



CALIFORNIA TITLE COMPANY

COTO DE CAZA

Community & School Information





COTO DE CAZA

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

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

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

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

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

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



Places of Interest

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

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

Utilities

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

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

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

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

Trash: Waste Management 949-551-8580

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





Library

Rancho Santa Margarita Branch Library

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

Post Offices

Rancho Santa Margarita Postal Center

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

Trabuco Canyon Main Off

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

Coto de Caza Golf & Racquet Club

25291 Vista del Verde / Coto de Caza, CA 92679

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

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



Education

Capistrano Unified School District

33122 Valle Road / San Juan Capistrano, CA 92675

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

Elementary Schools

Tijeras Creek Elementary

23072 Avenida Empresa, Rancho Santa Margarita, CA 92688

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

Wagon Wheel Elementary

30912 Bridle Path, Trabuco Canyon, California 92679

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

Middle Schools

Las Flores Middle School

25862 Antonio Parkway, Las Flores, CA 92688

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

High Schools

Tesoro High School

1 Tesoro Creek Road, Las Flores, CA 92688

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



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

Geographic Area: Coto de Caza CDP, California

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

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

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

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

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

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

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

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

Geographic area: Coto de Caza CDP, California

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

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

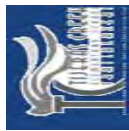
-Represents zero or rounds to zero. (X) Not applicable.

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

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11



Tijeras Creek Elementary School
Home of the Trailblazers



2009-10 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 2010-11)

This section provides the schools contact information.

| School | District |
|--|---|
| School Name Tijeras Creek Elementary | Capistrano Unified |
| Street 23072 Avenida Empresa | Phone Number 949-234-9200 |
| City, State, Zip Rancho Santa Margarita, CA 92688 | Web Site www.capousd.org |
| Phone Number 949-234-5300 | Superintendent Joseph M. Farley, Ed.D. |
| Principal Diann Buckingham | E-mail Address jmfarley@capousd.org |
| E-mail Address dcbuckingham@capousd.org | CDS Code 30-66464-6117741 |

School Description and Mission Statement (School Year 2009-10)

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

Tijeras Creek Elementary School



A California Distinguished School

Our Mission Is Learning

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

"A Community of Scholars"

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

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

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

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

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

Technology is integrated into all curricular areas and all students use technology as a tool for thinking, learning, communicating, and problem solving. Access to the Internet is available in every classroom. Each classroom has a teacher computer workstation, LCD Projector and document cameras including a television and two or three student computer stations. In addition, the school houses two fully equipped computer labs with 34 computer stations. Tijeras Creek uses both Dell and Apply platforms. My Access allows our 4th/5th grade scholars the ability to write a piece and

receive immediate feedback from artificial intelligence.

At Tijeras Creek we foster a partnership of school, home, and the community through continual home/school communication, parent and community volunteers, parent education programs, an active PTA, and the seeking of business connections. We start off our year with a Family Ice Cream Social held before school starts. Our frequent Family Fun Nights, active student Book Club, and parent education nights help to build a strong sense of community. All of our PTA and school events are publicized in our PTA-school Web site at www.tijerascreek.org. Our monthly PTA newsletter, Principal's Press, and monthly community and school calendars help to keep our community informed of all school activities. Log on and visit our school on our website at <http://tes.capusd.ca.schollloop.com> or the PTA website. Tijeras Creek also has a Booster Club. The Tijeras Creek Booster Club supports fundraising to offset the costs of 5th grade science camp.

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

Opportunities for Parental Involvement (School Year 2009-10)

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 2009-10)

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 76 |
| Grade 1 | 99 |
| Grade 2 | 101 |
| Grade 3 | 108 |
| Grade 4 | 106 |
| Grade 5 | 97 |
| Total Enrollment | 587 |

Student Enrollment by Group (School Year 2009-10)

