



**CALIFORNIA TITLE COMPANY**

# **SAN JUAN CAPISTRANO**

**Community & School Information**





## SAN JUAN CAPISTRANO

San Juan Capistrano is a city in southern Orange County, California, located approximately 23 miles southeast of Downtown Santa Ana. The population was 33,826 at the 2000 census. The city was created around Mission San Juan Capistrano, and many of the homes and strip malls resemble the Spanish architecture that compose the building. It is home to the widest variety of homes in Orange County, including those built prior to 1900 in its central district (some being adobes from the 18th century), a number of 10 million-dollar homes in the gated communities of the hills, and working ranches in its foothills. San Juan Capistrano is probably best known for the annual migration of the cliff swallows that reputedly migrate each year from Argentina to the Mission San Juan Capistrano.

### City of San Juan Capistrano

32400 Paseo Adelanto / San Juan Capistrano, CA 92675

phone: (949) 493-1171 / fax: (949) 493-1053 / [www.sanjuancapistrano.org](http://www.sanjuancapistrano.org)



### Things to Do

#### Legend of the Swallows

The Swallows Festival or "Fiesta de las Golondrinas" is a two-month long celebration of the return of the swallows (Cliff Swallows) to San Juan Capistrano on March 19 of each year. The festival begins in late February with the "Taste of San Juan Reception". In mid-March, Swallows Week is kicked off with the President's Ball followed by a week of events such as the Hairiest Man Contest, Pets on Parade, Hat Contest, Hoos'gow Day, pancake breakfast, and the annual Swallows Day Parade & Mercado.

#### Los Rios Historic District

The Los Rios Historic District includes 31 structures which line both sides of Los Rios Street between Del Obispo and Mission Streets. The District comprises one of the oldest continuing neighborhoods in Orange County, and includes three adobe homes built in 1794 for Mission families.

Located within the District, the O'Neill Museum is a rustic but genteel wooden structure that was one of San Juan Capistrano's earliest homes. The museum provides today's visitors a charming glimpse of life one hundred years ago.

The museum is located at 31831 Los Rios Street. School groups and organizations are invited to arrange guided tours by calling the Historic Society office at 949-493-8444. Museum hours are 9 a.m. to noon and 1 p.m. to 3 p.m., Tuesday through Friday and Sundays from noon to 3 p.m.

Among other significant features of the District are the numerous single-wall board and batten homes erected between 1887 and 1910. Most homes are private residences, however, several provide specialty retail, restaurant, and commercial services.

Among the services provided are gardening classes offered by local residents Marianne Taylor and Janet Crowther, classes vary from cactus gardening to





holiday gifts to Victory Gardens. For more information go to her Website at: [www.goinnative.net](http://www.goinnative.net)

### **Mission San Juan Capistrano**

"The Jewel of the Missions" has been the center of Orange County since its founding by Padre Junipero Serra on November 1, 1776. Today it is one of California's most important historical, cultural, and educational centers. The Mission is the seventh of twenty-one Spanish Missions established in California by Franciscan Padres. Spain controlled California until 1821, when Mexico won its independence. In 1845, the Mission was sold for \$710 to Don Juan Forster. His family lived at the Mission for twenty years. In 1865, Abraham Lincoln returned the Mission to the Catholic Church. In 1915, actress Mary Pickford was married in the Mission chapel.

Areas of interest within the Mission walls include the early adobe barracks, Friars' quarters, olive millstone, cemetery, aqueduct system, gardens, and the original Stone Church. The Church was completed in 1797 and partially destroyed by earthquake in 1806.

The Mission has embarked on a \$20-million preservation campaign to protect the historical landmark. Temporary shoring and bracing of the stone church and stabilization of the Mission's adobe buildings have been completed. Mission San Juan Capistrano is a non-profit historic site supported solely by tourism and gifts. Those interested in assisting in the preservation of this timeless monument to Native American, Spanish, Mexican and American cultures can make their tax deductible donations payable to the Mission Preservation Fund, 26801 Ortega Highway, San Juan Capistrano, CA 92693.



The Mission is located on Ortega Highway west of Interstate 5 and is open daily from 8:30 a.m. to 5 p.m. The Mission is closed Thanksgiving and at noon on Christmas Eve, Christmas and Good Friday. The Mission grounds are available for private functions and corporate events. Guided tours of the Mission can also be arranged. Each Wednesday is Two For One Resident Discount Day for San Juan Capistrano residents showing their driver's license. A resident may enter and bring a guest for free. The Mission offers a free audio tour "Voices of the Mission" in English and Spanish and is the only mission in the state to do so. It offers the same tour as a free download to any mp3 player/iPod from the Mission Web site. For information, call 949-234-1300 or visit [www.missionsjc.com](http://www.missionsjc.com).

The Mission has events nearly every weekend from concerts under the stars, to garden shows, fashion shows, living history reenactments and more.

### **The Depot**

One of the more outstanding features of our beautiful San Juan Capistrano is the train depot.

It was completed October 8, 1894 and was written that: "Old San Juan will soon blossom with the finest depot on the Santa Fe system. We invite the architecturalist to come view this unique building illustrated with arches, a dome 40 feet high with a mission bell, dainty ticket office and quaint old fashion fireplace that will capture the tenderfoot as he breathes the balmy sea air." The statement was by columnist Dr. Alexander Hamilton Rowan on April 14, 1894 in the Santa Ana Standard, a weekly paper.





The Capistrano Depot is home to Sarducci's, a long standing town favorite located at the South end below the dome. Offering excellent cuisine in the most beautiful of historic settings, Sarducci's gives diners a choice of outside patio dining or an inside fireside table. Brick archways and an incredible art gallery add to the wonderful ambiance of this restaurant.

As always, the sounds of children echo throughout the area. You can hear their laughter, as they ride the trains or make their way to the Mission San Juan Capistrano. During the week, commuters arrive and leave with regularity to avoid congested freeways. On a visit to San Juan Capistrano, this should be included as a highlight of any trip.

### **Museums**

*O'Neill Museum:* Located in San Juan Capistrano's Los Rios Historic District. This rustic but genteel wooden structure was one of the town's first homes and provides today's visitors with a charming glimpse of life one hundred years ago. School groups and organizations are invited to arrange guided tours by calling the Historic Society office at 949-493-8444, Museum hours are 9 a.m. to noon and 1 p.m. to 3 p.m., Tuesday through Friday and Sundays from noon to 3 p.m. Located at 31831 Los Rios Street.



*Blas Aguilar Adobe:* In 1794, the Mission San Juan Capistrano built a number of adobes to house soldiers and the local Native Americans who worked at the mission. Don Blas Aguilar purchased two of these adobes in 1845, which he named "La Hacienda Aguilar." The south wing adobe was called Casa Tejada; it unfortunately is no longer standing. The north wing adobe was called Casa de Esperanza, or "House of Hope." It still stands on the east side of the plaza.

Although once again renamed, now The Blas Aguilar Adobe, it is still the "House of Hope" because it is our goal to make it into a museum that will house artifacts reflecting the different period of San Juan Capistrano history and surrounding area, while accurately serving to educate its visitors. We hope the Blas Aguilar Adobe, which once played a vital role in the founding and building of San Juan Capistrano's past, will now serve as an important learning tool for all to view this rich history.

The Blas Aguilar Adobe Museum is maintained and operated by the Blas Aguilar Adobe Foundation, a non-profit organization. The museum is located at 31806 El Camino Real, San Juan Capistrano, CA 92675. Call 949-493-4933 for information on the museum's operating hours.

### **Recreational Trail System**

In the late 1970s, the City of San Juan Capistrano adopted both a General Plan Bike Trail System, (paved trails), and a General Plan Hiking and Equestrian Trail System, (unpaved trails). Since that time, mountain bicycling has become popular and has been added to the allowed uses of the hiking/equestrian trail system, which is now referred to as the Recreational Trail System.

### **Golf**

San Juan Hills Country Club and Public Driving Range located at 32120 San Juan Creek Road. For information call 949-493-1167 or to a schedule tee time go to [www.sanjuanhillsgolf.com](http://www.sanjuanhillsgolf.com).





### **Zoomars Petting Zoo**

Zoomars Petting Zoo and Bird Park has over 100 friendly animals to pet, feed, love and learn from. Zoomars is open every day from 10am to 5pm, rain or shine. For more information and admission costs to [www.zoomars.com](http://www.zoomars.com).

### **Shopping**

The City's downtown and 30 other commercial areas offer a wide variety of shopping opportunities, from beautiful jewelry and Indian blankets to hardware, cars, and groceries. Contact the Chamber of Commerce 949-493-4700 for more information and a free shopping center map.

**Antiques:** Spend the day shopping for antiques in San Juan Capistrano. Antique Row is notable for its collection of many shops. Additional antique stores are also located throughout the downtown area. For more information call 949-493-4700.

