



CALIFORNIA TITLE COMPANY

RANCHO SANTA MARGARITA

Community & School Information





RANCHO SANTA MARGARITA

Where schools, shopping centers and residential neighborhoods now stand, Native Americans once lived. On July 23, 1769, they were visited by a Spanish expedition under Captain Gaspar de Portola, who camped near the site of Tijeras Creek Golf Course in Rancho Santa Margarita.

On July 24, the expedition headed inland to avoid the many streams and swamps in the area. They found a large plateau area and camped that night on its western edge by a canyon, which the Franciscans named San Francisco Solano. This was on the eastern side of Trabuco Creek about three miles downstream from the present site of Trabuco Oaks.

While camped here on July 24-25, one of the soldiers lost his trabuco, or musket, a most valuable possession to any soldier. To mark this loss, the stream was named Trabuco. The name has been associated with the mesa, the canyon, and the entire area ever since. The Spaniards founded Mission San Juan Capistrano in 1776, and ruled the region until 1821, when California became part of Mexico.

The Mexican governors carved the area around the mission into three large ranchos: Rancho Trabuco, Rancho Mission Viejo, and Rancho Santa Margarita. James L. Flood and his partner Jerome O'Neill purchased the combined ranchos in 1882. The huge estate was run as a working ranch into the 1920s. In 1940, the ranch was divided, with the Flood family taking the lower portion, in today's San Diego County, with the upper portion retained by the O'Neill family. In 1942, the Navy annexed the Flood family's portion of the ranch for use as Camp Joseph H. Pendleton.

In 1948, the O'Neill family donated 278 acres of canyon bottom land to the County of Orange for park purposes. The O'Neill family donated an additional 120 acres of parkland in 1963, the same year they founded the Mission Viejo Company and drew up plans for a master-planned community of the same name.

By the 1960s, a rural cluster of homes had been present in Trabuco Canyon for decades. The area's first tract developed homes didn't arrive until late in the decade in what would become Coto de Caza, which started out as a hunting and fishing resort. The area remained fairly remote until 1986, when the first homes in the new master planned community of Rancho Santa Margarita were sold. The economic boom of the 1980s also fueled home construction in nearby Dove Canyon, Robinson Ranch, Wagon Wheel and a handful of smaller developments. The area became better linked to the rest of the county in 1992, when extensions of Oso, Antonio and Alicia Parkways were completed.

In 1989, the people of the community of Rancho Santa Margarita established a Community Civic Association (CCA) for the purpose of providing a political voice for the community. The CCA, later known as the Rancho Margarita Civic Association (and still later as the Civic Council), briefly explored self-governance, but it was in 1995 that the RSM Cityhood Committee, a separate community organization, began the official drive for cityhood. Rancho Santa Margarita was planned to be an "Urban Village", offering the best of two worlds: all of the elements and advantages of a small city plus the quality of life of a small village.





In November 1999, area voters opted to incorporate the Rancho Santa Margarita Planned Community and the neighboring Robinson Ranch, Dove Canyon, Rancho Cielo, Trabuco Highlands and Walden Communities. The newly formed City of Rancho Santa Margarita incorporated on January 1, 2000, and became the 33rd city in the County of Orange.

The City is a general law city and operates under the council-manager form of government. Rancho Santa Margarita is a contract city. Police services are provided through contract with the Orange County Sheriff. Fire Protection services are provided through the Orange County Fire Authority.

Quality of Life

Rancho Santa Margarita is a small city with the soul of a village. The City is instilled with traditions that honor the heritage of our land. A mix of land uses and a balance of jobs and housing provide a planned community oasis in which people live, work, shop, and play. Community events and public gathering places promote a family-oriented community and encourage community spirit and participation. The City maintains a safe environment through a variety of community programs, law enforcement, and fire protection services. Quality educational programs and facilities are promoted through cooperation between the City and the school districts.



As the community looks toward the future, Rancho Santa Margarita will strive to ensure its small town village character is protected and enhanced by well-designed and well-maintained neighborhoods that complement the natural environment. The quality of environmental, open space, scenic resources and our watershed shall be preserved to enhance the community's distinct setting and natural beauty. Other amenities such as Lake Santa Margarita, parks, pools, community centers, and pedestrian/bicycle trails will also be protected and well-maintained to meet the needs of the community.

As the community matures, residential, commercial, and industrial areas will be revitalized to enhance quality of life and encourage economic development. Because most facilities in Rancho Santa Margarita are owned and maintained by private organizations, the City will collaborate with public and private organizations, such as public service agencies, Homeowner Associations, and community foundations, to improve and maintain public services and facilities. The City will also maintain the transportation system to ensure safe and convenient access is provided to serve local and inter-community needs. These factors will continue to attract businesses that are beneficial to and thrive in the community.



Public Safety

The City of Rancho Santa Margarita contracts with the Orange County Sheriff's Department for all of its law enforcement needs. The Sheriff's Department is responsible for providing for the protection of citizens, the enforcement of laws and crime prevention. Law enforcement services include patrol, criminal investigations, traffic enforcement, traffic accident analysis and investigation, along with parking enforcement.



Rancho Santa Margarita is recognized as the safest city in California (of cities with populations between 20,000 to 100,000). The City is dedicated in its crime fighting strategy, as well as maintaining an atmosphere of community. There are a variety of community policing programs available to residents and businesses in the City. Police Services encourages you to participate in these programs and aid in our endeavor to preserve the quality of life in Rancho Santa Margarita.