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 | 0.68 % |
| American Indian or Alaska Native | 1.02 % |
| Asian | 4.77 % |
| Filipino | 2.90 % |
| Hispanic or Latino | 12.61 % |
| Pacific Islander | 0.34 % |
| White (not Hispanic) | 72.06 % |
| Multiple or No Response | 5.62 % |
| Socioeconomically Disadvantaged | 4.00 % |
| English Learners | 2.00 % |
| 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 | 2007-08 | | | 2008-09 | | | 2009-10 | | |
|-------------|-----------------|----------------------|-------|-----------------|----------------------|------|-----------------|----------------------|-----|
| | Avg. Class Size | Number of Classrooms | | Avg. Class Size | Number of Classrooms | | Avg. Class Size | Number of Classrooms | |
| | | 1-20 | 21-32 | | 33+ | 1-20 | | 21-32 | 33+ |
| K | 27.3 | 4 | | 32.0 | 2 | | 32.0 | | 2 |
| 1 | 19.2 | 5 | | 19.4 | 5 | | 19.4 | 5 | |
| 2 | 19.5 | 6 | | 19.4 | 5 | | 19.4 | 5 | |
| 3 | 18.6 | 5 | | 19.5 | 4 | | 19.5 | 4 | |
| 4 | 32.0 | 2 | 2 | 33.0 | 1 | 2 | 33.0 | 1 | 2 |
| 5 | 32.3 | 2 | 1 | 33.0 | 1 | 2 | 33.0 | 1 | 2 |
| 6 | | | | | | | | | |
| K-3 | 15.0 | 3 | | 17.4 | 5 | | 17.4 | 5 | |
| 3-4 | | | | 20.0 | 1 | | 20.0 | 1 | |
| 4-8 | 32.0 | 1 | | 36.0 | 1 | | 36.0 | 1 | |
| Other | | | | | | | | | |

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

For additional information on emergency planning in CUSD please go to: <http://www.capusd.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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 0.0 | 0.3 | 0.3 | 3.3 | 3.3 | 3.3 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.3 | 0.3 | 0.3 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

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

(School Year 2009-10)

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

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers | Percent of Classes In Core Academic Subjects Taught by Non-NCLB Compliant Teachers |
|----------------------------------|--|--|
| This School | 100.0 | 0.0 |
| All Schools in District | 95.26 | 4.74 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 95.26 | 4.74 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Mathematics | 2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Science | 2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state- | 0% |

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

School Facility Good Repair Status (School Year 2010-11)

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

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned | |
|--|---------------|------|------|---|-----|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | N/A | X | | | |
| Interior: Interior Surfaces | N/A | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | N/A | X | | | |
| Electrical: Electrical | N/A | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | N/A | X | | | |
| Safety: Fire Safety, Hazardous Materials | N/A | X | | | |
| Structural: Structural Damage, Roofs | N/A | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | N/A | X | | | |
| Overall Rating | 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 |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 31 | 24 | 25 | 2131 |
| Without Full Credential | 1 | 0 | 1 | 38 |
| 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 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 1 | 2 |
| Total Teacher Misassignments | 1 | 1 | 2 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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 2008-09)

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 | \$42,377 |
| Mid-Range Teacher Salary | \$73,476 | \$67,667 |
| Highest Teacher Salary | \$97,031 | \$87,102 |
| Average Principal Salary (Elementary) | \$122,243 | \$108,894 |
| Average Principal Salary (Middle) | \$125,618 | \$113,713 |
| Average Principal Salary (High) | \$133,899 | \$124,531 |
| Superintendent Salary | \$225,225 | \$223,323 |
| Percent of Budget for Teacher Salaries | 46.70 % | 40.20 % |
| Percent of Budget for Administrative Salaries | 4.70 % | 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 77 | 80 | 79 | 64 | 70 | 71 | 46 | 50 | 52 |
| Mathematics | 84 | 88 | 85 | 59 | 63 | 64 | 43 | 46 | 48 |
| Science | 79 | 87 | 91 | 66 | 71 | 74 | 46 | 50 | 54 |
| History-Social Science | 0 | 0 | 0 | 61 | 67 | 68 | 36 | 41 | 44 |

| | | | |
|----------------------------|--|--|----|
| History-Social Science | adopted and standards-based. | 2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% | |
| Health | 2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% | |

*English/Language Arts – 2011 – Due to the current budget crisis, the 2012 adoption may be postponed until 2016 for ELA.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$7,097 | \$2,148 | \$5,161 | \$74,860 |
| District | N/A | N/A | \$5,281 | \$76,384 |
| Percent Difference – School Site and District | N/A | N/A | -2.27% | -3.60% |
| State | N/A | N/A | \$5,681 | \$68,179 |
| Percent Difference – School Site and State | N/A | N/A | -9.16% | 9.80% |

Types of Services Funded (Fiscal Year 2009-10)

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

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 2009-10)

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 | 73 | 93 | * | * |
| Filipino | 86 | 86 | * | * |
| Hispanic or Latino | 77 | 81 | * | * |
| Pacific Islander | * | * | * | * |
| White (not Hispanic) | 80 | 86 | 91 | 91 |
| Male | 75 | 86 | 91 | 91 |
| Female | 83 | 85 | 91 | 91 |
| Economically Disadvantaged | 62 | 62 | * | * |
| English Learners | * | * | * | * |
| Students with Disabilities | 41 | 49 | * | * |
| 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 2009-10)

