also encouraged to compete in the Spelling Bee, Academic Pentathlon and Destination Imagination. Intervention classes in math and reading are available to students before and after school. Our school also has an active Associated Student Body which organizes fundraisers, dances, assemblies, and spirit activities. Las Flores Middle School has also established a school-wide goal to help all students develop sophisticated literacy skills. The Sustained Silent Reading program dedicates 19 minutes daily to independent student reading. A built-in tutorial time on Wednesdays offers an opportunity for extra support in academic subjects.

For additional information about school and district programs, please visit www.capousd.org.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Student Association works hand-in-hand with the school to provide funds and programs which further enrich the school experience for our students.

From the district level, the CUSD Foundation also provides resources and support to our schools.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	419
Grade 7	429
Grade 8	444
Total Enrollment	1292

semester throughout the district. Lockdown drills and disaster drill are held once a year.
 For additional information on emergency planning in CUSD please go to:
<http://www.capousd.org/pdf/Emergency%20Planning%20in%20CUSD.pdf>

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.4	2.1	2.2	1.0	3.3	3.3
Expulsions	0.0	0.2	0.0	0.1	0.3	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Las Flores Middle School has 57 classrooms, a multipurpose room, library, a girls' and boys' locker room, covered basketball court, and an administration building. The main campus was built in 1997. The two-story portable classroom building was added in 1999. Portable classrooms were added in 1998 and a few have been added every year through 2003.

The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Planned
	Exemplary	Good	Fair	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A			
Interior: Interior Surfaces	N/A			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A			
Electrical: Electrical	N/A			
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A			
Safety: Fire Safety, Hazardous Materials	N/A			
Structural: Structural Damage, Roofs	N/A			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	N/A			
Overall Rating				N/A

V. Teachers

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.08 %
American Indian or Alaska Native	0.23 %
Asian	5.26 %
Filipino	2.63 %
Hispanic or Latino	5.42 %
Pacific Islander	0.08 %
White (not Hispanic)	80.26 %
Multiple or No Response	5.03 %
Socioeconomically Disadvantaged	3.00 %
English Learners	2.00 %
Students with Disabilities	6.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32
6	30.5	3	20	18	32.0	20	24	32.1	2	22	21

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English	25.5	12	18	9	30.5	4	8	18	28.7	4	17	10
Mathematics	28.5	7	26	15	31.8	1	23	15	30.4	4	20	18
Science	30.6	2	17	12	32.4	10	17	32.1	13	14		
Social Science	29.4	2	22	9	30.6	1	19	9	30.0	2	20	8

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Each Capistrano Unified school site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. Fire drills are held monthly in elementary schools; drop, cover and hold drills are held each

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	
With Full Credential	54	54	53	2301
Without Full Credential	2	0	0	32
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	11	6	5
Total Teacher Misassignments	11	6	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	2584
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A

Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Science	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Foreign Language	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Health	N/A	N/A
Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expenditure of Education](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,272	\$2,194	\$5,291	\$74,126

District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	-1.76%	-1.68%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-4.01%	10.56%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Capistrano Unified School District received fewer dollars per ADA (Average Daily Attendance) than the state average for unified school districts. Our school district lobbied for equitable funding per student for all school districts in California.

Funds were received from the state and federal governments for school improvement, compensatory education, (Title I), English language learners, migrant services, special education, preschool services, Accelerated Academic Achievement (AAA/GATE), child welfare and attendance, and instructional and library materials.

The direct school site expenditures covered the basic expenses for teachers, instructional supplies, school site administrators, and clerical staff. Each school site budget was augmented by additional funds that covered such areas as music, reading, health services, special education, library media, textbooks, custodial, maintenance, transportation, and other support services. In some instances, school expenditures were augmented by various categorical funding sources as well as private donations.