The City of Rancho Santa Margarita contracts with the Orange County Fire Authority for all of its fire safety needs. The Fire Authority is responsible for providing for the protection of citizens, the enforcement of fire safety laws and fire prevention and suppression. The Battalion Chief is the Department Head for Fire Services and is responsible for the day-to-day operation of fire services in the City.

The City is dedicated in its fire safety strategy, as well as maintaining an atmosphere of community. There are a variety of community fire safety programs available to residents and businesses in the City including business inspection and plan check, the Water Watcher Program, community CPR and the Junior Firefighter Program. Fire Services encourages you to participate in our resources and aid in our endeavor to preserve the quality of life in Rancho Santa Margarita. Together we can continue to make this City a place where people want to live, work and play.



Utilities

Cable & Internet: Cox Cable 949.240.1212 / www.cox.com

Phone: AT&T 800.310.2355 / www.att.com

Water: Santa Margarita Water District 949.459.6400 / www.smgwd.com
Trabuco Canyon Water District 949.858.0277 / www.tcwd.ca.gov

Electricity: Southern California Edison 800.655.4555 / www.sce.com

Gas: Southern California Gas Company 800.427.2200 / www.socalgas.com

Trash: CR&R Waste Services 714.826.9049 / www.crrwasteservices.com

Recreation

Parks, community centers and recreational opportunities are essential public services that help maintain a high quality of life in the community. Rancho Santa Margarita was developed as a group of planned communities emphasizing the central role of these facilities in civic life.

The Rancho Santa Margarita park and recreation system consists of neighborhood parks, community parks, O'Neill Regional Park, joint use parks, community services and facilities, an extensive open space system, and a Community Center. All parks in the City (with the exception of O'Neill Regional Park and County Trails) are privately owned, operated, and maintained by HOA's, although public access to most parks is available. Rancho Santa Margarita is also located immediately adjacent to the Cleveland National Forest.





Parks and recreation services in Rancho Santa Margarita can be characterized as primarily neighborhood-serving with facilities well distributed throughout the City. Most of the neighborhoods in the City are within walking distance from an existing park. Rancho Santa Margarita currently has 22 private developed parks which range in size from 0.5 acre Dove Canyon Trail Rest Area to the 21.4 acre Central Park in the Trabuco Highlands Planned Community. Several of the smaller parks function only as passive parks. Active recreational parkland is provided in the City at 17 of the 22 parks. Of the nearly 152 acres of parkland located in the City, approximately 85 acres (56 percent) are devoted to active recreational use. Approximately 68 acres (44 percent) are devoted to passive uses.

O'Neill Regional Park (approximately 3,358 acres) serves both as an overnight camping facility and offers day/picnic use. The picnic area provides for single and group uses and contains picnic tables, barbecues, a large turf area, horseshoe pits and playground equipment. About 3.5 acres are available for RV camping. The park facilities offer recreational opportunities including an equestrian campground, an arena, and 18 miles of riding trails.

The Lago Santa Margarita Beach Club is owned and operated by the Rancho Santa Margarita Landscape and Recreation Corporation (SAMLARC). It consists of a 12.6 acre man-made lake surrounded by 16.8 acres of parks, trails, and a lakeside beach. A grill and picnic area, boating, swim lagoon, two volleyball courts, and Fiesta Room are provided at the facility for local SAMLARC residents.

The Rancho Santa Margarita Community Center is the social, cultural, civic, and wellness center of the southeast regional community. The facility is located in the heart of the town center, near Central Park and City Hall. It provides cultural and recreational programming for all age groups and all interest groups in order to meet the needs of the entire community.

The City of Rancho Santa Margarita Dog Park and Skate Park is located at Canada Vista Park at 24328 Antonio Parkway. It is located approximately one mile from Oso Parkway and is open to the public free of charge seven days a week from dawn to dusk. The park is unsupervised and there is no age limit.

Lago Santa Margarita is located a long stone's throw west of the intersection of Santa Margarita and Antonio Parkways, in the shadow of Mount Modjeska and Mount Santiago, Saddleback's twin peaks. This lake covers 11.5 surface acres and holds 31 million gallons of water. It is only one foot deep at the edge so that anyone who accidentally falls in will be able to stand up and wade out easily. Throughout the year, Lago Santa Margarita is the site of special events, including a Star-Spangled Spectacular in celebration of the Fourth of July and a Fishing Derby held regularly the third Saturday morning in May. In addition, the lake is ideal for a variety of year-round recreational activities. The walk around Lago Santa Margarita, a distance of 1.1 miles, is a favorite with local residents. Although California law prohibits swimming in man-made recreational lakes where the water is not recirculated, Lago Santa Margarita welcomes boaters and anglers. Each spring, the lake is stocked with bass, bluegill, and catfish, to the delight of anglers, and with mosquito fish, to the dismay of mosquitoes. These small North American cousins of the tropical guppy satisfy their voracious appetites by dining on mosquito larvae, which keeps the mosquito population at bay.





Annual Events

New Year's Eve Celebrating Family & Friends

The mission of the Annual New Year's Eve "Celebrating Family & Friends" event is to produce a safe and fun event that brings the community together in an alcohol-free setting. The event is intended to build community spirit and inspire hope for the future through the broadening and deepening public appreciation of the arts from our community. This event celebrates the arts in this community by providing space and opportunity to showcase local talents through music, dance and fine arts.

This celebration – which commemorates Rancho Santa Margarita's anniversary of an incorporated City – features fun, varieties of food, a diverse array of live musical entertainment, performers from local performing arts organizations, strolling magicians, balloonists, fire eaters, and jugglers, inflatable rides, interactive crafts and games, and the popular Children's Art Contest in which all local schools are able to participate and showcase their fine artists.