### **Equestrian**

San Juan is well known as an equestrian destination, drawing those relocating to California and especially Orange County to our town due to the large concentration of stables, boarding facilities. The following link regarding trail information is provided as a courtesy, if you experience problems downloading this very large file, call the City at 949-493-1171 to purchase a printed trail map showing miles of trails.

### **San Juan Capistrano Regional Library**

Designed by renowned architect Michael Graves, this intriguing structure has received numerous awards by architectural societies from around the world. It is located near the Basilica Church on Acjachema Street. 31495 El Camino Real. 949-493-1752

### **Camino Real Playhouse**

This community theater presents over 100 full scale theatrical productions including playwriting festivals, and Shakespeare Productions. In addition, they offer drama classes for both adults and children and host children's productions and musical melodramas. For a schedule of events and ticket purchases, go to [www.caminorealplayhouse.org](http://www.caminorealplayhouse.org).

### **Downtown Farmer's Market**

Each Wednesday, residents and visitors can enjoy purchasing fresh flowers, produce, and specialty foods at the San Juan Capistrano Farmers' Market. The market features up to 30 vendors and is held at Yorba Street and Camino Capistrano right in the heart of downtown San Juan Capistrano. The Farmers' Market is held year round. The hours of operation are as follows: November through March: 3 pm - 6 pm / April through October: 3 pm - 7 pm. For more information, call 858-272-7054.

### **South Coast Organic Farm & Farmstand**

Community Supported Agriculture (CSA) is a partnership between the residents of San Juan Capistrano and local farmer, George Kibby. Operating as "South Coast Farms" the produce stand provides locally grown fresh produce - and what many folks refer to as "the best tasting strawberries around." The property that the Farm resides on reflects the Citizens efforts to preserve active agricultural land from development. In 1990 a bond measure was passed with overwhelming approval to allow the residents to increase their property taxes in order to purchase the property and retain it in agricultural use. The historic Joel Congdon





Farm House also sits on the property and reflects the original housing for past farmers of the land. Please support the Farm, stop by and say hello to Farmer George! For additional information, visit the website of South Coast Farms.

## Utilities

**Cable Television:** Cox Communications (949) 240-1212  
Cox @ Home (800) 234-3224

**Electricity:** San Diego Gas & Electric (800) 411-7343

**Natural Gas:** The Gas Company (800) 427-2200

**Sewer:** Water Billing - City of San Juan Capistrano: (949) 493-1515

**Telephone:** AT&T (800) 310-2355  
Cox Telecom (888) 222-7743

**Trash:** CR&R (877) 728-0446

**Water:** Water Billing - City of San Juan Capistrano (949) 493-1515



## Education

### Capistrano Unified School District

33122 Valle Road / San Juan Capistrano, CA 92675  
(949) 234-9200 / Fax (949) 493-8729 / [capousd.ca.schoolloop.com](http://capousd.ca.schoolloop.com)

### Elementary Schools

Ambuehl Elementary School  
28001 San Juan Creek Road, San Juan Capistrano, CA 92675  
949-661-0400 Phone | 949-488-3158 Fax

Del Obispo Elementary  
25591 Camino Del Avion, San Juan Capistrano, CA 92675  
949-234-5905 Phone | 949-488-3062 Fax

Kinoshita Elementary  
2 Via Positiva, San Juan Capistrano, CA 92675  
949-489-2131 Phone | 949-234-0405 Fax

San Juan Elementary School  
31642 El Camino Real, San Juan Capistrano, California 92675  
(949) 493-4533 Phone | (949) 240-9174 Fax



### Middle Schools

Marco F. Forster Middle School  
25601 Camino del Avion, San Juan Capistrano, CA 92675  
(949) 234-5907 Phone | (949) 488-3567 Fax



## High Schools

San Juan Hills High School

29211 Vista Montana, San Juan Capistrano, CA 92675

(949) 234-5900 Phone | 949-488-9727 Fax

Junipero Serra High School

31422 Camino Capistrano, San Juan Capistrano, CA 92675

949-489-7216 Phone | 949-496-2007 Fax

## Charter Schools

The Journey Charter School K-8

27102 Foxborough / Aliso Viejo, CA 92656

Tel: (949) 448-7232 / Fax: (949) 448-7256 / [www.journeyschool.net](http://www.journeyschool.net)

The Opportunities for Learning Charter School 7-12

33621 Del Obispo Ste E / Dana Point, CA 92629

(949) 248-1282 Phone / (949) 248-2450 Fax / [www.emsofl.com](http://www.emsofl.com)

The Capistrano Connections Academy Charter School K-11

26800 Aliso Viejo Parkway, Suite 120 / Aliso Viejo, CA 92656

PH: (949) 461-1667 / FAX: (949) 425-8791



## Private Schools

Capistrano Valley Christian School, Pre-school and Grades K-12

32032 Del Obispo / San Juan Capistrano, CA 92675 / Phone: 949-493-5683

Community Presbyterian Pre-School

32202 Del Obispo / San Juan Capistrano, CA 92675 / Phone: 949-493-9141

JSerra Catholic High School, Grades 9-12

26351 Junipero Serra Road / San Juan Capistrano, CA 92675

Phone: 949-493-9307 / Fax: 949-493-9308

Rancho Capistrano Christian School, Pre-School - 8

29251 Camino Capistrano / San Juan Capistrano, CA 92675

Phone: 949-347-7860 / E-mail: [schools@ranhocapistrano.org](mailto:schools@ranhocapistrano.org)

Saddleback Valley Christian School, Pre-school and Grades K-12

26333 Oso Road / San Juan Capistrano, CA 92675

Phone: (949) 443-4050 / Fax: (949) 443-3941 / Email: [info@svcschools.org](mailto:info@svcschools.org)

St. Margaret's Episcopal School, Pre-school and Grades K-12

31641 La Novia Avenue / San Juan Capistrano, CA 92675 / 949-661-0108

Stonebridge Day School

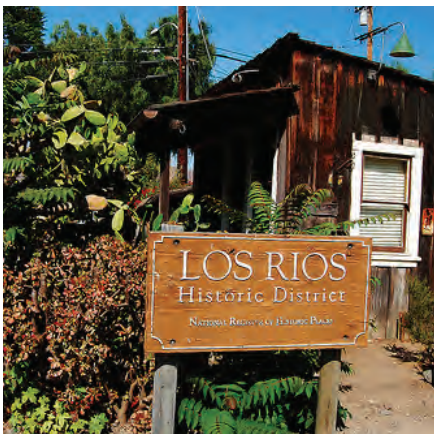
32091 Alipaz / San Juan Capistrano, CA 92675 / Phone: 949-496-6776

Stoneybrooke Christian School, Grades K-8

26300 Via Escolar / San Juan Capistrano, CA 92692 / Phone: 949-364-4407

The Mission Parish (Catholic) School, Grades K-8

31641 El Camino Real / San Juan Capistrano, CA 92675 / Phone: 949-234-1385





# SAN JUAN CAPISTRANO

32400 PASEO ADELANTO  
SAN JUAN CAPISTRANO, CA 92675

INCORPORATED: 1961  
AREA: 14.3 square miles  
TELEPHONE: (949) 493-1171  
WEBSITE: [www.sanjuancapistrano.org](http://www.sanjuancapistrano.org)

Mayor: Londres Uso  
Mayor Pro Tem: Luara Freese  
Council Members: Mark Nielsen  
Sam Allevato  
Thomas Hribar

City Manager: (949) 443-6317  
Community Development: 443-6347  
City Council: 443-6317  
Parks & Recreation: 493-5911  
Fire Department: 573-6000  
Police Department: 443-6369

## Population Characteristics

Population	
1950:	#
1960:	#
1970:	3,781 (*1)
1980:	18,959 (*1)
1990:	26,183 (*1)
2000:	33,826 (*1)
2000:	33,826 (*2)
2001:	34,218 (*2)
2002:	34,729 (*2)
2003:	35,214 (*2)
2004:	35,808 (*2)
2005:	35,901 (*2)
2006:	35,954 (*2)
2007:	36,153 (*2)
2008:	36,589 (*2)
2009:	36,827 (*2)
2010:	37,233 (*2)

2000 Racial and Ethnic Population (*1)		
	Number	%
White	21,084	62.3%
Hispanic	11,206	33.1%
Asian & Pacific Islander	669	2.0%
Black	151	0.4%
All Other Races	716	2.1%
<b>Total Population:</b>	<b>33,826</b>	<b>100.0%</b>

Current Projections Series (*3) Population (OCP 2006)	
2015	40,228
2020	40,742
2025	40,892
2030	41,117
2035	41,154