We are very concerned with the future of public school funding in California. CUSD remains hopeful that Proposition 98 will no longer be suspended each time California legislators are short of money. This proposition, voter approved in 1988, guarantees minimal funding levels for schools.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$42,065
Mid-Range Teacher Salary	\$73,476	\$67,109
Highest Teacher Salary	\$97,031	\$86,293
Average Principal Salary (Elementary)	\$127,690	\$107,115
Average Principal Salary (Middle)	\$130,074	\$112,279
Average Principal Salary (High)	\$135,764	\$122,532
Superintendent Salary	\$273,000	\$216,356
Percent of Budget for Teacher Salaries	45.40 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA,

mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the [CDE Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public Guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State				
	2006-07	2008-09	2007-08	2008-09	2006-07	2008-09			
English-Language Arts	73	74	77	63	64	43	46	50	
Mathematics	72	72	73	56	59	63	40	43	46
Science	81	83	93	59	66	71	38	46	50
History-Social Science	72	67	81	58	61	67	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	67	67	*
American Indian or Alaska Native	*	*	*
Asian	82	89	100
Filipino	74	62	*
Hispanic or Latino	61	50	73
Pacific Islander	*	*	*
White (not Hispanic)	79	74	94
Male	73	74	95
Female	81	72	90
Economically Disadvantaged	57	48	*
English Learners	17	30	*
Students with Disabilities	37	28	63
Students Receiving Migrant Education Services			48

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.8	36.2	41.1

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [API](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	3	5	3

"N/A"

"B" means a number is not applicable or not available due to missing data. ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	
All Students at the School	16	4	20	900

African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20		
Pacific Islander			
White (not Hispanic)	15	5	16
Socioeconomically Disadvantaged			903
English Learners			
Students with Disabilities			

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		

Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district objectives, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school.

Guiding specific professional development plans is teacher teams' development of annual measurable goals based upon identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. These goals and the action plans toward their accomplishment create each team's year long plan for continuous improvement. Teacher teams engage in ongoing examination of standards-based curriculum, the examination of meaningful assessment data that is formative in nature, and powerful teaching strategies that get results. These embedded professional development activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear teaching credentials. In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, from district resource teachers, and the Peer Assistance and Review Program.

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10



Tesoro High School
Home of the Titans



2008-09 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Tesoro High	District Name	Capistrano Unified
Street	1 Tesoro Creek Rd.	Phone Number	949-234-9200
City, State, Zip	Las Flores, CA 92688-4706	Web Site	www.capousd.org
Phone Number	949-234-5310	Superintendent	Roberta Mahler
Principal	Dr. Daniel Burch	E-mail Address	superintendent@capousd.org
E-mail Address	dburch@capousd.org	CDS Code	30-66464-3030756

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school's goals and programs.



Tesoro High School

A California Distinguished School

“We will ensure that all our children will learn more today than yesterday, and more tomorrow than today.”

Tesoro High School, Capistrano Unified's fifth high school, opened its doors in the fall of 2001. Currently Tesoro serves approximately 2,500 students in Grades 9-12 and served just fewer than 3,000 at its peak. An extensive program in academics, including college prep and advanced courses, special education services, athletics, and fine and performing arts, are available to all students. Tesoro provides technology and computer access throughout the campus. Specially designed classrooms for physics, advanced mathematics, industrial technology, digital photography, video production, graphic arts, and several computer labs support instruction and learning.

Tesoro High School has built many support systems into the daily schedule. The school operates on a block schedule. While students have six classes in their schedule, they attend only three classes per day, every other day. This reduces the load to approximately 75 to 100 students per day per teacher. Included in the schedule is a forty-minute period, called “tutorial”. Three days a week students attend tutorial in any class of their choice. Students use this time to get extra help from their teacher, make up labs and tests, or work on projects. Once a month, students meet in Advisement. Each student is assigned a certificated staff member with whom they meet with every month for four years. Focusing on the forty developmental assets, the advisement program provides a venue to hold individual students accountable for grades, to discuss study skills, and to develop lasting and meaningful connections between staff and students, thereby making a large school seem small.

A recently added component to the advisement program is IMPACT, a student mentoring program. Approximately 175 hand-selected juniors and seniors are trained on a monthly basis to work with all freshmen in the Advisement classes. The IMPACT program focuses on the key transition from middle to high school and provides structure and leadership training to upper-class students who in turn work with freshman in a mentoring capacity.

Tesoro High School benefits from two very active community groups: The Education for the Children Foundation and the PTSA. Both work hard to support individual teacher programs by providing mini-grants to teachers. In addition, the parents and community have provided a host of volunteers to serve in the library, the copy room, and the computer labs every day. Getting parents and community members to serve on advisory boards, such as Site Council, Science Olympiad, and Mock Trial, has proven to be nearly effortless.