Summer Concerts

The City of Rancho Santa Margarita provides a variety of excellent musical performances with the sunset as your backdrop. These concerts offer an opportunity for residents to benefit from the Rancho lifestyle in a safe and positive environment. Join your friends and neighbors to celebrate fantastic live music and dancing while enjoying the great outdoors. Please visit some of RSM's local restaurants before the concerts and bring a picnic dinner with you! For more information, please contact Erin Mudry at 949.216.9700 x 250 or at emudry@cityofrsm.org



Bell Tower Regional Community Center

The Community Center was opened in 2004 as a central meeting place for Rancho Santa Margarita residents. The building holds beautiful charm indoors and mountain views outdoors. The 5,000 square ft ballroom is a perfect setting for a wedding, bar mitzvah, or other celebration. The Quiet Lounge is home to a cozy fireplace and couches for residents to chat with friends, read a book, or play a game of chess. Toddlers and seniors alike can enjoy the multitude of community events and recreation programs offered in the Community Center.

Community Center Hours: Mon–Thur 8am–9pm / Fri 8am–6pm

Saturday and Sunday: Special Events Only

22232 El Paseo / Rancho Santa Margarita, CA 92688 / 949.216.9700

The Bell Tower Regional Community Center is home to the City of Rancho Santa Margarita Community Services Department as well as the YMCA Youth Lounge, Santiago Seniors Club, Age Well Senior Services, and The Bell Tower Foundation offices. These organizations offer services to the community within the Community Center. Together we encourage public participation in quality and diverse creative activities for all ages in an interactive environment; enhance community identity and build community awareness of the value and function of leisure activities.





County Wilderness Parks

Starr Ranch Sanctuary: Audubon's Starr Ranch Sanctuary is a 4,000-acre nature preserve adjacent to Dove Canyon and Coto de Caza. Though closed to drop-in visitation, the Ranch offers a growing number of educational programs for all ages. Staff members are biologists who offer groups of all ages an opportunity to experience nature hands-on as wildlife biologists. Minimum group size is six, and programs can be tailored to suit each group. Mon-Sun: Year Round (By Reservation Only) 7am to overnight. Adjacent to Dove Canyon and Coto de Caza. 949.858.0309 / www.starr-ranch.org

O'Neill Regional Park: This park offers a true wilderness experience among its 3,100 acres of scrub-covered hills, oak and sycamore trees and grassy meadows. The office off Live Oak Canyon Road has information about guided nature walks and special presentations given by Park Rangers. Other facilities include a picnic area, grassy fields, tot lot, interpretive center, hiking trails and butterfly garden. Wildlife includes mountain lions, rattlesnakes and poison oak, so caution is advised. Camping is also available on a first-come, first served basis. Mon-Sun: Year Round 7am to sunset. 30892 Trabuco Canyon Road, Trabuco Canyon. 949.923.2260 / www.ocparks.com



Thomas F. Riley Wilderness Park: This 523-acre wilderness park has miles of trails offering outdoor enjoyment for hikers, equestrians and mountain bikers, including two seasonally flowing creeks plus groves of sycamores and oaks. The ranger station houses a visitor center, a hands-on classroom, and volunteer-operated gift shop. Surrounding the station is a one-acre native-plant butterfly garden and a large deck for picnicking or just enjoying the views. Ranger-led programs as well as self-guided hikes provide opportunities for the visitor to learn about the richness of this sanctuary. Mon-Sun: Year Round 7am to sunset. 30952 Oso Parkway, Coto de Caza. 949.923.2265 / www.ocparks.com

Whiting Ranch Wilderness Park: Dramatic 100-foot sandstone cliffs and coiled red-rock formations distinguish this 1,800-acre park. Tree creek beds wind along a canyon floor densely forested with sycamore and oak trees inhabited by diverse wildlife. Hikers enjoy 20 miles of trails and ranger-led nature walks for groups are available by reservation. In addition to mountain lions, there are rattlesnakes and poison oak in the park, so caution is advised. Mountain lion attacks have occurred at Whiting Ranch in the recent past, so extreme caution is advised. (Check the website for tips on preventing mountain-lion attacks.) Dogs are not allowed. Mon-Sun: Year Round 7am to sunset. Off Portola Parkway on Glen Ranch Road in Lake Forest. 949.923.2245 / www.ocparks.com