Vital Statistics (*4)			
	2002	2003	2004
Total Births	477	531	500
Birth Rate	13.8	15.1	13.9
Total Deaths	219	255	255
Death Rate	6.3	7.2	7.1

2000 Population by Age (*1)		
	Total	%
0-4	2,420	7.2%
5-9	2,872	8.5%
10-14	2,657	7.9%
15-19	2,427	7.2%
20-24	1,767	5.2%
25-34	4,044	12.0%
35-44	5,200	15.4%
45-54	4,929	14.6%
55-59	1,790	5.3%
60-64	1,305	3.9%
65-74	2,096	6.2%
75-84	1,660	4.9%
85+	659	1.9%
<b>Total:</b>	<b>33,826</b>	<b>100.0%</b>
<b>Median Age:</b>	<b>36.4</b>	
<b>Percent of County:</b>		<b>1.2%</b>

Voter Registration, 2010 (*5)			
Democratic	5,133	Peace & Freedom	44
Republican	9,682	Misc.	101
Independent	490	Decline To State	3,567
Green	97		
Libertarian	134	<b>Total:</b>	<b>19,248</b>

# 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.

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



Harold Ambuehl  
Elementary School  
Home of the Eagles

### 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	Harold Ambuehl Elementary	District Name	Capistrano Unified
Street	28001 San Juan Creek Rd.	Phone Number	949-234-9200
City, State, Zip	San Juan Capistrano, CA 92675-3321	Web Site	<a href="http://www.capousd.org">www.capousd.org</a>

Phone Number	949-661-0400	Superintendent	Roberta Mahler
Principal	Curt Visca	E-mail Address	<a href="mailto:superintendent@capousd.org">superintendent@capousd.org</a>
E-mail Address	<a href="mailto:crvisca@capousd.org">crvisca@capousd.org</a>	CDS Code	30-66464-6097398

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

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

#### Ambuehl Elementary School

*The mission of Ambuehl Elementary School is to provide a place where all students and teachers strive for excellence in academics, social and emotional growth are nurtured, and habits of lifelong learning are developed. Ambuehl Eagles (students) will learn and grow in a positive atmosphere where the staff, parents, and students are enthusiastic about the learning and teaching process.*

Built in 1977, Harold J. Ambuehl Elementary School is situated in a rustic location on the bank of San Juan Creek, surrounded by open fields and equestrian riding stables. Historic landmarks throughout the community, such as Mission San Juan Capistrano and the Los Rios Historic District, provide reminders of Early California.

Although Ambuehl prides itself on its historic atmosphere, we are committed to preparing productive young citizens in the 21st century. Named a California Distinguished School, there is a dedicated staff at each grade level that provides each student with learning experiences that are interesting, relevant, and meaningful to their everyday lives. Ambuehl's educational program is a balance of intensive basic skills instruction in the fundamental subjects based on the California State Standards

Soaring Eagle Radio allows all K - 5 students to "broadcast" over the school's PA system from the principal's office every morning. Each broadcast begins with a welcome from the principal. This is followed by a student leading the entire school in the Pledge of Allegiance. Rounding out each program is a short student joke (it's always good to laugh in the morning), weather report, or special student/class reading (poem, etc.). Soaring Eagle Radio supports the English-language Arts Content Standards that students will write and speak with a command of standard English conventions that are appropriate to their grade level.

Personal growth is nurtured in each child during the school year. Student recognition takes place through weekly Character Counts Awards and Formal Friday Soaring Eagle Awards three times per school year. Students with perfect attendance during each reporting period, which is approximately 20 school days, receive a special award and recorded phone message from the principal. Teachers also select students to sign the "Book of Winners" in the front office for outstanding behavior and/or academic performance.

Unique programs at Ambuehl include SAVE Club (which is Students Against Vanishing Ecosystems) and Ambassadors (selected 4<sup>th</sup> and 5<sup>th</sup> grade students who perform school and community service work).

There are two computer labs at Ambuehl School. One lab has 20 Dell computers for kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students. The second lab has 32 Apple computers with Dell monitors for 4<sup>th</sup> and 5<sup>th</sup> grade students. Both computer labs have Internet access and programs to support their grade level curriculum. Every teacher has a laptop computer with wireless Internet access and has access to a projector to use for lessons, PowerPoint presentations, etc.

Parents and community members are kept abreast of the many programs at Ambuehl School through weekly ListServe (Soaring Eagle) e-mails and a regularly updated school website..

Students, parents, and staff members enjoy being "Ambuehl Eagles." Once an Eagle, always an Eagle. Have a Soaring Eagle Day!

### Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities. Ambuehl has energetic parents who assist staff members and students throughout the school year in the classroom, front office, and throughout the school. There is an active Parent Teacher Association (PTA) at Ambuehl. Their ongoing support has provided Ambuehl with various programs such as Meet the Masters, Red Ribbon Week, and assemblies such as Imagination Machine. Elected parents on School Site Council oversee categorical money, grants, and the Single School Plan for Student Achievement along with elected staff members.

**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	90
Grade 1	72
Grade 2	79
Grade 3	105
Grade 4	103
Grade 5	102
Total Enrollment	551

**Student Enrollment by Group (School Year 2008-09)**

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

Group	Percent of Total Enrollment
African American	0.54 %
American Indian or Alaska Native	0.73 %
Asian	2.00 %
Filipino	0.54 %
Hispanic or Latino	22.87 %
Pacific Islander	%
White (not Hispanic)	60.25 %
Multiple or No Response	13.07 %
Socioeconomically Disadvantaged	24.00 %
English Learners	12.00 %
Students with Disabilities	8.00 %

**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	Avg. Class Size		Avg. Class Size	Avg. Class Size			Avg. Class Size	1-20	21-32	33+
		1-20	21-32		33+	1-20	21-32				
K	29.5	2	2	28.5	2	2	30.0	3			
1	20.0	4	2	20.0	3	3	19.7	3			
2	20.3	2	1	19.6	5	5	19.5	4			
3	20.3	3	1	19.8	4	4	19.6	5			
4	31.8	3	1	32.0	2	1	34.0	3			
5	35.0	2	2	31.7	2	1	34.0	5			

6									
K-3	19.3	3		20.0	1		20.0	1	
3-4	20.0	1		23.0	1				
4-8	34.0	1		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.cacousd.org/pdf/Emergency%20Planand%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	1.6	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 25 classrooms, a multipurpose room, a library, 2 computer labs, and an administration building. The main campus was built in 1977.

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	Poor	Exemplary	Good	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer Interior: Interior Surfaces	N/A	N/A				



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	\$7,989	\$1,862	\$6,361	\$86,229
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	18.11%	17.03%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	15.41%	31.59%

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 (AAAGATE), 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 88 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 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		
	2005-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	65	68	64	63	64	70	43	46	50
Mathematics	64	61	61	56	59	63	40	43	46
Science	61	59	53	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	*	*	*	*	*	*	
American Indian or Alaska Native	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	
Filipino	*	*	*	*	*	*	
Hispanic or Latino	38					37	25

\*\*\* 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	-9	-2	832
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0	-13	-7	725
Pacific Islander				
White (not Hispanic)	-5	-6	5	862
Socioeconomically Disadvantaged				
English Learners		-1	5	733
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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

	*	*	*
Pacific Islander	71	67	64
White (not Hispanic)	58	61	50
Male	69	61	56
Female	44	42	21
Economically Disadvantaged	11	26	0
English Learners	26	26	*
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 [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	Six of Six Standards
5	19.8	26.7
		46.5

### 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	8	8
Similar Schools	5	4	2

"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.

Graduation Rate	N/A	Yes
Met 2009 AYP Criteria		
Did not Meet 2009 AYP Criteria		
"Yes"		
"No"		

**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



Del Obispo  
Elementary School

Home of the Dragons

### 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 Del Obispo Elementary	Capistrano Unified
Street 25591 Camino del Avion	949-234-9200
City, State, Zip San Juan Capistrano, CA 92675-4328	www.capoused.org
Phone Number 949-234-5905	Superintendent Roberta Mahler
Principal Eric Gruenewald	E-mail Address superintendent@capoused.org
E-mail Address egruewald@capoused.org	CDS Code 30-66464-6094619

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

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

### Del Obispo 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."*

Del Obispo Elementary School is a neighborhood school located in the city of San Juan Capistrano. Serving the communities of San Juan Capistrano and Dana Point, our school is located adjacent to Marco Forster Middle School and the San Juan Community Center. Built in 1974, Del Obispo has earned a reputation for providing students with a solid educational foundation in a supportive environment close to 35 years.

Our school community is a diverse representation of lower, middle and upper socioeconomic levels, residing in single-family dwellings, condominiums, apartments and mobile home parks. The majority of parents work in professional and semi-professional occupations.