As a Professional Learning Community, Tesoro High School provides an atmosphere where teachers collaborate regularly on vertical and horizontal curricular teams working on standards-based curriculum maps, assessment tools, and teaching methodologies. Team goals are based on standards-based test results. The vision of Tesoro High School is that it becomes a school where every student's needs are met in an environment where all adults and students consistently do the right and proper thing.

For additional information about school and district programs, please visit www.capousd.org.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Student Association (PTSA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students.

From the district level, the CUSD Foundation also provides resources and support to our schools.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	614
Grade 10	691
Grade 11	703
Grade 12	723
Total Enrollment	2731

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.65 %
American Indian or Alaska Native	0.33 %
Asian	6.52 %
Filipino	2.49 %
Hispanic or Latino	7.65 %
Pacific Islander	0.51 %
White (not Hispanic)	77.66 %
Multiple or No Response	3.19 %
Socioeconomically Disadvantaged	4.00 %
English Learners	2.00 %
Students with Disabilities	6.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.9	9	39	53	31.8	6	36	49	32.8	8	19	56
Mathematics	31.7	4	35	47	31.4	7	31	43	31.2	8	32	38
Science	31.5	4	35	39	32.1	4	23	47	32.5	5	21	44
Social Science	34.2	4	17	51	34.9	2	11	57	32.0	5	35	41

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

A comprehensive safety plan is in place and is updated multiple times each year. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. The plan involves emergency preparedness for natural disasters as well as for a potential school shooter. Staff members are trained to handle a wide range of emergencies and the entire

school population participates in bi-annual drills. After each drill, feedback is used to update the school safety plan. The school staff continues to work collaboratively with district office staff, the Orange County Sheriff's Department, students, parents, and community leaders to update and improve the plan as well as raise funds, obtain necessary safety equipment and food and water, and store these items on campus.

Additionally, school administrators work closely with the School Mobile Assessment Resource Team (SMART) to thoroughly investigate threats of harm. School officials help foster lines of open communication with students and parents to create a climate where individuals feel comfortable reporting inappropriate activity, such as bullying and threats. School staff members take a strong stand against any kind of bullying and threatening behavior and investigate such matters fully.

For additional information on emergency planning in CUSD please go to:
<http://www.capousd.org/pdf/Emergency%20Planning%20in%20CUSD.pdf>

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	1.1	5.2	3.4	1.0	3.3	3.3
Expulsions	0.1	0.8	0.3	0.1	0.3	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Tesoro High School opened in 2001 and was completed in 2003. The school consists of 104 classrooms, two Gymnasiums, Theater, Library, Career Center, two Music rooms, boys' and girls' Locker Rooms, Food Court, Weight Room, Pool, Stadium, and Administrative Building. Tesoro received an all-weather track and field surface in the stadium in 2006. While the school is still new, the need for repairs does arise. A work order process is used to ensure that any needed repairs are attended to on a timely basis. The district Maintenance staff coordinates follow-up on the work orders. Safety concerns receive the highest priority from the school staff and district Maintenance. The custodial staff maintains a consistent schedule to ensure that the school is clean.

In 2007, the school received a donation for 20 permanent benches for outdoor student seating. In addition, 26 outdoor lunch tables were installed. Two large shade structures were installed in February 2008. A dedicated science computer lab was completed in spring 2008.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A				
Interior: Interior Surfaces	N/A				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A				
Electrical: Electrical	N/A				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A				

Safety: Fire Safety, Hazardous Materials	N/A				
Structural: Structural Damage, Roofs	N/A				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A				
Overall Rating					N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	112	103	98	2301
Without Full Credential	6	5	1	32
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	30	16	18
Total Teacher Misassignments	30	16	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	99.5	0.5
All Schools in District	99.7	0.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	1365
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts*	1999 - All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Mathematics**	2002 - All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
History-Social Science	2008 - All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Visual and Performing Arts	2008 - All students are provided an individual textbook or instructional material as determined by a survey in September 2008. All textbooks are state-adopted and standards-based.	0%
Science Laboratory Equipment (grades 9-12)	2008 - All students are provided an individual textbook or instructional material as determined by a survey in	0%