Education

Saddleback Valley Unified School District

25631 Peter Hartman Way / Mission Viejo, CA 92691
949-586-1234 / www.svusd.k12.ca.us

Elementary Schools

Cielo Vista

21811 Avenue de las Fundadores, RSM, 92688 / 949-589-7456

Melinda Heights

21001 Rancho Trabuco, RSM, 92688 / 949-888-7311

Trabuco Mesa

21301 Avenida de las Flores, RSM, 92688 / 949-858-3339

Middle Schools

Rancho Santa Margarita

21931 Alma Aldea, RSM, 92679 / 949-459-8253

High Schools

Trabuco Hills

27501 Mustang Run, Mission Viejo, 92691 / 949-768-1934



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

Arroyo Vista School

23371 Arroyo Vista, Rancho Santa Margarita, CA 92688
949-234-5951 Phone | 949-589-6924 Fax

Las Flores Elementary

25862 Antonio Parkway, Rancho Santa Margarita, California 92688
(949) 589-6935 Phone | (949) 589-9286 Fax

Tijeras Creek Elementary

23072 Avenida Empresa, Rancho Santa Margarita, CA 92688
(949) 234-5300 Phone | (949) 858-3862 Fax

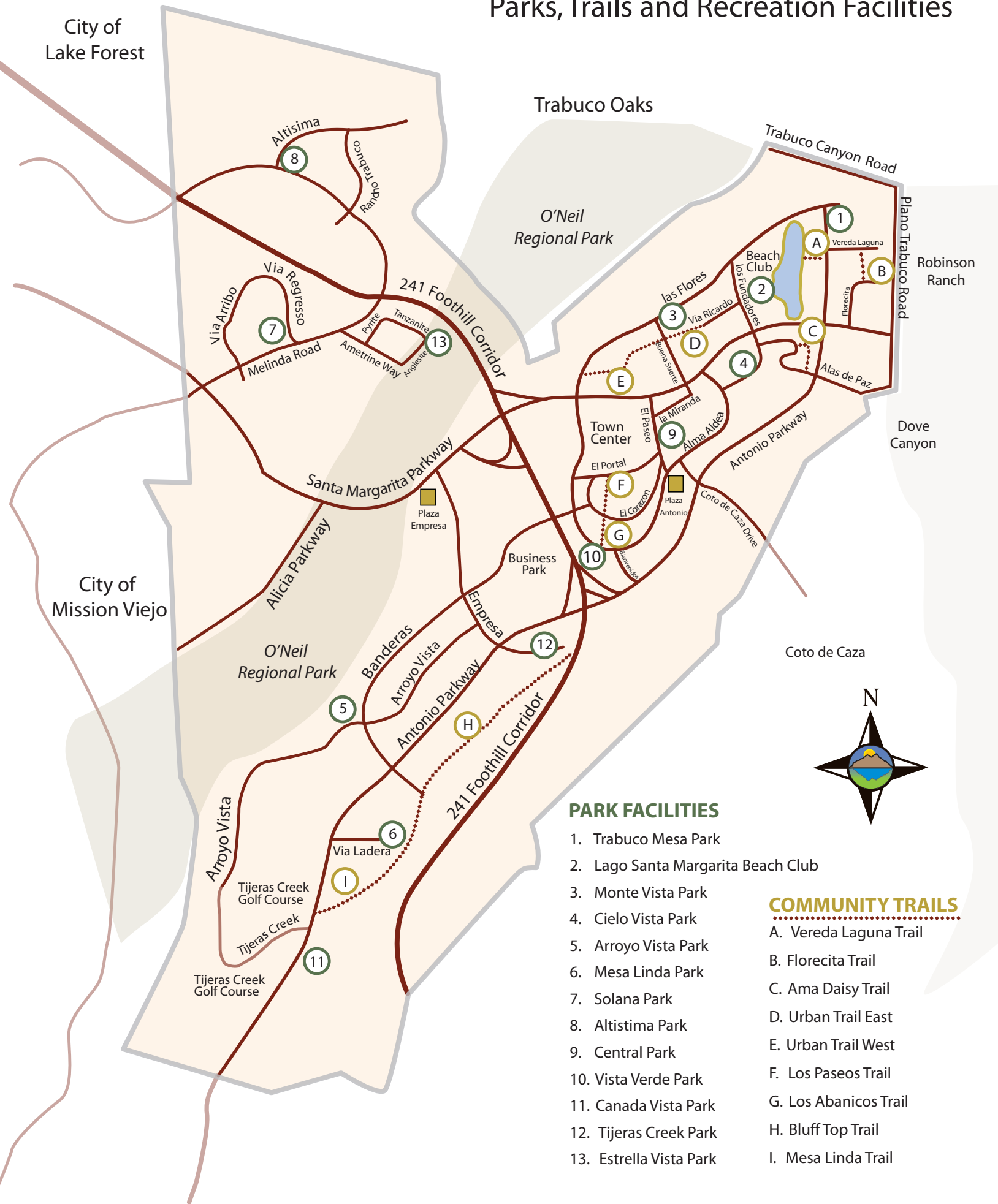
High Schools

Tesoro High School

1 Tesoro Creek Road, Las Flores, CA 92688
(949) 234-5310 Phone | (949) 766-3370 Fax



Rancho Santa Margarita Landscape and Recreation Corporation Parks, Trails and Recreation Facilities



PARK FACILITIES

1. Trabuco Mesa Park
2. Lago Santa Margarita Beach Club
3. Monte Vista Park
4. Cielo Vista Park
5. Arroyo Vista Park
6. Mesa Linda Park
7. Solana Park
8. Altistima Park
9. Central Park
10. Vista Verde Park
11. Canada Vista Park
12. Tijeras Creek Park
13. Estrella Vista Park

COMMUNITY TRAILS

- A. Vereda Laguna Trail
- B. Florecita Trail
- C. Ama Daisy Trail
- D. Urban Trail East
- E. Urban Trail West
- F. Los Paseos Trail
- G. Los Abanicos Trail
- H. Bluff Top Trail
- I. Mesa Linda Trail





RANCHO SANTA MARGARITA

22112 EL PASEO
RANCHO SANTA MARGARITA, CA 92688

INCORPORATED: 2000
AREA: 13.1 square miles
TELEPHONE: (949) 635-1800
WEBSITE: www.cityofrsm.org

Mayor: Jerry Holloway
Mayor Pro Tem: Anthony L. Beall
Council Members: Gary Thompson
Neil Blais
James M. Thor

City Manager: (949) 635-1800 ext. 6301
Community Development: ext. 6702
City Council: ext. 6301
Parks & Recreation: ext. 6403
Fire Authority: (714) 573-6000
Police Department: (949) 770-6011