Unique enrichment opportunities are available to the students of Del Obispo due to its location. In the midst of historic San Juan Capistrano, the early Californian and Mexican heritages are well preserved at Mission San Juan Capistrano and other historical landmarks in the community. Just a few miles away is the Dana Point Harbor, offering historical and oceanographic opportunities.

The school features an iMac computer laboratory, a Dell computer laboratory, and a picturesque working school garden our PTA has donated where students get hands-on experience in natural science.

Del Obispo provides a solid educational foundation based on the California state standards for approximately 500 kindergarten through fifth grade students. In addition to the regular education program, one Special Day Class serves students with special needs and targets learning disabilities, particularly in the area of language. The federally-funded Title I program provides supplemental instructional services, especially in literacy development. The Accelerated Academic Achievement (AAA) program serves students Grades 3 through 5 with a differentiated curriculum designed to meet the needs of gifted and talented students.

For additional information about school and district programs, please visit

<http://does.capoused.ca.schoolloop.com>

### Opportunities for Parental Involvement (School Year 2008-09)

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

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

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

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

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	65
Grade 2	82

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	0.9	1.2	0.6	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.

Del Obispo Elementary School has 25 classrooms, a library, and an administration building. The main campus was built in 1974. 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. Recent improvements to the school include a new rooftop and new air conditioning systems in all three math buildings.

#### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A			
Interior: Interior Surfaces	N/A			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A			
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A			
Structural: Structural Damage, Roofs	N/A			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A			
<b>Overall Rating</b>				N/A

### V. Teachers

Grade 3	74
Grade 4	104
Grade 5	104
<b>Total Enrollment</b>	<b>506</b>

### Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	0.59 %
American Indian or Alaska Native	0.20 %
Asian	0.40 %
Filipino	0.99 %
Hispanic or Latino	34.19 %
Pacific Islander	0.40 %
White (not Hispanic)	50.20 %
Multiple or No Response	13.04 %
Socioeconomically Disadvantaged	41.00 %
English Learners	25.00 %
Students with Disabilities	10.00 %

### 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	Number of Classrooms	Avg. Class Size	Number of Classrooms	Number of Classrooms	Avg. Class Size	Number of Classrooms	Number of Classrooms	
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	29.5	2	2	2	26.5	2	2	31.0	2	2
1	20.5	2	2	2	19.0	4	4	19.7	3	3
2	20.0	3	3	3	19.7	3	3	19.3	4	4
3	20.5	2	2	2	20.0	4	4	18.7	3	3
4	30.0	2	2	2	31.5	2	2	33.3		3
5	32.0	2	2	2	33.0			32.0		3
6										
K-3	20.0	2			20.0	1	1	20.5	1	1
3-4					20.0	1	1			
4-8	32.0	1			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

**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	21	22	18	2301
Without Full Credential	1	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	7	2	0
Total Teacher Misassignments	7	2	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 Taught by NCLB Compliant Teachers	Percent of Classes In Core Academic Subjects Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

**VI. Support Staff**

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

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

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

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

**VII. Curriculum and Instructional Materials**

**Quality, Currency, 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 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	\$7,920	\$2,373	\$5,779	\$62,491
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	7.30%	0.42%

District	N/A	N/A	\$5,512	\$67,049
State	N/A	N/A	4.85%	23.03%
Percent Difference – School Site and State				

**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.

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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.

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Average Principal Salary (High)	\$135,764	\$122,532
Superintendent Salary	\$273,000	\$216,356
Percent of Budget for Teacher Salaries	45.40 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

**IX. Student Performance**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight, and science in grade five and is an alternate assessment that is based on modified

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

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	49	51	53	63	64	70	43	46	50
Mathematics	51	51	56	56	59	63	40	43	46
Science	35	45	53	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	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	34	43	46
Pacific Islander	65	65	58
White (not-Hispanic)	43	56	56
Male	64	55	50
Female	43	49	56
Economically Disadvantaged	16	34	32
English Learners	24	39	56
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 \(PFT\)](#) 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	18.6	21.6	36.3

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	6	6	5
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 Changes 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	4	-10	25	792
African American				
American Indian or Alaska Native				
Asian				
Filipino				

Hispanic or Latino	-4	0	32	725
Pacific Islander				
White (not Hispanic)	17	-16	31	840
Socioeconomically Disadvantaged	8	-30	85	744
English Learners	-9	-21	18	672
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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	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	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	3

Percent of Schools Currently in Program Improvement	N/A	4.9
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## 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>
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## School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10



### Kinoshita Elementary School

#### 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 Kinoshita Elementary	Capistrano Unified
Street 2 Via Positiva	949-234-9200
City, State, Zip San Juan Capistrano, CA 92675	www.capousd.org
Phone Number 949-489-2131	Superintendent Roberta Mahler
Principal Peggy Baerst	E-mail Address superintendent@capousd.org
E-mail Address pabaerst@capousd.org	CDS Code 30-66464-6117733

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

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

### Kinoshita Elementary School

Our Mission Is Learning

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

*Achieving Excellence in the 21<sup>st</sup> Century*

**School Mission:** Working as a team, we will strengthen children's academic skills, promote their intellectual curiosity, develop their leadership and interpersonal skills, and instill a life-long love of learning. Children will learn and grow in a safe, nurturing environment that promotes success for every child.

**School Profile:** Kinoshita Elementary opened in September 2000 and serves approximately 650 preschool through fifth grade students. Kinoshita is adjacent to the San Juan Capistrano Community Center/Sports Park Complex, the Boys and Girls Club of Capistrano Valley, and Marco Forster Middle School. The school has thirty-three classrooms, a library/media center, two computer labs and an auditorium. Within this beautiful facility, is an atmosphere of warmth, caring, and respect where children come to learn, grow, achieve, and dream.

In conjunction with CUSD, the Kinoshita staff has developed an outstanding instructional program which balances basic skills with cooperative learning, critical thinking, and enrichment to ensure a challenging, exciting and successful academic program for all children. Important reading, math, and language skills are combined with a social studies and science program focused on Guided Language Acquisition Design. Every child receives instruction at his or her level in the skills and strategies necessary for success in reading and math.

At Kinoshita, we believe that technology is a critical teaching and learning tool in a twenty-first century education. Our classrooms and computer labs feature the latest hardware and software available, including internet access from every room, an emphasis on multimedia, and integration of technology throughout the curriculum.

**Parent and Community Involvement:** We value a strong connection to parents and the community. We believe that parents are their children's first and most important teacher. Opportunities for parent involvement are numerous, including an active Parent Teacher Association and School Site Council. Family Curriculum nights, volunteer opportunities, and ongoing bilingual communication through conferences, newsletters, flyers, phone calls home to all families, and a web site. Kinoshita has established partnerships with many community organizations, including the City of San Juan Capistrano, the Orange County Sheriff's Department, the Deputy District Attorney's Office, the Boys and Girls Club of Capistrano Valley, Big Brothers and Big Sisters of Orange County and various other community-based organizations. In conjunction with the YMCA, Kinoshita offers a daily after school homework support and daycare program which is completely funded through a state Prop. 49 grant. In addition, a partnership with Capistrano Unified Adult Education has enabled Kinoshita to offer CAFE English as a Second Language classes and Parent/Child Homework Club. Kinoshita offers a federally funded Even Start program to support parents and students. Even Start families utilize the Learning Link Center, which provides opportunities for parents to interact with children ages 0-5 with the support of a preschool teacher.

**Classroom Discipline** Preparing children to become productive adults means providing excellent academic instruction, as well as reinforcing the social and problem-solving skills that are so essential in building successful societies. Teamwork requires negotiation and decision-making skills and is increasingly important in the modern workplace. The foundation for success in this arena is built upon excellent listening, decision-making, and problem-solving skills. Using the Effective Behavior System (EBS) model, students are taught expected behaviors and receive recognition for contributing to the three core expectations at Kinoshita. Making good decisions, solving problems and showing respect.

**Quality of Instruction and Leadership:** Kinoshita provides an excellent instructional program designed to meet the needs of our diverse population of students. Our teachers are trained in strategies for a complete

White (not Hispanic)	1.76 %
Multiple or No Response	0.80 %
Socioeconomically Disadvantaged	99.00 %
English Learners	82.00 %
Students with Disabilities	8.00 %

### 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	Number of Classrooms	Avg. Class Size	Number of Classrooms	Number of Classrooms	Avg. Class Size	Number of Classrooms	Number of Classrooms	
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	22.2	5	2	2	20.0	5	19.8	6	2	2
1	20.5	2	2	2	18.7	6	20.2	3	2	2
2	20.0	6	5	5	20.0	5	20.0	7	6	6
3	19.4	5	4	4	18.7	6	17.7	5	5	4
4	27.3	4	4	4	24.0	5	25.2	4	4	4
5	26.8	4	1	1	26.3	4	23.5	1	1	1
6	18.0	1	1	1	18.0	1				
K-3										
3-4										
4-8										
Other										

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

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

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

#### Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	1.0	3.8	0.6	1.0	3.3	3.3
Expulsions	0.0	0.0	0.0	0.1	0.3	0.3

range of learners, from gifted students to students requiring special support. We combine a strong foundation in reading, writing and math, with science and social studies activities, the Meet the Masters Art Program, and CUSD Block Music for a well-rounded instructional program. Each of our staff members is part of a caring, positive, professional team. They willingly share talents and expertise with one another and our students. Staff members share various leadership positions at the school, and share in the decision-making process through Principal's Roundtable and School Site Council.