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

| Grade Level | Percent of Students Meeting Healthy Fitness Zones | |
|-------------|---|-----------------------|
| | Four of Six Standards | Five of Six Standards |
| 5 | 12.1 | 40.2 |
| | | Six of Six Standards |
| | | 43.9 |

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in

California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [API](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

| API Rank | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 9 | 10 | 10 |
| Similar Schools | 3 | 5 | 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. AP is based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

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

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2007-08 | 2008-09 | 2009-10 | |
| All Students at the School | 25 | 24 | -5 | 915 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | 29 | 20 | -5 | 923 |
| Socioeconomically Disadvantaged | | | | |
| English Learners | | | | |
| Students with Disabilities | | | | |

"NA" 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 2009-10)

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 | Pend |

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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 |
| First Year of Program Improvement | | 2010-2011 |
| 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 |

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" initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

Guiding specific professional development plans of each team are annual measurable goals based upon identified areas of need in student learning. 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 2009-10 Published During 2010-11



Wagon Wheel Elementary School
Home of the Mustangs

2009-10 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 2010-11)

This section provides the schools' contact information.

| School | District |
|-------------------------|--------------------------|
| Wagon Wheel Elementary | Capistrano Unified |
| Street | Phone Number |
| 30912 Bridle Path | 949-234-9200 |
| City, State, Zip | Web Site |
| Coto De Caza, CA, 92679 | www.capousd.org |
| Phone Number | Superintendent |
| 949-589-1953 | Joseph M. Fairley, Ed.D. |
| Principal | E-mail Address |
| Kathy Parker | jmfairley@capousd.org |
| E-mail Address | CDS Code |
| kparkar@capousd.org | 30-56464-6114524 |

School Description and Mission Statement (School Year 2009-10)

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

Wagon Wheel Elementary School

Mission Statement

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

Rigorous content and performance standards driving curriculum

Frequent, on-going assessment targeting instruction

Implementation of research-based, best practices in the classroom

All students receiving equal opportunity and access to the curriculum

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

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

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

School Description

Building the Future; One Child at a Time is the collaboratively developed theme that runs through Wagon Wheel's comprehensive instructional program. Strong academics, scholarly attributes, community service and character education are integrated throughout the curriculum. Nestled amidst the tapestry of rolling, rustic hills of Trabuco Canyon, the kindergarten through fifth grade school serves approximately 730 children and is currently celebrating twelve years of providing students with a rigorous, challenging education. Wagon Wheel is one of the larger elementary schools in the Capistrano Unified School District.

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

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

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

Opportunities for Parental Involvement (School Year 2009-10)

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

The Wagon Wheel Staff recognizes the significance and value of involving family and community members in setting data-based rigorous academic goals. Through the establishment of an orderly process for communicating performance expectations at each grade level, the principal and teachers work to inform and include parents on how best to support

the curriculum and overall school vision. This information is shared in a bulletin that is mailed home prior to the opening of school, in packets sent home on the first day of school that require parent signature, in e-mails sent home from the principal and teachers, on the school's and CUSD's website, at Back to School Night, during goal setting parent conferences, at School Site Council and PTA meetings, in newsletters or pre-recorded phone messages, during Open House, in progress and report cards and is outlined in the collaboratively developed Single School Plan.

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

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

Student Enrollment by Grade Level (School Year 2009-10)

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 102 |
| Grade 1 | 124 |
| Grade 2 | 138 |
| Grade 3 | 135 |
| Grade 4 | 148 |
| Grade 5 | 176 |
| Total Enrollment | 823 |

Student Enrollment by Group (School Year 2009-10)

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 | 1.34 % |
| American Indian or Alaska Native | 0.49 % |
| Asian | 4.50 % |
| Filipino | 1.21 % |
| Hispanic or Latino | 8.38 % |
| Pacific Islander | 0.12 % |
| White (not Hispanic) | 76.43 % |
| Multiple or No Response | 7.53 % |
| Socioeconomically Disadvantaged | 4.00 % |
| English Learners | 1.00 % |
| Students with Disabilities | 7.00 % |

Average Class Size and Class Size Distribution (Elementary)

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

| Grade | 2007-08 | 2008-09 | 2009-10 |
|-------|---------|---------|---------|
| | | | |

| Level | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
|-------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 30.5 | 4 | | | 31.7 | 3 | | 3 |
| 1 | 19.6 | 7 | | | 19.2 | 6 | | 6 |
| 2 | 19.0 | 7 | | | 18.8 | 6 | | 6 |
| 3 | 19.3 | 8 | | | 19.3 | 7 | | 7 |
| 4 | 34.0 | | 5 | | 33.0 | | 7 | 7 |
| 5 | 33.0 | | 2 | 3 | 32.2 | | 2 | 2 |
| 6 | | | | | | | | |
| K-3 | 20.0 | 2 | | | 19.7 | 3 | | 3 |
| 3-4 | | | | | | | | |
| 4-8 | 34.0 | | 1 | | | | | |
| Other | | | | | | | | |