Population Characteristics

Population	
1950:	#
1960:	#
1970:	#
1980:	#
1990:	#
2000:	47,214 (*1)
2000:	47,214 (*2)
2001:	47,962 (*2)
2002:	48,507 (*2)
2003:	48,809 (*2)
2004:	48,988 (*2)
2005:	49,006 (*2)
2006:	48,969 (*2)
2007:	49,306 (*2)
2008:	49,501 (*2)
2009:	49,643 (*2)
2010:	49,945 (*2)

2000 Racial and Ethnic Population (*1)		
	Number	%
White	35,132	74.4%
Hispanic	6,139	13.0%
Asian & Pacific Islander	3,530	7.5%
Black	787	1.7%
All Other Races	1,626	3.4%
Total Population:	47,214	100.0%

Current Projections Series (*3) Population (OCP 2006)		
2015	52,685	
2020	53,312	
2025	53,676	
2030	53,941	
2035	53,985	

Vital Statistics (*4)			
	2002	2003	2004
Total Births	844	788	821
Birth Rate	17.4	16.1	16.7
Total Deaths	115	104	97
Death Rate	2.4	2.1	2.0

2000 Population by Age (*1)		
	Total	%
0-4	4,832	10.2%
5-9	5,192	11.0%
10-14	3,998	8.5%
15-19	2,669	5.7%
20-24	1,845	3.9%
25-34	8,173	17.3%
35-44	11,384	24.1%
45-54	5,536	11.7%
55-59	1,266	2.7%
60-64	728	1.5%
65-74	990	2.1%
75-84	504	1.1%
85+	97	.2%
Total:	47,214	100.0%
Median Age:	31.9	
Percent of County:		1.7%

Voter Registration, 2010 (*5)			
Democratic	7,078	Peace & Freedom	39
Republican	14,398	Misc.	74
Independent	696	Decline To State	5,839
Green	92		
Libertarian	184	Total:	28,400

City not incorporated at this date.

Sources: (*1) April Decennial Census of Population, U.S. Census Bureau.

(*2) E-5 Released May 2010, State Dept. of Finance.

(*3) Center for Demographic Research, CSUF.

(*4) OC Health Care Agency rates per 1,000 population
2004 is the latest published data by city.

(*5) OC Registrar of Voters, May 2010.

Cielo Vista Elementary School

ADDRESS: 21811 Avenida de las Fundadores, Rancho Santa Margarita, CA 92688 **PHONE:** (949) 589-7456

PRINCIPAL: Karen Schibler **GRADE RANGE:** K–6 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	39	28	26
Students per teacher	23	22	20
Average years of teaching experience	16	13	13
Teachers with one or two years of teaching experience	7%	7%	9%
Male teachers	7%	10%	14%
Full credential holders	100%	99%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 16 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	31	25	20
First grade	19	19	19
Second grade	19	19	19
Third grade	28	22	20
Fourth grade	33	31	28
Fifth grade	34	31	29
Sixth grade	31	31	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 19 students to a high of 34 students. Our average class size for all classes schoolwide is 26 students. The average class size schoolwide for other elementary schools in the state is 22 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	914	620	518
English Learners	25%	38%	32%
Low-income students	27%	47%	56%
Students whose parents attended/graduated college	80%	58%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Saddleback Valley Unified School District
25631 Peter A Hartman Way
Mission Viejo, CA 92691
(949) 586-1234

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.svusd.k12.ca.us>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

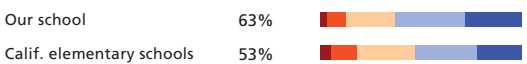
Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

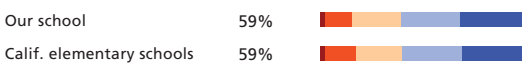
■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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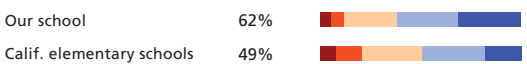
English/Language Arts (Reading and Writing)



Math



Science



SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 827, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 21 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	827	Met schoolwide test score goals	Yes
Growth attained from prior year	-14	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.
* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.

Melinda Heights Elementary School

ADDRESS: 21001 Rancho Trabuco, Rancho Santa Margarita, CA 92688 **PHONE:** (949) 888-7311

PRINCIPAL: Joel Rawlins **GRADE RANGE:** K–6 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	47	28	26
Students per teacher	25	22	20
Average years of teaching experience	14	13	13
Teachers with one or two years of teaching experience	6%	7%	9%
Male teachers	2%	10%	14%
Full credential holders	100%	99%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 14 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

Average Class Sizes

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Kindergarten	31	25	20
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Fifth grade	35	31	29
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SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 20 students to a high of 35 students. Our average class size for all classes schoolwide is 26 students. The average class size schoolwide for other elementary schools in the state is 22 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	1,189	620	518
English Learners	4%	38%	32%
Low-income students	4%	47%	56%
Students whose parents attended/graduated college	95%	58%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Saddleback Valley Unified School District
25631 Peter A Hartman Way
Mission Viejo, CA 92691
(949) 586-1234

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<http://www.svusd.k12.ca.us>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	85%	
Calif. elementary schools	53%	

Math

Our school	82%	
Calif. elementary schools	59%	

Science

Our school	87%	
Calif. elementary schools	49%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 916, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	916	Met schoolwide test score goals	Yes
Growth attained from prior year	+5	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.
* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