**School Safety Plan:** The Kinoshita Staff recognizes that they play a critical role in student safety. Every school employee works in partnership to create an atmosphere of caring and respect. The Safety Plan is regularly updated and reviewed by the School Site Council and the staff as a whole. Students are trained in procedures for safe evacuation and sheltering.

For additional information about school and district programs, please visit [www.capouisd.org](http://www.capouisd.org).

#### Opportunities for Parental Involvement (School Year 2008-09)

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

We value a strong connection to parents and the community. We believe that parents are their children's first and most important teacher. Opportunities for parent involvement are numerous, including an active Parent Teacher Association and School Site Council, Family Curriculum nights, volunteer opportunities, and ongoing bilingual communication through conferences, newsletters, flyers, phone calls home to all families, and a web site. Kinoshita has established partnerships with many community organizations, including the City of San Juan Capistrano, the Orange County Sheriff's Department, the Deputy District Attorney's Office, the Boys and Girls Club of Capistrano Valley, Big Brothers and Big Sisters of Orange County, as well as a collaborative daily after school homework support and day care program with the YMCA completely funded through a state Prop. 49 grant. In addition, a partnership with Capistrano Unified Adult Education has enabled Kinoshita to offer CAFE English as a Second Language classes and Parent/Child Homework Club. Kinoshita offers a federally funded Even Start program to support parents and students. Even Start families utilize the Learning Link Center, which provides opportunities for parents to interact with children ages 0-5 with the support of a preschool teacher.

#### 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	119
Grade 1	101
Grade 2	120
Grade 3	90
Grade 4	101
Grade 5	94
Total Enrollment	625

#### Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	0.16 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.32 %
Hispanic or Latino	96.96 %
Pacific Islander	%

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.

Kinoshita Elementary School has 33 classrooms, a stage, a multipurpose room, a library, two computer labs, and an administration building. The main campus was built in 2000. Kinoshita added 13 portable classrooms in 2001-2002 to accommodate class size reduction, School Readiness [Even Staff](#) and [Learning Link](#) programs, and the Adult Education's [SAFE](#) program.

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. A surveillance camera system was installed in 2002-03.

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

This table displays the results of the facilities inspection completed on January 19, 2010.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair/Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X		
<b>Interior:</b> Interior Surfaces	N/A	X		One projection screen fallen off hangers, ceiling tiles damaged - Repairs Completed - Work Orders 1000064, 1000065
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermis Infestation	N/A	X		
<b>Electrical:</b> Electrical	N/A	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	N/A	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X		
<b>Structural:</b> Structural Damage, Roofs	N/A	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X		
<b>Overall Rating</b>	EXEMPLARY			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	34	36	36	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 T Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	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 Taught by NCLB Compliant Teachers	Percent of Classes 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	1.0	625
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Health Assistant		N/A

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted annually 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 conducted annually 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 conducted annually 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 conducted annually 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 conducted annually 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	\$8,875	\$3,539	\$5,596	\$66,809
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	3.89%	-8.73%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	1.52%	2.63%

**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 (AAAGATE), child welfare and attendance, and instructional and library materials.

The district 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 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	21	35	44	63	64	70	43	46	50
Mathematics	34	37	55	56	59	63	40	43	46
Science	10	18	16	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	History-Social Science	Science
African American	*	*	*			
American Indian or Alaska Native						
Asian	*	*	*			
Filipino						
Hispanic or Latino	43	55	14			
Pacific Islander						
White (not Hispanic)	*	*	*			
Male	41	53	21			
Female	46	58	8			
Economically Disadvantaged	44	55	16			
English Learners	35	49	8			
Students with Disabilities	26	39	45			
Students Receiving Migrant Education Services	36	45	*			

*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 \(PFT\)](#) 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	24.5	23.5	6.1

**X. Accountability**

**Academic Performance Index**

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

**Academic Performance Index Ranks – Three-Year Comparison**

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

API Rank	2006			2007			2008		
	1	2	3	1	2	3	1	2	3
Statewide									
Similar Schools	1	2	4	2	4	3			

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

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

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

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

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	
All Students at the School	18	28	50	754
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	16	34	48	750
Pacific Islander				
White (not Hispanic)	20	43	42	753
Socioeconomically Disadvantaged				
English Learners	17	36	45	743

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 [AIP Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	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



San Juan Elementary School  
Home of the Cougars

### 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 San Juan Elementary	District Capistrano Unified
Street 31642 El Camino Real	Phone Number 949-234-9200
City, State, Zip San Juan Capistrano, CA 92675-2616	Web Site www.capousd.org
Phone Number 949-493-4533	Superintendent Roberta Mahler
Principal Silvia Pule	E-mail Address superintendent@capousd.org
E-mail Address spule@capousd.org	CDS Code 30-66464-6027643

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

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

### San Juan Elementary School

Our Mission Is Learning

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

San Juan Elementary School is a challenging and innovative learning environment where students achieve high academic standards; exercise good character; celebrate diversity; and where families, staff, and community members are actively involved inspiring students for continued success.

San Juan Elementary School, located directly across from the historic Mission San Juan Capistrano, reflects California's diversity, as well as its vibrant future. One of California's 140 original restructured schools, San Juan Elementary continues to develop a model instructional program for approximately 660 Kindergarten through fifth grade students. Our instruction highlights second language acquisition, literacy, and technology skills with a state-of-the-art computer lab. Students are able to participate in a hands-on natural habitat garden where, in addition to learning natural science standards, they become aware of actions they can take to help improve our earth.

Our Two-Way Language Immersion Program is a unique educational model where children learn to think, read, write and communicate naturally in two languages: English and Spanish. Native Spanish- and native English-speaking students study together beginning in Kindergarten in this intensive K-12 program, to be biliterate in both languages.

Our staff recognizes the importance of working collaboratively and providing an atmosphere where high academic and behavioral standards are encouraged. Our on-site Center for Student Success, in collaboration with community resources, provides many services to our students and their families, including an on-campus parent information center for counseling, health, academic interventions, and student enrichment opportunities. San Juan also hosts an on-campus, state-funded preschool program, as well as a YMCA day care and program center.

Students at San Juan Elementary School are held accountable for their own learning and are given support, as necessary, during before- and after-school language, reading, and math classes. The Character Counts! Program is the basis for student behavior and students are recognized for demonstrating scholarly attributes. Students who excel academically are recognized each trimester in school wide assemblies. At San Juan School, students are preparing to be the leaders of the future!

For additional information about school and district programs, please visit [www.capousd.org](http://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.

Our school offers a variety of involvement opportunities for both parents and members of the community. All members of the San Juan School community share in the decision-making processes, which directly impacts the school. Members of the School Site Council and the English Language Advisory Committee provide leadership and help implement the vision for the school community. Visitors and volunteers are given guidance and support at the Center for Student Success where many projects are coordinated, including an annual Read-A-Thon and School Volunteer Days. Many parents choose to become leaders in our very active PTA. Parent participation and involvement are the keys to student success and parents are encouraged to become decision-makers within the school's governance structure. Parents also provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide funds and programs which further enrich the school experience for our students. From the district level, the CUSD Foundation also provides resources and support to our schools.

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

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

Grade Level	Number of Students
Kindergarten	120
Grade 1	155

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.capoused.org/pdf/Emergency%20Planning%2011%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	0.8	0.0	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.

San Juan Elementary School has 35 classrooms for preschool through 5th grade instruction, a multipurpose room, two technology labs, a library, classrooms for adult education, a large office for student and family resources, a parent volunteer center, and an administration building. The main campus was built in 1964. Portable classrooms were added since then to accommodate class size reduction.

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 schedule to ensure a clean school.