III. School Climate

School Safety Plan (School Year 2009-10)

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.capousd.org/pdf/Emergency%20Planning%20Unit%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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 0.0 | 0.1 | 0.1 | 3.3 | 3.3 | 3.3 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.3 | 0.3 | 0.3 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

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

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

School Facility Good Repair Status (School Year 2010-11)

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

| System Inspected | Repair Status | | Repair Needed and Action Taken or Planned |
|---|---------------|--------------------|---|
| | Exemplary | Good Fair Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | N/A | X | |
| Interior: Interior Surfaces | N/A | X | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | N/A | X | |
| Electrical: Electrical | N/A | X | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | N/A | X | |
| Safety: Fire Safety, Hazardous Materials | N/A | X | |
| Structural: Structural Damage, Roofs | N/A | X | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | N/A | X | |
| Overall Rating | 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 |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | |
| With Full Credential | 40 | 29 | 25 | 2131 |
| Without Full Credential | 2 | 0 | 0 | 38 |
| 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 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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 | 95.26 | 4.74 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 95.26 | 4.74 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Mathematics | 2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Science | 2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |

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 2008-09)

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 | \$42,377 |
| Mid-Range Teacher Salary | \$73,476 | \$67,667 |
| Highest Teacher Salary | \$97,031 | \$87,102 |
| Average Principal Salary (Elementary) | \$122,243 | \$108,894 |
| Average Principal Salary (Middle) | \$125,618 | \$113,713 |
| Average Principal Salary (High) | \$133,899 | \$124,531 |
| Superintendent Salary | \$225,225 | \$223,323 |
| Percent of Budget for Teacher Salaries | 46.70 % | 40.20 % |
| Percent of Budget for Administrative Salaries | 4.70 % | 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 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 72 | 83 | 81 | 64 | 70 | 71 | 46 | 50 | 52 |
| Mathematics | 78 | 84 | 78 | 59 | 63 | 64 | 43 | 46 | 48 |
| Science | 75 | 73 | 77 | 66 | 71 | 74 | 46 | 50 | 54 |
| History-Social Science | 0 | 0 | 0 | 61 | 67 | 68 | 36 | 41 | 44 |

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

| | | |
|----------------------------|--|----|
| History-Social Science | 2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Health | 2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |

*English/Language Arts – 2011 – Due to the current budget crisis, the 2012 adoption may be postponed until 2016 for ELA.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$6,979 | \$1,961 | \$5,225 | \$72,471 |
| District | N/A | N/A | \$5,281 | \$76,384 |
| Percent Difference – School Site and District | N/A | N/A | -1.05% | -6.68% |
| State | N/A | N/A | \$5,681 | \$68,179 |
| Percent Difference – School Site and State | N/A | N/A | -8.02% | 6.30% |

Types of Services Funded (Fiscal Year 2009-10)

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.

would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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 | 88 | 84 | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 77 | 74 | 92 | * |
| Pacific Islander | * | * | * | * |
| White (not Hispanic) | 82 | 79 | 77 | * |
| Male | 81 | 82 | 80 | * |
| Female | 82 | 75 | 74 | * |
| Economically Disadvantaged | 57 | 57 | * | * |
| English Learners | * | * | * | * |
| Students with Disabilities | 45 | 47 | * | * |
| Students Receiving Migrant Education Services | | | | |

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

California Physical Fitness Test Results (School Year 2009-10)

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

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

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

| API Rank | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 10 | 9 | 10 |
| Similar Schools | 3 | 2 | 5 |

"N/A" means a number is 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 |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2007-08 | 2008-09 | 2009-10 | |
| All Students at the School | -11 | 40 | -9 | 910 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | -12 | 45 | -12 | 926 |
| 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 2009-10)

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 | Pend |

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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 |
| First Year of Program Improvement | | 2010-2011 |
| 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 |

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, Capitano 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 initiatives to increase student learning, to site-specific embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

Guiding specific professional development plans of each team are annual measurable goals based upon identified areas of need in student learning. 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 2009-10 Published During 2010-11



Las Flores Middle School
Home of the Bears

2009-10 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 2010-11)

This section provides the schools' contact information.

| School | District |
|--|---|
| School Name Las Flores Middle | Capistrano Unified |
| Street 25862 Antonio Pkwy. | 949-234-9200 |
| City, State, Zip Los Flores, CA 92688 | www.capusd.org |
| Phone Number 949-589-6543 | Superintendent Joseph M. Farley, Ed.D. |
| Principal Shannon Soto-Veeh | E-mail Address jmfarley@capoused.org |
| E-mail Address smsoto@capoused.org | CDS Code 30-66464-6117725 |