Trabuco Mesa Elementary School

ADDRESS: 21301 Avenida de las Flores, Rancho Santa Margarita, CA 92688 **PHONE:** (949) 858-3339

PRINCIPAL: Suzanne Westmoreland **GRADE RANGE:** K–6 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	27	28	26
Students per teacher	24	22	20
Average years of teaching experience	19	13	13
Teachers with one or two years of teaching experience	10%	7%	9%
Male teachers	3%	10%	14%
Full credential holders	97%	99%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	3%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 19 years of teaching experience to their classes. About 97 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	28	25	20
First grade	20	19	19
Second grade	20	19	19
Third grade	29	22	20
Fourth grade	31	31	28
Fifth grade	34	31	29
Sixth grade	30	31	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 20 students to a high of 34 students. Our average class size for all classes schoolwide is 26 students. The average class size schoolwide for other elementary schools in the state is 22 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	637	620	518
English Learners	8%	38%	32%
Low-income students	13%	47%	56%
Students whose parents attended/graduated college	85%	58%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

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ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	79%	
Calif. elementary schools	53%	

Math

Our school	82%	
Calif. elementary schools	59%	

Science

Our school	90%	
Calif. elementary schools	49%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 914, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	914	Met schoolwide test score goals	Yes
Growth attained from prior year	+28	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.
* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.

Rancho Santa Margarita Intermediate School

ADDRESS: 21931 Alma Aldea, Rancho Santa Margarita, CA 92688 **PHONE:** (949) 459-8253

PRINCIPAL: Rick Jameson **GRADE RANGE:** 7–8 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	65	39	28
Students per teacher	26	25	22
Average years of teaching experience	19	13	12
Teachers with one or two years of teaching experience	2%	9%	12%
Full credential holders	100%	98%	95%
Trainee credential holders	0%	2%	4%
Emergency permit holders	0%	1%	2%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 19 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	31	28	25
History/social science	33	31	28
Math	32	30	27
Science	32	31	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 31 students to a high of 33 students. Our average class size for all classes schoolwide is 33 students. The average class size schoolwide for other middle schools in the state is 27 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	1,678	973	605
English Learners	3%	21%	20%
Low-income students	7%	40%	55%
Students whose parents attended/graduated college	93%	59%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

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ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	79%	
Calif. middle schools	50%	

Math (excluding Algebra)

Our school	67%	
Calif. middle schools	44%	

Algebra

Our school	96%	
Calif. middle schools	45%	

History/Social Science

Our school	78%	
Calif. middle schools	42%	

Science

Our school	84%	
Calif. middle schools	54%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 894, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met 23 out of 25 criteria for yearly progress. Because we fell short in two areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	894	Met schoolwide test score goals	Yes
Growth attained from prior year	+2	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.
* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



Trabuco Hills High School

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

PRINCIPAL: Craig Collins **GRADE RANGE:** 9–12 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	121	73	47
Students per teacher	27	26	23
Average years of teaching experience	16	14	13
Teachers with one or two years of teaching experience	6%	9%	12%
Full credential holders	100%	98%	94%
Trainee credential holders	0%	2%	5%
Emergency permit holders	0%	2%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 16 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 94 percent of high school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	29	28	25
History/social science	32	32	29
Math	31	30	27
Science	32	32	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 29 students to a high of 32 students. Our average class size for all classes schoolwide is 31 students. The average class size schoolwide for other high schools in the state is 28 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	3,270	1,853	1,082
English Learners	4%	16%	15%
Low-income students	6%	35%	46%
Students whose parents attended/graduated college	88%	58%	56%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school.

COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	43%	42%	36%
AP exams passed per 100 juniors and seniors (2008)	5	43	27
2007 graduates attending UC	7%	8%	8%
2007 graduates attending CSU	15%	12%	13%
2007 graduates attending community colleges	43%	41%	30%

SOURCE: 2008 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.svusd.k12.ca.us>

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	67%	
Calif. high schools	46%	

Geometry

Our school	42%	
Calif. high schools	24%	

US History

Our school	69%	
Calif. high schools	47%	

Biology

Our school	60%	
Calif. high schools	42%	

Life Science (Tenth Grade)

Our school	70%	
Calif. high schools	45%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent high schools only.

MEASURES OF ACADEMIC PROGRESS

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 830, compared with 712 for the average high school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 14 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	830	Met schoolwide test score goals	Yes
Growth attained from prior year	+7	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Met graduation rate	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.
* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.

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



Arroyo Vista Elementary School

Home of the Wildcats

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
Arroyo Vista Elementary	Capistrano Unified
23371 Arroyo Vista	949-234-9200
City, State, Zip	Web Site
Rancho Santa Margarita, CA 92688-4906	www.capousd.org
Phone Number	Superintendent
949-234-5951	Roberta Mahler
Principal	E-mail Address
Tim Brooks	superintendent@capousd.org
E-mail Address	CDS Code
tibrooks@capousd.org	30-66464-6110852

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

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

Arroyo Vista 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."

Child and family focused, Arroyo Vista K-8 School is serenely nestled in the premier master-planned community of Rancho Santa Margarita historic influence of local indigenous Spanish and Indian natives.

Arroyo Vista is honored to be a California Distinguished School! Parents, students and teachers work together to ensure student learning, and the school's API of 912 reflects this successful collaboration. The PTA partners with the school to provide additional programs such as the Meet the Masters art program, additional music instruction for primary grades, field trips and educational assemblies for all grade levels, including funding of our state of the art fitness center in order to enhance our Physical Education Program. A volunteer parent group, the Arroyo Vista Children's Theater, casts and produces an amazing play each year, featuring approximately 100 elementary students.