September 2008. All textbooks are state-adopted and standards-based.
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**English/Language Arts – 2009 – Due to the current budget crisis, the 2010 adoption may be postponed.*

***Mathematics – 2009 – Due to the current budget crisis, the 2010 adoption may be postponed.*

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,996	\$2,144	\$5,057	\$76,009
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	-6.11%	0.82%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-8.26%	13.36%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Capistrano Unified School District received fewer dollars per ADA (Average Daily Attendance) than the state average for unified school districts. Our school district lobbied for equitable funding per student for all school districts in California.

Funds were received from the state and federal governments for school improvement, compensatory education (Title I), English language learners, migrant services, special education, preschool services, Accelerated Academic Achievement (AAA/GATE), child welfare and attendance, and instructional and library materials.

The direct school site expenditures covered the basic expenses for teachers, instructional supplies, school site administrators, and clerical staff. Each school site budget was augmented by additional funds that covered such areas as music, reading, health services, special education, library media, textbooks, custodial, maintenance, transportation, and other support services. In some instances, school expenditures were augmented by various categorical funding sources as well as private donations.

We are very concerned with the future of public school funding in California. CUSD remains hopeful that Proposition 98 will no longer be suspended each time California legislators are short of money. This proposition, voter approved in 1988, guarantees minimal funding levels for schools.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
----------	-----------------	--

Beginning Teacher Salary	\$48,899	\$42,065
Mid-Range Teacher Salary	\$73,476	\$67,109
Highest Teacher Salary	\$97,031	\$86,293
Average Principal Salary (Elementary)	\$127,690	\$107,115
Average Principal Salary (Middle)	\$130,074	\$112,279
Average Principal Salary (High)	\$135,764	\$122,532
Superintendent Salary	\$273,000	\$216,356
Percent of Budget for Teacher Salaries	45.40 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	64	67	71	63	64	70	43	46	50
Mathematics	39	49	46	56	59	63	40	43	46
Science	60	60	77	59	66	71	38	46	50
History-Social Science	62	67	74	58	61	67	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science

African American	75	26	91	75
American Indian or Alaska Native	*	*	*	*
Asian	84	67	91	87
Filipino	77	55	*	81
Hispanic or Latino	51	34	64	55
Pacific Islander	*	*	*	*
White (not Hispanic)	71	46	76	74
Male	68	50	79	79
Female	73	43	75	70
Economically Disadvantaged	43	27	57	56
English Learners	15	32	*	25
Students with Disabilities	29	20	32	35
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English	75.9	80.9	80.5	71.0	76.8	72.4	48.6	52.9	52.0
Mathematics	77.1	75.7	81.1	71.4	70.3	72.1	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	19.5	31.1	49.5	18.9	42.7	38.4
Male	22.2	33.4	44.4	14.5	42.6	42.9

Female	17.1	28.9	54.0	22.8	42.8	34.4
African American	18.2	45.5	36.4	27.3	45.5	27.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	8.9	28.9	62.2	2.2	26.7	71.1
Filipino	*	*	*	*	*	*
Hispanic or Latino	45.1	31.4	23.5	41.2	43.1	15.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	18.5	30.7	50.8	18.5	44.2	37.4
English Learners	60.0	40.0	0.0	50.0	35.0	15.0
Socioeconomically Disadvantaged	30.0	35.0	35.0	35.0	50.0	15.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	71.4	17.1	11.4	77.1	17.1	5.7

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.3	28.8	55.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [API](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	10
Similar Schools	4	3	3

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the

Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- " * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	2	21	19	855
African American				
American Indian or Alaska Native				
Asian	-22	32	5	917
Filipino				
Hispanic or Latino	9	-10	36	779
Pacific Islander				
White (not Hispanic)	3	24	17	856
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	-1	7	61	610

- "N/A" means a number is not applicable or not available due to missing data.
- "**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes

Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes"
"No"