School Description and Mission Statement (School Year 2009-10)

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

Las Flores Middle School



A California Distinguished School

Our Mission is Learning

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

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

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

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

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

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

Opportunities for Parental Involvement (School Year 2009-10)

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

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

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

Student Enrollment by Grade Level (School Year 2009-10)

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 386 |
| Grade 7 | 434 |
| Grade 8 | 429 |
| Total Enrollment | 1249 |

Student Enrollment by Group (School Year 2009-10)

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

| Group | Percent of Total Enrollment | |
|----------------------------------|-----------------------------|---------|
| | 2007-08 | 2009-10 |
| African American | 0.40 % | 0.24 % |
| American Indian or Alaska Native | 5.36 % | 5.36 % |
| Asian | 2.32 % | 2.32 % |
| Filipino | 8.25 % | 8.25 % |
| Hispanic or Latino | 0.16 % | 0.16 % |
| Pacific Islander | 80.63 % | 80.63 % |
| White (not Hispanic) | 2.64 % | 2.64 % |
| Multiple or No Response | 5.00 % | 5.00 % |
| Socioeconomically Disadvantaged | 2.00 % | 2.00 % |
| English Learners | 6.00 % | 6.00 % |
| Students with Disabilities | | |

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 | 2007-08 | | 2008-09 | | | | 2009-10 | | | | |
|-------------|-----------------|----------------------|---------|-----------------|----------------------|------|-----------------|----------------------|-----|------|-------|
| | Avg. Class Size | Number of Classrooms | | Avg. Class Size | Number of Classrooms | | Avg. Class Size | Number of Classrooms | | | |
| | | 1-20 | 21-32 | | 33+ | 1-20 | | 21-32 | 33+ | 1-20 | 21-32 |
| 6 | 32.0 | 20 | 24 | 32.1 | 2 | 22 | 21 | 32.1 | 2 | 22 | 21 |

Average Class Size and Class Size Distribution (Secondary)

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

| Subject | 2007-08 | | 2008-09 | | | | 2009-10 | | | | |
|----------------|-----------------|----------------------|---------|-----------------|----------------------|------|-----------------|----------------------|-----|------|-------|
| | Avg. Class Size | Number of Classrooms | | Avg. Class Size | Number of Classrooms | | Avg. Class Size | Number of Classrooms | | | |
| | | 1-22 | 23-32 | | 33+ | 1-22 | | 23-32 | 33+ | 1-22 | 23-32 |
| English | 30.5 | 4 | 8 | 28.7 | 4 | 17 | 10 | 28.7 | 4 | 17 | 10 |
| Mathematics | 31.8 | 1 | 23 | 30.4 | 4 | 20 | 18 | 30.4 | 4 | 20 | 18 |
| Science | 32.4 | 10 | 17 | 32.1 | 13 | 14 | 13 | 32.1 | 14 | 13 | 14 |
| Social Science | 30.6 | 1 | 19 | 30.0 | 2 | 20 | 8 | 30.0 | 2 | 20 | 8 |

III. School Climate

School Safety Plan (School Year 2009-10)

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%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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 2.1 | 2.2 | 2.2 | 3.3 | 3.3 | 3.3 |
| Expulsions | 0.2 | 0.0 | 0.0 | 0.3 | 0.3 | 0.3 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

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

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

School Facility Good Repair Status (School Year 2010-11)

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

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Exemplary | Good | Fair | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | N/A | X | | |
| Interior: Interior Surfaces | N/A | X | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | N/A | X | | |
| Electrical: Electrical | N/A | X | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | N/A | X | | |
| Safety: Fire Safety, Hazardous Materials | N/A | X | | |
| Structural: Structural Damage, Roofs | N/A | X | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | N/A | X | | |
| Overall Rating | 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 | |
|---|---------|---------|---------|----------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 | 2010-11 |
| With Full Credential | 54 | 53 | 49 | 2131 | |
| Without Full Credential | 0 | 0 | 0 | 0 | 38 |
| Teaching Outside Subject Area of Competence | 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 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 6 | 5 | 4 |
| Total Teacher Misassignments | 6 | 5 | 4 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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

| Location of Classes | Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 98.51 | 1.49 |
| All Schools in District | 95.26 | 4.74 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 95.26 | 4.74 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------|----------------------------------|---|
| Academic Counselor | .5 | 1249 |
| 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 2010-11)

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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. 2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Mathematics | 2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. 2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Science | 2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| History-Social Science | 2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Health | 2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |

*English/Language Arts – 2011 – Due to the current budget crisis, the 2012 adoption may be postponed until 2016 for ELA.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic /Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site | \$6,876 | \$1,968 | \$5,113 | \$76,068 |
| District | N/A | N/A | \$5,281 | \$76,384 |
| Percent Difference – School Site and District | N/A | N/A | -3.18% | -2.05% |
| State | N/A | N/A | \$5,681 | \$68,179 |
| Percent Difference – School Site and State | N/A | N/A | -10.00% | 11.57% |

Types of Services Funded (Fiscal Year 2009-10)

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 2008-09)

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 | \$42,377 |
| Mid-Range Teacher Salary | \$73,476 | \$67,667 |
| Highest Teacher Salary | \$97,031 | \$87,102 |
| Average Principal Salary (Elementary) | \$122,243 | \$108,894 |
| Average Principal Salary (Middle) | \$125,618 | \$113,713 |
| Average Principal Salary (High) | \$133,899 | \$124,531 |
| Superintendent Salary | \$225,225 | \$223,323 |
| Percent of Budget for Teacher Salaries | 46.70 % | 40.20 % |
| Percent of Budget for Administrative Salaries | 4.70 % | 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 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 can be found in the [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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 74 | 77 | 82 | 64 | 70 | 71 | 46 | 50 | 52 |
| Mathematics | 72 | 73 | 77 | 59 | 63 | 64 | 43 | 46 | 48 |
| Science | 83 | 93 | 87 | 66 | 71 | 74 | 46 | 50 | 54 |
| History-Social Science | 67 | 81 | 82 | 61 | 67 | 68 | 36 | 41 | 44 |

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 2009-10)

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 | 86 | 91 | 10 |
| Filipino | 74 | 87 | 91 |
| Hispanic or Latino | 64 | 58 | 81 |
| Pacific Islander | * | * | * |
| White (not Hispanic) | 84 | 77 | 87 |
| Male | 80 | 77 | 89 |
| Female | 86 | 76 | 85 |
| Economically Disadvantaged | 60 | 50 | 55 |
| English Learners | 29 | 38 | * |
| Students with Disabilities | 52 | 39 | 37 |
| 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 2009-10)

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 |
| 7 | 13.8 | 36.2 | 41.1 |

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

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 | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 5 | 3 | 4 |

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

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

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

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

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2007-08 | 2008-09 | 2009-10 | |
| All Students at the School | 4 | 20 | 15 | 912 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | 5 | 16 | 18 | 900 |
| Socioeconomically Disadvantaged | | | | |
| English Learners | | | | |
| Students with Disabilities | | | | |

"NA" 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 2009-10)

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 | Pend |

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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 |
| First Year of Program Improvement | | 2010-2011 |
| 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 |

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 initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

Guiding specific professional development plans of each team are annual measurable goals based upon identified areas of need in student learning. 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 2009-10 Published During 2010-11



Tesoro High School
Home of the Titans

2009-10 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 2010-11)

This section provides the schools' contact information.

| School | District |
|------------------|---|
| Tesoro High | Capistrano Unified |
| Street | 1 Tesoro Creek Rd. 949-234-9200 |
| City, State, Zip | Las Flores, CA 92688-4706 www.capoused.org |
| Phone Number | 949-234-5310 |
| Principal | Dr. Daniel Burch |
| E-mail Address | dburch@capoused.org |
| Superintendent | Joseph M. Farley, Ed.D. |
| E-mail Address | jmfarley@capoused.org |
| CDS Code | 30-66464-3030756 |

School Description and Mission Statement (School Year 2009-10)

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



Tesoro High School

A California Distinguished School

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

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

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

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

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

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

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

Opportunities for Parental Involvement (School Year 2009-10)

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

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

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

Student Enrollment by Grade Level (School Year 2009-10)

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 655 |
| Grade 10 | 605 |
| Grade 11 | 668 |
| Grade 12 | 694 |
| Total Enrollment | 2622 |

Student Enrollment by Group (School Year 2009-10)

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 | 1.79 % |
| American Indian or Alaska Native | 0.23 % |
| Asian | 6.90 % |
| Filipino | 2.13 % |
| Hispanic or Latino | 13.81 % |
| Pacific Islander | 0.42 % |
| White (not Hispanic) | 72.81 % |
| Multiple or No Response | 1.91 % |
| Socioeconomically Disadvantaged | 4.00 % |
| English Learners | 1.00 % |
| Students with Disabilities | 6.00 % |

Average Class Size and Class Size Distribution (Secondary)