Character education is also an important aspect of education and children are recognized for their good character. The school motto "if it is to be, it is up to me" promotes personal responsibility and empowerment in character development. Students are encouraged to help others through such programs as the PTA Care/Share program, a monthly food donation for a local food bank, the middle school ASB-sponsored Angel Tree, and "Caring Boxes," toy-filled boxes donated by families for global distribution.

As a Professional Learning Community, Arroyo Vista recognizes that quality instruction, parent support, and community collaboration are key to student progress.

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. Parents also have the opportunity to participate in and support Education for the Children (EFC), a valuable resource for the Tesoro family of schools.

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	94
Grade 1	88

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.capoused.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	1.1	0.9	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.

This school has 48 classrooms, two multipurpose rooms, two libraries and an administration building. The main campus was built in 1992. Portable classrooms were added in 1997 to accommodate class size reduction. A middle school side of the campus was added beginning in 2004 and completed in 2007. These new buildings dedicated to the middle school include a new multipurpose room, library, performing arts classrooms, new science lab rooms, a computer lab, and a fitness center. Also, one new elementary building was completed which now accommodates 4th and 5th grade classes.

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	
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

Grade 2	100
Grade 3	131
Grade 4	108
Grade 5	137
Total Enrollment	658

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	1.67 %
American Indian or Alaska Native	0.30 %
Asian	5.47 %
Filipino	1.52 %
Hispanic or Latino	11.25 %
Pacific Islander	0.15 %
White (not Hispanic)	65.96 %
Multiple or No Response	13.68 %
Socioeconomically Disadvantaged	7.00 %
English Learners	4.00 %
Students with Disabilities	9.00 %

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+
K	27.7	3	3	26.0	3	3	28.7	3	3
1	20.0	5	5	19.6	5	5	19.5	4	4
2	24.5	3	1	18.9	7	7	19.8	5	5
3	20.0	7	1	19.6	5	5	18.7	7	7
4	32.7	1	2	34.8	4	4	36.0	3	3
5	35.0	3	3	31.5	4	4	34.3	4	4
K-3	19.5	2					18.0	1	1
3-4									
4-8	32.0	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

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	28	28	22	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	1	0	0
Total Teacher Misassignments	1	0	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	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	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 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	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](#) 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	\$7,201	\$1,866	\$5,546	\$81,100
District	N/A	N/A	\$5,386	\$75,390

Percent Difference – School Site and District	N/A	2.98%	7.57%
State	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	0.63%	20.96%

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 [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	\$122,552
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	70	73	80	63	64	70	43	46	50
Mathematics	77	78	82	56	59	63	40	43	46
Science	66	70	74	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		
	English-Language Arts	Mathematics	Science
African American	94	81	*
American Indian or Alaska Native	*	*	*
Asian	83	86	77
Filipino	*	*	*
Hispanic or Latino	66	77	65
Pacific Islander			
White (not Hispanic)	82	82	74
Male	79	84	75
Female	82	79	72
Economically Disadvantaged	74	76	*
English Learners	56	81	*
Students with Disabilities	47	45	45
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	6.1	26.0	60.3

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.

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	9	9
Similar Schools	7	4	4

"NA" 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	-9	11	25	912
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				878
Pacific Islander				
White (not Hispanic)	-4	10	21	916
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" 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



Las Flores Elementary School
Home of the Cubs



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 Elementary	Capistrano Unified
Street 25862 Antonio Pkwy.	949-234-9200
City, State, Zip Rancho Santa Margarita, CA 92688-5541	www.capoused.org
Phone Number 949-569-6935	Robertta Mahler
Principal Shele Tamaki	superintendent@capoused.org
E-mail Address stamaki@capoused.org	CDS Code 30-66-464-6114516

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

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

Las Flores 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."

Las Flores Elementary School was named a California Distinguished School in 2002. We are proud of our academic achievement and currently our school has an Academic Performance Index (API) of 896. The school is located at 25862 Antonio Parkway in the community of Las Flores. Las Flores Elementary School has approximately 725 students enrolled in Grades Pre K-5 and shares the campus with Las Flores Middle School. The school houses a fee-based preschool and a Special Day Class preschool program.

Nearly all students who attend Las Flores Elementary School are from families whose parents represent middle or upper income levels.

Our school facility contains state-of-the-art equipment inside its 29 classrooms, four small group instruction rooms, and three teacher workrooms. We share administrative offices, a multipurpose room, and a library-media center with Las Flores Middle School.

Our primary academic focus centers on the core academic areas of reading literacy and mathematics. In addition to learning the basic skills, our students participate in hands-on learning activities, simulations, dramatizations, assemblies, and field trips. In addition, Las Flores twice received the \$5,000 Governor's Reading Award. This award was the direct result of our students' participation in the Reader Leader and Best Foot Forward reading programs—each of which encourage the support of reading at home.

Technologically, computers are available in all classrooms. We have a PC lab and Writing/Publishing lab accessible to students and staff. Technology is a focus here and is integrated into the core curriculum. Our classrooms are equipped with a fiber optic delivery system and each room is connected to the Internet allowing students to research and extend learning beyond the traditional classroom.

For additional information about school and district programs, please visit www.capoused.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 with 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 to enrich the academic and social school experience for our students. Members of the local community also support the Education for the Children (EFC) Foundation—an organization founded to support the programs of schools within the Tesoro Family.