Met 2009 AYP Criteria
Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.1	0.2	0.1	0.5	0.5	0.9	3.5	4.4	3.9
Graduation Rate	99.6	99.5	99.4	98.8	98.1	96.0	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	98%	96%	N/A
African American	100%	98%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	100%	99%	N/A
Filipino	100%	99%	N/A
Hispanic or Latino	99%	88%	N/A
Pacific Islander	100%	100%	N/A
White (not Hispanic)	98%	98%	N/A
Socioeconomically Disadvantaged	100%	85%	N/A
English Learners	100%	89%	N/A
Students with Disabilities	73%	50%	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Preparation of students to enter the workforce begins in Grade 9 with completion of a required course entitled "Career and College Preparation." Students research and present information through a desktop presentation on one career that does not require post-secondary education and one that does require post-secondary education. Students also learn job searching, job application, resumé building, and interviewing techniques. Further, students learn the basics of job retention skills, including those strongly recommended by the SCANS Report of 1991 and the Partnership for the 21st Century.

In Grades 10 and 11 students are encouraged to enroll in a Career Technical Education (CTE) course of their choice. Each District approved CTE course is compliant with the California State CTE Curriculum Model Curriculum Standards and Curriculum Framework. Each of the State's 15 industry sectors and 58 pathways contain guidance for teachers about the preparation of students to reach "industry level" standards at the time of graduation. All District CTE teachers receive annual staff development to ensure that they are aware of and know how to implement the latest industry sector standards in their respective career pathway.

The District maintains two school-to-career, tech/prep academies certified by the California Department of Education as California Partnership Academies. These specialized pathways provide students with internships between the student's junior and senior year of high school. In addition to these academies, there are several other pathways extant at the District's comprehensive high schools.

The District's Carl Perkins strategic (five-year) and annual plans are annually reviewed and approved by the California Department of Education as meeting or exceeding the State's curriculum and content standards.

Students have the opportunity to take course work in Grades 11 and 12 with the Capistrano-Laguna Beach Regional Occupation Program (ROP). These programs are taught by recently employed or retired industry professionals with specialized credentials. The highlight of the ROP is the opportunity to engage in job shadowing, internships, and apprenticeships in various industry sectors and pathways.

Finally, in Grades 10 through 12, students have the opportunity to take CTE courses that are available at Saddleback College for high school and college credit. The District maintains a 2+2 Tech/Prep agreement with Saddleback, providing students opportunities to take high school classes that eventually count for college credit when students transfer to Saddleback College. Additionally, the District maintains a Concurrent College Studies Agreement with Saddleback, which permits students to take over 200 college courses for high school and college credit concurrently. Many of these courses are CTE in nature and most lead to college awarded and industry recognized certificate programs that lead to immediate employment or promotion with an employment sector.

List of career technical education (CTE) programs offered at the school:

AP Cmpt Sci (HP)
 CareerEd/MicroA
 CECA IA
 CECA IB
 Child Dev Adv
 Chld Develop IA
 Chld Develop IB
 Digital PhotoA
 Digital PhotoB
 Drama Adv (P)
 Drama IA (P)
 Drama IB (P)
 Foods IA
 Foods IB
 Intro Web Progr
 Photography IA
 Photography IB
 PhotographylA(P)
 PhotographylB(P)
 ROP/Art Anim IA
 ROP/Art Anim IB
 ROP/Auto Repair
 ROP/Child Ca Oc
 ROP/Fashion Mer
 ROP/FloralDesBe
 ROP/Int Comp Gr
 ROP/IntroMMedia
 ROP/Law Enforce
 ROP/SprtsMed I
 ROP/SprtsMed II
 Stagecraft
 TV Brdcast Jrnl
 TV BrdcastJrnIA
 TV BrdcastJrnIB
 Video Prod IA
 Video Prod IB

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	295
Percent of the school's pupils completing a CTE program and earning a high school diploma	23%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	36%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	77.1
Graduates Who Completed All Courses Required for UC/CSU Admission	53.1

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	21	11.1

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district objectives, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school.

Guiding specific professional development plans is teacher teams' development of annual measurable goals based upon identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. These goals and the action plans toward their accomplishment create each team's year long plan for continuous improvement. Teacher teams engage in ongoing examination of standards-based curriculum, the examination of meaningful assessment data that is formative in nature, and powerful teaching strategies that get results. These embedded professional development activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear teaching credentials. In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, from district resource teachers, and the Peer Assistance and Review Program.