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

| Subject | 2007-08 | | | 2008-09 | | | 2009-10 | | | | | |
|----------------|-----------------|---------------------------|----------------------------|-----------------|---------------------------|----------------------------|-----------------|---------------------------|----------------------------|--------------------------|----|----|
| | 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 | 31.8 | 6 | 36 | 49 | 32.8 | 8 | 19 | 56 | 32.8 | 8 | 19 | 56 |
| Mathematics | 31.4 | 7 | 31 | 43 | 31.2 | 8 | 32 | 38 | 31.2 | 8 | 32 | 38 |
| Science | 32.1 | 4 | 23 | 47 | 32.5 | 5 | 21 | 44 | 32.5 | 5 | 21 | 44 |
| Social Science | 34.9 | 2 | 11 | 57 | 32.0 | 5 | 35 | 41 | 32.0 | 5 | 35 | 41 |

III. School Climate

School Safety Plan (School Year 2009-10)

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.cabpulsd.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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 5.2 | 3.4 | 3.4 | 3.3 | 3.3 | 3.3 |
| Expulsions | 0.8 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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

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

In 2007, the school received a donation for 20 permanent benches for outdoor student seating. In addition, 26 outdoor lunch tables were installed. Eight additional permanent benches were donated in 2010. Two large shade structures were installed in February 2008. A dedicated science computer lab was completed in Spring 2008.

School Facility Good Repair Status (School Year 2010-11)

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

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

| | | | |
|--|-----------|---|-----|
| Safety: Fire Safety, Hazardous Materials | N/A | X | |
| Structural: Structural Damage, Roofs | N/A | X | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | N/A | X | |
| Overall Rating | 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 |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | |
| With Full Credential | 103 | 98 | 89 | 2131 |
| Without Full Credential | 5 | 1 | 0 | 38 |
| 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 | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 16 | 18 | 8 |
| Total Teacher Misassignments | 16 | 0 | 8 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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

| Location of Classes | Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 96.89 | 3.11 |
| All Schools in District | 95.26 | 4.74 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 95.26 | 4.74 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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 | 2622 |
| 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 2010-11)

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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Mathematics** | 2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Science | 2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| History-Social Science | 2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Health | 2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. 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 verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. | 0% |
| Science Laboratory | 2008 - All students are provided an instructional material as | 0% |

| | |
|---|---|
| Equipment (grades 9-12) | determined by type of science the student is studying. Lab equipment is customized by type of science and lab/classroom. All textbooks are state-adopted and standards-based. |
| English/Language Arts – 2011 – Due to the current budget crisis, the 2012 adoption may be postponed until 2016 for ELA. | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site | \$6,947 | \$2,103 | \$5,051 | \$76,976 |
| District | N/A | N/A | \$5,281 | \$76,384 |
| Percent Difference – School Site and District | N/A | N/A | -4.35% | -0.88% |
| State | N/A | N/A | \$5,681 | \$68,179 |
| Percent Difference – School Site and State | N/A | N/A | -11.09% | 12.90% |

Types of Services Funded (Fiscal Year 2009-10)

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 (AAWAGATE), 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 2008-09)

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 | \$42,377 |
| Mid-Range Teacher Salary | \$73,476 | \$67,667 |
| Highest Teacher Salary | \$97,031 | \$87,102 |
| Average Principal Salary (Elementary) | \$122,243 | \$108,894 |
| Average Principal Salary (Middle) | \$125,618 | \$113,713 |
| Average Principal Salary (High) | \$133,899 | \$124,531 |
| Superintendent Salary | \$225,225 | \$223,323 |
| Percent of Budget for Teacher Salaries | 46.70 % | 40.20 % |
| Percent of Budget for Administrative Salaries | 4.70 % | 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 67 | 71 | 75 | 64 | 70 | 71 | 46 | 50 | 52 |
| Mathematics | 49 | 46 | 59 | 59 | 63 | 64 | 43 | 46 | 48 |
| Science | 60 | 77 | 75 | 66 | 71 | 74 | 46 | 50 | 54 |
| History-Social Science | 67 | 74 | 77 | 61 | 67 | 68 | 36 | 41 | 44 |

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 2009-10)

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 | |
|---|-----------------------|---------|-------------|---------|---------|---------|------------------------|---------|
| | 2007-08 | 2008-09 | 2007-08 | 2008-09 | 2007-08 | 2008-09 | 2007-08 | 2008-09 |
| All Students | 78 | 78 | 57 | * | * | * | 72 | * |
| Male | 90 | 90 | 79 | 90 | 90 | 91 | 91 | 91 |
| Female | 80 | 80 | 68 | 65 | 65 | 67 | 67 | 67 |
| African American | 64 | 64 | 49 | 56 | 56 | 69 | 69 | 69 |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * |
| Asian | 76 | 76 | 59 | 77 | 77 | 78 | 78 | 78 |
| Hispanic or Latino | 72 | 72 | 61 | 74 | 74 | 82 | 82 | 82 |
| Pacific Islander | 79 | 79 | 57 | 76 | 76 | 73 | 73 | 73 |
| White (not Hispanic) | 54 | 54 | 46 | 52 | 52 | 58 | 58 | 58 |
| Economically Disadvantaged | 15 | 15 | 35 | * | * | 21 | 21 | 21 |
| English Learners | 29 | 29 | 24 | 33 | 33 | 34 | 34 | 34 |
| 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 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