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	91
Grade 1	108
Grade 2	110
Grade 3	116
Grade 4	98
Grade 5	107
Total Enrollment	630

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	
	2007-08	2008-09
African American		1.43 %
American Indian or Alaska Native		7.46 %
Asian		3.49 %
Filipino		7.78 %
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		67.30 %
Multiple or No Response		12.54 %
Socioeconomically Disadvantaged		5.00 %
English Learners		4.00 %
Students with Disabilities		4.00 %

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	1-20	21-32	33+	Avg. Class Size	Number of Classrooms	1-20	21-32	33+
K	30.7	3	29.7	3	30.3	30.3	3			3
1	20.0	6	19.5	6	19.6	20.0	6			5
2	19.4	5	19.7	6	20.0	19.3	7			7
3	19.8	5	19.8	4	19.3	19.3	6			6
4	31.7	2	32.0	2	34.5	34.5	2			2
5	31.7	2	31.8	4	33.7	33.7	3			3
6										
K-3	19.5	2	19.5	2	20.0	20.0	1			1
3-4	23.0	1	21.0	1	35.0	35.0	1			1
4-8	33.0	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.capouse.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	0.2	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.

Las Flores Elementary School has 29 classrooms, a shared multi-purpose room, a shared library, and a shared (with Las Flores Middle School) administration building. The main campus was built in 1997. Portable classrooms were added in 1999, 2000, and again in 2004-05 to accommodate class size reduction and student growth. The district maintenance staff ensures that the necessary repairs 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 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	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A			
Interior: Interior Surfaces	N/A			
Cleanliness: Overall Cleanliness, Pest/Vermis 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

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	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	\$7,641	\$2,340	\$5,525	\$75,109
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	2.57%	-0.37%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	0.23%	12.02%

	2006-07	2007-08	2008-09	2008-09
With Full Credential	32	33	23	2301
Without Full Credential	0	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	3	1	1
Total Teacher Misassignments	3	1	1
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	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

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	71	71	78	63	64	70	43	46	50
Mathematics	73	75	76	56	59	63	40	43	46
Science	64	65	62	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			History-Social Science
	English-Language Arts	Mathematics	Science	
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	89	94	92	
Filipino	75	79	*	
Hispanic or Latino	55	56	*	
Pacific Islander				
White (not Hispanic)	81	77	57	
Male	74	78	58	
Female	82	74	65	
Economically Disadvantaged	59	68	*	
English Learners	29	56	*	
Students with Disabilities	32	47	*	
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

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 all 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 Certified 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](#)

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
5	7.5	18.9	67.9

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	9
Similar Schools	2	3	1

"NA" 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	2	-1	21	896
African American				
American Indian or Alaska Native				
Asian				
Filipino				

Hispanic or Latino			
Pacific Islander			
White (not Hispanic)	-2	-3	19
Socioeconomically Disadvantaged			900
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.

<p>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.</p> <p>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.</p> <p>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.</p>

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

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 Empressa	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

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+
K	28.0	4	4	27.3	4	4	32.0	2	2
1	18.4	5	5	19.2	5	5	19.4	5	5
2	19.4	5	5	19.5	6	6	19.4	5	5
3	20.0	5	5	18.6	5	5	19.5	4	4
4	31.0	4	4	32.0	2	2	33.0	1	3
5	31.5	4	4	32.3	2	1	33.0	1	2
6									
K-3	18.0	2	2	15.0	3	3	17.4	5	5
3-4							20.0	1	1
4-8	32.0	1	1	32.0	1	1	36.0	1	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.schoollloop.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)

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)

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 %

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

(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

standards-based.		
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 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	\$7,244	\$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.

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

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	*	*	*	*
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	Five of Six Standards
5	12.1	40.2
		Six of Six Standards
		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 Accountability Report Card Reported for School Year 2008-09 Published During 2009-10



Tesorero 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	Capistrano Unified
Street	949-234-9200
City, State, Zip	www.capousd.org
Phone Number	Roberta Mahler
Principal	superintendent@capousd.org
E-mail Address	30-66464-3030756

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

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



Tesorero High School

A California Distinguished School

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

Tesorero 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.

Tesorero 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.

Tesorero 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 1-22	Number of Classrooms 23-32	Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 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.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	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		

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%

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	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 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

September 2008. All textbooks are state-adopted and standards-based.

*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 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	\$6,996	\$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.

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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 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 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			

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.3	28.8	55.0

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	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

Subject	School	District	State
English	75.9	71.0	72.4
Mathematics	77.1	71.4	72.1

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	2006-07	2007-08	2006-07	2007-08
English	75.9	80.9	80.5	71.0	76.8	72.4
Mathematics	77.1	75.7	81.1	71.4	70.3	72.1

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	Advanced	Not Proficient	Advanced
All Students	19.5	31.1	18.9	42.7
Male	22.2	33.4	14.5	42.6

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 2009
	2006-07	2007-08	2008-09	
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, resume 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 students' 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 must 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 Cmpst Sci (HP)
- CareerEd/MicroA
- CECA IA
- CECA IB
- Child Dev Adv
- Child Develop IA
- Child 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
- PhotographyA(P)
- PhotographyB(P)
- ROP/Art Anim IA
- ROP/Art Anim IB
- ROP/Auto Repair
- ROP/Child Ca Oc
- ROP/Fashion Mer
- ROP/Flor/DesBe
- ROP/Int Comp Gr
- ROP/IntroMedia
- ROP/Law Enforce
- ROP/SprtsMed I
- ROP/SprtsMed II
- Stagecraft
- TV Broadcast Jml
- TV BroadcastJrnlA
- TV BroadcastJrnlB
- 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.