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

This table displays the results of the facilities inspection completed on September 24, 2009.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair/Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X		
<b>Interior:</b> Interior Surfaces	N/A	X		Missing and cracked light panel - Repairs Complete - Work Order: 95976
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	X		
<b>Electrical:</b> Electrical	N/A		X	Open electrical box w/exposed wires 2 inoperable hand dryers - Repairs Complete - Work Orders: 94740, 94721, 94738
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A		X	Drinking fountain missing push button cover, 1 inoperable urinal, drinking fountain low water pressure - Repairs Complete - Work Orders: 95905, 94739, 94540
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X		

Grade 2	106
Grade 3	103
Grade 4	94
Grade 5	73
Total Enrollment	651

### Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	1.08 %
American Indian or Alaska Native	
Asian	1.38 %
Filipino	0.92 %
Hispanic or Latino	78.80 %
Pacific Islander	0.15 %
White (not Hispanic)	14.44 %
Multiple or No Response	3.23 %
Socioeconomically Disadvantaged	81.00 %
English Learners	73.00 %
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	Avg. Class Size	2006-07				2007-08				2008-09			
		1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	
K	18.8	6			19.3	8			20.0	6			
1	19.5	6			20.0	5			20.0	7			
2	19.6	5			19.0	4			19.0	4			
3	16.6	5			19.0	5			18.8	5			
4	31.0	3			34.0	2			33.5	1	1		
5	33.0	1	2		35.0	2			31.5	2			
6													
K-3	11.0	1			20.0	1			20.0	2			
3-4													
4-8					34.0		1		30.0		1		
Other													

### III. School Climate

#### School Safety Plan (School Year 2008-09)

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

Structural: Structural Damage, Roads	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	Good			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 site.

	Teachers		School		District	
	2006-07	2007-08	2007-08	2008-09	2008-09	2008-09
With Full Credential	31	33	30	30	30	2301
Without Full Credential	0	0	0	0	0	32
Teaching Outside Subject Area of Competence	0	0	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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 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 site.

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	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	651
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Health Assistant		N/A

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted annually 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 conducted annually 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 conducted annually 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 conducted annually 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 conducted annually 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	Expenditures Per Pupil	Expenditures Per Pupil	Average
-------	--------------------	------------------------	------------------------	---------

	Per Pupil	(Supplemental / Restricted)	(Basic / Unrestricted)	Teacher Salary
School Site	\$8,612	\$3,079	\$5,784	\$77,896
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	7.39%	3.32%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	4.94%	16.18%

**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 (AA/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)	\$127,890	\$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 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	2006-07	2007-08	2006-07	2007-08
English-Language Arts	17	22	31	63	64	70
Mathematics	39	36	45	56	59	63
Science	9	17	5	59	66	71
History-Social Science	0	0	0	58	61	67

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	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	23	38	5	5
Pacific Islander	*	*	*	*
White (not Hispanic)	81	95	*	*
Male	28	44	8	8
Female	33	47	3	3
Economically Disadvantaged	21	37	5	5
English Learners	15	32	2	2
Students with Disabilities	21	24	*	*
Students Receiving Migrant Education Services	19	50	*	*

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.

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	42	7	16	686
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	41	-7	-5	649
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	43	-12	-4	642
English Learners	39	-14	-10	634
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 INCLB 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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones	
	Four of Six Standards	Six of Six Standards
5	25.7	32.4
		8.1

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	1	2	1
Similar Schools	3	6	1

"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.

**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	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

**XII. Instructional Planning and Scheduling Professional Development**

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

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

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

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

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

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

### Marco Forster Middle School



A California Distinguished School

**Our Mission Is Learning**

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

Marco Forster Middle School, a California Distinguished School, serves over 1390 students in Grades 6, 7, and 8. Our school has a diverse population and celebrates that cultural and individual diversity. Our school addresses the needs of the whole child, regardless of primary language or learning ability.

Our committed and enthusiastic staff works together to maintain high standards of academic achievement and behavior. Standards-based instruction ensures students equal access to the curriculum evidenced by test scores which are consistently above the state and national averages. Student-centered, hands-on instruction enhanced by technology is evident in every department in our school. Marco Forster is an educational institution that sees its responsibility as reaching far beyond the classroom door.

An after-school program provides a rich and varied program for students: an extended day. In partnership with the City of San Juan Capistrano, the "Club at the Hub" offers homework support, as well as a wide range of enrichment activities including soccer, cooking, softball and indoor basketball. The strong support of parents, businesses, and community partnerships keeps students connected with the community in a positive way.

For additional information about school and district programs, please visit [www.capousd.org](http://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 on campus supporting our school through programs such as the magazine sale, jog-a-thon, book fair and the Reflections contest. Our very supportive Parent Teacher Student Association works hand-in-hand with the school to enrich the school experience for our students.

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

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

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

Grade Level	Number of Students
Grade 6	491
Grade 7	452
Grade 8	476
Total Enrollment	1419

### Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	0.49 %
American Indian or Alaska Native	0.07 %
Asian	0.63 %

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



### Marco Forster Middle School

### Home of the Roadrunners



### 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](http://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 Marco Forster Middle	Capistrano Unified
Street 2560 T Camino del Avion	949-234-9200
City, State, Zip San Juan Capistrano, CA 92675-4330	www.capousd.org
Phone Number 949-234-5907	Superintendent Roberta Mahler
Principal Carrie Bertini	E-mail Address superintendent@capousd.org
E-mail Address cbertini@capousd.org	CDS Code 30-56464-6058929

Filipino	0.35 %
Hispanic or Latino	58.14 %
Pacific Islander	0.14 %
White (not Hispanic)	36.72 %
Multiple or No Response	3.45 %
Socioeconomically Disadvantaged	57.00 %
English Learners	34.00 %
Students with Disabilities	12.00 %

### 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	Number of Classrooms 21-32	Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	
6	29.3	34	7	25.5	7	36	1	28.3	1	42

### 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).

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
English	25.5	13	29	24.5	17	29
Mathematics	27.9	4	34	26.5	10	37
Science	29.9	3	18	30.3	2	20
Social Science	27.1	9	22	27.6	5	23

### 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.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	8.6	16.3	16.8	1.0	3.3	3.3
Expulsions	0.1	1.2	1.3	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.

Marco Forster Middle School has 70 classrooms, a multipurpose room, library, and an administration building. The main campus was built in 1968. Portable classrooms were added in 1995 when we became a middle school that served Grades 6, 7 and 8, as opposed to just Grades 7 and 8.

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.

Approximately 6 million dollars of renovations were completed during the summer of 2004.

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

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

System Inspected	Repair Status			Repair Needed and Action Planned
	Exemplary	Good	Fair	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A			
<b>Interior:</b> Interior Surfaces	N/A			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	N/A			
<b>Electrical:</b> Electrical	N/A			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A			
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A			
<b>Structural:</b> Structural Damage, Roofs	N/A			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A			
<b>Overall Rating</b>				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	2006-07	2007-08	2008-09
With Full Credential	62	61	64	2301		
Without Full Credential	4	2	0	32		
Teaching Outside Subject Area of Competence	0	0	0	N/A		

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

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

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

**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	9	3	2
Total Teacher Misassignments	9	3	2
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 Taught by NCLB Compliant Teachers	Percent of Classes Taught by Non-NCLB Compliant Teachers
This School	99.2	0.8
All Schools in District	99.7	0.3
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

**VI. Support Staff**

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	709
Library Media Teacher (Librarian)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

**VII. Curriculum and Instructional Materials**

**VIII. School Finances**

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,623	\$2,678	\$5,168	\$72,451
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	-4.04%	-3.90%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-6.24%	8.06%

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	2006-07	2007-08	2006-07	2007-08
English-Language Arts	49	47	63	64	70	43
Mathematics	42	43	56	59	63	40
Science	49	63	60	66	71	38
History-Social Science	41	49	48	58	67	33

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	*	*	*	*
Asian	100	100	*	*
Filipino	*	*	*	*
Hispanic or Latino	31	31	44	28
Pacific Islander	*	*	*	*
White (not Hispanic)	76	70	80	72
Male	45	47	61	46
Female	55	49	60	50
Economically Disadvantaged	35	33	44	28
English Learners	9	13	15	3
Students with Disabilities	17	12	14	12
Students Receiving Migrant Education Services	37	26	*	*

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 \(PFT\)](#) 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

### 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 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

7	Four of Six Standards 23.6	Five of Six Standards 25.4	Six of Six Standards 21.2
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**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	6	7	7
Similar Schools	8	9	8

"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	13	6	3	781
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	19	11	-1	700
Pacific Islander				
White (not Hispanic)	14	-2	14	883
Socioeconomically Disadvantaged	28	10	13	703

English Learners	18	4	-2	667
Students with Disabilities	23	25	-48	567

"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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	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 Description and Mission Statement (School Year 2008-09)

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

San Juan Hills High School



**Vision Statement:**  
San Juan Hills High School is a nurturing community that inspires all students to thrive in the midst of high expectations.

**Commitment to Students:**  
It is our commitment to help each student realize his or her potential as a responsible and contributing member of the community. We work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

San Juan Hills High School (SJHHS) was established in the Fall of 2007 as Capistrano Unified's sixth comprehensive high school, serving the predominantly suburban communities of San Juan Capistrano, Ladera Ranch, and Capistrano Beach. San Juan Hills will graduate its first class in 2011.

At the heart of San Juan Hills' development is the establishment of a well-rounded high school experience for its students. To that end a full program of academic, athletic, and extra-curricular opportunities are available to enrich their lives and help prepare students for the future.

One of the highlights of SJHHS is the outstanding modern facilities. All classrooms have LCD projectors; science rooms are designed to accommodate the specific needs of science classes; and the arts classrooms are second none. Perhaps the "marquee" feature of the school is the 500-seat Performing Arts Theater and complex which is connected to state-of-the-art video production facilities and two dance studios. The pool, all-weather track and football stadium are awaiting completion.

**Expected School-wide Learning Results:**

- **Academic Achievers (who):**
  - o Meet or exceed state and district standards
  - o Develop and realize their creative talents
  - o Demonstrate integrity and a strong work ethic
- **Effective Communicators (who):**
  - o Construct and follow an appropriate and rigorous academic plan to meet personal post-secondary goals
  - o Read, write, listen and speak with purposeful reflection and intent
  - o Know their audience and environment and communicate appropriately
- **Critical Thinkers and Problem Solvers (who):**
  - o Convey information visually and technologically
  - o Access, analyze, and synthesize information to formulate conclusions and make responsible decisions
- **Healthy Individuals (who):**
  - o Use a variety of resources to solve problems
  - o Practice behaviors that promote physical, emotional, and social well-being
  - o Exhibit self-discipline and embrace responsibility
  - o Acknowledge, respect, and value individual differences
  - o Celebrate success

For additional information about school and district programs, please visit [www.capousd.org](http://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.

SJHHS enjoys a strong foundation of parental involvement and support. The PTSA offers numerous opportunities for parents to help develop and support the goals of SJHHS. An active ELAC advocates for and supports the needs of our EL students. Parents are key members of the School Site Council. There are also additional opportunities for parent involvement through athletic and program booster organizations.

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

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

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](http://SARC) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School	District
School Name	San Juan Hills High
Street	29211 Vista Montana
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	949-234-5900
Principal	Tom Ressler
E-mail Address	ressler@capousd.org
District Name	Capistrano Unified
Phone Number	949-234-9200
Web Site	<a href="http://www.capousd.org">www.capousd.org</a>
Superintendent	Roberta Mahler
E-mail Address	superintendent@capousd.org
CDS Code	30-66464-0113381

### 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	499
Grade 10	572
Grade 11	0
Grade 12	3
Total Enrollment	1074

### 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	1.30 %
American Indian or Alaska Native	0.65 %
Asian	1.77 %
Filipino	1.12 %
Hispanic or Latino	34.82 %
Pacific Islander	0.09 %
White (not Hispanic)	55.21 %
Multiple or No Response	5.03 %
Socioeconomically Disadvantaged	27.00 %
English Learners	15.00 %
Students with Disabilities	9.00 %

### 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	29.4	4	12	30.3	7	14	16			
Mathematics	30.4	1	12	30.9	6	7	21			
Science	32.9	1	7	33.5	3	6	22			
Social Science	31.0	1	3	32.6	5	4	16			

### 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.capusd.org/bdff/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	15.5	10.8	10.8	1.0	3.3	3.3
Expulsions	3.5	0.8	0.8	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.

San Juan Hills has an excellent modern facility. There are 118 classrooms which include 11 science rooms, 3 computer labs, state-of-the-art video production and recording studios, 2 dance studios, and choir and band rooms. A 200-seat "Black Box" theater and South Orange County's finest high school theater—a 500-seat professional quality facility are the cornerstones of the Performing Arts complex. Athletics and PE are served by 2 gyms, tennis courts, softball field, baseball fields and a "field turf" athletic field. Plans to add a pool and an all-weather track and on-campus stadium remain in the planning stages. The District maintenance staff ensures that the facility is kept in good repair.

#### 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	
<b>Systems:</b> 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, Roots	N/A			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A			
<b>Overall Rating</b>				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	
With Full Credential	27	43	2301
Without Full Credential	0	1	32
Teaching Outside Subject Area of Competence		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		5	9
Total Teacher Misassignments		5	0
Vacant Teacher Positions		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 Taught by Non-NCLB Compliant Teachers
	2007-08	2008-09	
This School	98.1	99.7	1.9
All Schools in District	99.7	100.0	0.3
High-Poverty Schools in District	100.0	99.8	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	2.0	537
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 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. 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%
Mathematics**	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	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 September 2008. All textbooks are state-adopted and standards-based.	0%

\*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	\$8,909	\$2,379	\$6,790	\$73,038
District	N/A	N/A	\$5,386	\$75,390
Percent Difference - School Site and District	N/A	N/A	26.07%	-3.12%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference - School Site and State	N/A	N/A	23.19%	8.93%

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

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

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

Subject	School			District			State		
	2006-07	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	
English-Language Arts	60	63	64	70	70	46	46	50	
Mathematics	44	43	59	63	63	43	43	46	
Science	0	58	66	71	71	46	46	50	
History-Social Science	86	50	61	67	67	36	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	History-Social Science
African American	64	23	*
American Indian or Alaska Native	73	*	*
Asian	91	86	88
Filipino	75	58	*
Hispanic or Latino	36	27	33
Pacific Islander	*	*	*
White (not Hispanic)	78	51	73

Hispanic or Latino	62.4	23.7	13.9	68.9	25.5	5.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	23.5	22.5	54.0	30.1	45.7	24.2
English Learners	79.0	18.2	2.8	79.2	20.8	0.0
Socioeconomically Disadvantaged	67.1	20.3	12.6	71.5	26.4	2.1
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	88.0	8.0	4.0	84.3	13.7	2.0

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	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.5	25.7	53.2

### 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 schools 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			7
Similar Schools			5

"N/A"

"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

Male	59	41	61	57
Female	68	46	55	42
Economically Disadvantaged	32	24	32	21
English Learners	5	9	9	6
Students with Disabilities	14	9	16	16
Students Receiving Migrant Education Services	*	*	*	*

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

### California High School Exit Examination Results

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

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School		District		State	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
English-Language Arts						
Mathematics						
	62.7	72.4	72.4	72.4	52.0	53.3
	55.9	72.1	72.1	72.1	53.3	53.3

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

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

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

Group	English		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
All Students	37.3	23.3	39.4	37.7
Male	40.1	22.7	39.6	37.5
Female	34.3	23.9	41.8	37.9
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*

Graduation Rate	No	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

**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)	0.5	0.5	0.5	0.5	0.9	0.9	3.5	4.4	3.9
Graduation Rate	98.1	U11	98.8	98.1	96.0	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

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	N/A	B	62	810
African American	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A	80		697
Pacific Islander	N/A			
White (not Hispanic)	N/A	49		867
Socioeconomically Disadvantaged	N/A	79		684
English Learners	N/A	82		636
Students with Disabilities	N/A			

"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
	No	Yes	
Overall	No	Yes	No
Participation Rate - English-Language Arts	Yes	Yes	Yes
Participation Rate - Mathematics	Yes	Yes	Yes
Percent Proficient - English-Language Arts	No	No	No
Percent Proficient - Mathematics	No	No	No
API	Yes	Yes	Yes

High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 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			State
	School	District		
All Students	N/A	97 %		N/A
African American	N/A	95 %		N/A
American Indian or Alaska Native	N/A	94 %		N/A
Asian	N/A	99 %		N/A
Filipino	N/A	100 %		N/A
Hispanic or Latino	N/A	89 %		N/A
Pacific Islander	N/A	92 %		N/A
White (not Hispanic)	N/A	98 %		N/A
Socioeconomically Disadvantaged	N/A	87 %		N/A
English Learners	N/A	89 %		N/A
Students with Disabilities	N/A	78 %		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 21<sup>st</sup> Century.

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

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

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

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

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

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

CareerEd/MicroA

Comp Graphics Drama IA (P) Drama IB (P) Office Occ IA Photography/A(P) Photography/B(P) ROP/Dance/Perf I ROP/DigV/dProd Stagecraft TV Bdrcast/Imia TV Bdrcast/Imib
--

**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	106
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	38%

**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	66.4
Graduates Who Completed All Courses Required for UC/CSU Admission	

**XII. Instructional Planning and Scheduling Professional Development**

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

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

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

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear teaching credentials." In

addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, from district resource teachers, and the Peer Assistance and Review Program.

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

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

### Mission Statement

The staff at Serra High School nurture students to envision and realize their potential. Serra is a safe and caring environment where students experience a second chance to achieve academically and grow socially. At Serra, students who have faced many personal and academic obstacles discover their own resiliency by making good personal choices that will lead to graduating with a high school diploma, successful lifelong learning and fulfilling career path. We are a small school with a BIG heart.

### ESLRs

Serra High School equips students to:

- Be Respectful:** possess a sense of worth and tolerance for all people, abilities and values
- Be Responsible:** be accountable for their actions, learning and decisions as contributing community members
- Be Ready:** demonstrate the willingness, competence, and disposition to be actively engaged in self-discovery, creative problem solving and critical thinking
- Be There:** be present in mind and body for themselves and others
- Be Healthy:** practice healthy lifestyles, healthy choices and healthy relationships

Junipero Serra High School is a continuation/alternative high school with an approximate enrollment of 180 students. Our staff consists of a Principal, and office manager, twelve classroom teachers, including a part-time special education teacher, one part-time special education aide, two part-time bilingual aides, one academic advisor, one full time and one part-time counselor, one campus supervisor, a custodian, a childcare provider for our Teen Parent program, and a Teen Parent Coordinator.

Our school provides an academic program that strives to meet the content standards and curriculum guidelines of the district utilizing technology in all classrooms and addressing the learning modalities of all students. In addition to the core curriculum, our course offerings include a culinary arts program, digital/video production, child development in the childcare center, ASB (Associated Student Body), and beginning through advanced drawing and painting classes. Our major focus and goal for this school year are to continue to increase the pass rate on the CAHSEE for students in all grades, with a major focus on 10<sup>th</sup> grade first time pass rate. We will also focus our staff development on power standards. We are also waiting for the results of our WASC visit and hope that we will receive accreditation and begin work toward our self improvement report for WASC. The Serra staff is committed to continue implementing GLAD (Guided Language Acquisition Design) instructional strategies and DIAL (Differentiated Instruction) strategies for all students throughout the curriculum.

Our school strives to support our students in many ways. We have counseling for any and all students, including a variety of support groups which include a 12-Step program, a tobacco/smoking cessation program and our Teen Parenting Program, which strives to support and educate pregnant and parenting students, as well as provide their children with a safe learning environment while they are in classes. The Cal-SAFE Grant is in place and is supporting our Teen Parent Program. Our campus is a place where the staff strives to create a welcome and nurturing environment for all students – a place where students can feel acceptance and support as they complete the requirements for graduation and work toward the receipt of a high school diploma. We continue to be a small school with a BIG heart.

For additional information about school and district programs, please visit [www.capousd.org](http://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.

N/A

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



### Junipero Serra High School



### 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, 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	Junipero Serra High	District Name	Capistrano Unified
Street	31422 Camino Capistrano	Phone Number	949-234-9200
City, State, Zip	San Juan Capistrano, CA 92675-2600	Web Site	www.capousd.org
Phone Number	949-489-7216	Superintendent	Roberta Mahler
Principal	Rich Bellante	E-mail Address	superintendent@capousd.org
E-mail Address	rbellante@capousd.org	CDS Code	30-66464-3035987

### 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	Grade 10
Grade 9	79	
Grade 10	74	
Grade 11	9	
Grade 12	162	
Total Enrollment		

### 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	2.47 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.62 %
Hispanic or Latino	56.17 %
Pacific Islander	%
White (not Hispanic)	37.65 %
Multiple or No Response	3.09 %
Socioeconomically Disadvantaged	50.00 %
English Learners	35.00 %
Students with Disabilities	8.00 %

### 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
English	13.3	13	0	16.3	11	0	13.3	12	0
Mathematics	14.8	5	0	12.8	4	0	15.8	4	1
Science	19.0	1	0	14.3	4	0	11.0	4	0
Social Science	21.4	3	2	21.2	4	2	17.0	7	0

### 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 or each school site are loaded on all local police unit computers. The plan involves emergency preparedness for natural disasters as well as for a potential school shooter. Staff members are trained to handle a wide range of emergencies and the entire

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

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

For additional information on emergency planning in CUSD please go to: <http://www.capousd.org/pdf/Emergency%20Planmtr%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	5.4	24.3	41.4	1.0	3.3	3.3
Expulsions	0.0	1.7	3.1	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.

Junipero Serra has 11 classrooms, a library and an administration office. The main campus was built in 1930. 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		N/A		
Interior: Interior Surfaces		N/A		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		N/A		
Electrical: Electrical		N/A		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		N/A		
<b>Safety:</b> Fire Safety, Hazardous Materials		N/A		
Structural: Structural Damage, Roofs		N/A		
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		N/A		
<b>Overall Rating</b>				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	10	11	12	2301
Without Full Credential	1	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	0	0	0
Total Teacher Misassignments	0	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		
	100.0	0.0	
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	2.0	81
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, 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*	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. 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%
Mathematics**	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	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 September 2008. All textbooks are state-adopted and standards-based.	0%

\*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	\$11,135	\$2,866	\$8,595	\$70,620
District	N/A	N/A	\$5,386	\$75,390
Percent Difference – School Site and District	N/A	N/A	59.58%	-6.33%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	55.93%	5.33%

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 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 of 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	13	6	16	63	64	70	43	46	50
Mathematics	0	0	0	56	59	63	40	43	46
Science	14	0	10	59	66	71	38	46	50
History-Social Science	11	8	20	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	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	8	0	10
Pacific Islander			
White (not Hispanic)	32	0	*

Socioeconomically Disadvantaged Students Receiving Migrant Education Services	*	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*	*

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.

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	1*	1*	1*
Similar Schools	N/A	N/A	N/A

"NIA" 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	29	-54	39	568*
African American				
American Indian or Alaska Native				
Asian				
Filipino				

Male	16	0	12	25
Female	16	0	7	13
Economically Disadvantaged	8	0	10	9
English Learners	0	0	*	6
Students with Disabilities	0	*	*	0
Students Receiving Migrant Education Services	*		*	

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

California High School Exit Examination Results

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

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

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

Subject	School		District		State			
	2006-07	2007-08	2007-08	2008-09	2006-07	2007-08	2008-09	
English	26.7	*	71.0	76.8	72.4	48.6	52.9	52.0
Mathematics	*	7.1	71.4	70.3	72.1	49.9	51.3	53.3

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

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

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

Group	English		Mathematics	
	Not Proficient	Advanced	Not Proficient	Advanced
All Students	*	*	*	*
Male	*	*	*	*
Female	*	*	*	*
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
English Learners	*	*	*	*

Percent of Schools Currently in Program Improvement	N/A	4.9
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"Yes"  
"No"

Met 2009 AYP Criteria  
Did not Meet 2009 AYP Criteria

## 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)	0.7	6.8	13.0	0.5	0.5	0.9	3.5	4.4	3.9
Graduation Rate	98.3	95.4	76.4	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	88%	96%	N/A
African American	100%	98%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	99%	99%	N/A
Filipino	100%	N/A	N/A
Hispanic or Latino	81%	88%	N/A
Pacific Islander		100%	N/A
White (not Hispanic)	95%	98%	N/A
Socioeconomically Disadvantaged	55%	85%	N/A

Hispanic or Latino	
Pacific Islander	
White (not Hispanic)	
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	No	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	No	Yes

Met 2009 AYP Criteria  
Did not Meet 2009 AYP Criteria

"Yes"  
"No"

### 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	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3

ROP/Eng Overhaul
ROP/Fashion Mer
ROP/FloralDesBe
ROP/House Const
ROP/Law Enforce
ROP/SprtsMed I
Video Prod IA

**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	36
Percent of the school's pupils completing a CTE program and earning a high school diploma	44%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

**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	37.1
Graduates Who Completed All Courses Required for UC/CSU Admission	

**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.

English Learners	74%	89%	N/A
Students with Disabilities		50%	N/A

**Career Technical Education Programs (School Year 2008-09)**

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

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

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

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

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

Students have the opportunity to take course work in Grades 11 and 12 with the Capistrano-Laquana 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 TechPrep agreement with Saddleback, providing students opportunities to take high school classes that eventually count for college credit when students transfer to Saddleback College. Additionally, the District maintains a Concurrent College Studies Agreement with Saddleback, which permits students to take over 200 college courses for high school and college credit concurrently. Many of these courses are CTE in nature and most lead to college awarded and industry recognized certificate programs that lead to immediate employment or promotion with an employment sector.

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

- Auto Tech
- Child Develop IA
- Child Develop IB
- Child Develop Adv
- Cons Auto Mech
- Culinary Arts
- Digital Photo/A
- Drama IA
- Drama IA (P)
- Food Nutrit Bus
- Foods IA
- Foods IB
- Jewelry IA
- Photography IB
- Photography I/AP
- ROP/Auto Repair
- ROP/Auto Tech
- ROP/Child Ca Oc
- ROP/DigMedia IA