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 \(CAHSEE\)](http://www.cde.state.ca.us/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 | |
|-----------------------|---------|---------|----------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2007-08 | 2008-09 |
| English-Language Arts | 80.9 | 80.9 | 74.1 | 76.8 | 72.5 | 52.9 |
| Mathematics | 75.7 | 75.7 | 73.7 | 70.3 | 70.5 | 51.3 |

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 | Advanced |
| | | | | |

| | 25.9 | | 27.4 | | 46.7 | | 26.3 | | 39.2 | | 34.4 | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2007-08 | 2008-09 | 2007-08 | 2008-09 | 2007-08 | 2008-09 | 2007-08 | 2008-09 | 2007-08 | 2008-09 |
| All Students | 25.9 | 25.9 | 31.7 | 38.5 | 26.4 | 37.1 | 36.4 | 36.4 | 36.4 | 36.4 | 36.4 | 36.4 |
| Male | 22 | 22 | 23.1 | 54.9 | 26.3 | 41.4 | 32.4 | 32.4 | 32.4 | 32.4 | 32.4 | 32.4 |
| Female | * | * | * | * | * | * | * | * | * | * | * | * |
| African American | * | * | * | * | * | * | * | * | * | * | * | * |
| American Indian or Alaska Native | 15 | 15 | 22.5 | 62.5 | 10 | 25 | 65 | 65 | 65 | 65 | 65 | 65 |
| Asian | 25 | 25 | 43.8 | 31.2 | 37.5 | 43.8 | 18.8 | 18.8 | 18.8 | 18.8 | 18.8 | 18.8 |
| Hispanic or Latino | 45.8 | 45.8 | 27.8 | 26.4 | 45.8 | 34.7 | 19.4 | 19.4 | 19.4 | 19.4 | 19.4 | 19.4 |
| Pacific Islander | * | * | * | * | * | * | * | * | * | * | * | * |
| White (not Hispanic) | 23.9 | 23.9 | 26.8 | 49.3 | 23.2 | 41.3 | 35.5 | 35.5 | 35.5 | 35.5 | 35.5 | 35.5 |
| English Learners | 66.7 | 66.7 | 27.8 | 5.6 | 77.8 | 5.6 | 16.7 | 16.7 | 16.7 | 16.7 | 16.7 | 16.7 |
| Economically Disadvantaged | 54.2 | 54.2 | 8.3 | 37.5 | 61.5 | 15.4 | 23.1 | 23.1 | 23.1 | 23.1 | 23.1 | 23.1 |
| Students Receiving Migrant Education Services | * | * | * | * | * | * | * | * | * | * | * | * |
| Students with Disabilities | 81.5 | 81.5 | 11.1 | 7.4 | 89.3 | 7.1 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 |

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 2009-10)

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 \(PFTI\)](http://www.cde.state.ca.us/Physical_Fitness_Testing/PFTI) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [API](http://www.cde.state.ca.us) 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 | 2007 | 2008 | 2009 |
|----------|------|------|------|
| | | | |

| | | | |
|-----------------|---|----|----|
| Statewide | 9 | 10 | 10 |
| Similar Schools | 3 | 3 | 5 |

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

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

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

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

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

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

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2007-08 | 2008-09 | 2009-10 | |
| All Students at the School | 21 | 19 | 23 | 878 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 32 | 5 | 33 | 919 |
| Filipino | | | | |
| Hispanic or Latino | -10 | 36 | 37 | 786 |
| Pacific Islander | | | | |
| White (not Hispanic) | 24 | 17 | 24 | 858 |
| Socioeconomically Disadvantaged | | | | |
| English Learners | | | | |
| Students with Disabilities | 7 | 61 | 8 | 606 |

"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 2009-10)

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

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | Yes | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | Yes | Pend |

"Yes" Met 2010 AYP Criteria
"No" Did not Meet 2010 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 | |
|-----------------------|---------|---------|----------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2006-07 | 2007-08 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) | 0.2 | 0.1 | 0.9 | 0.9 | 4.4 | 3.9 |
| Graduation Rate | 99.5 | 99.4 | 98.1 | 96.0 | 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 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

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

Career Technical Education Programs (School Year 2009-10)

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

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

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

The District maintains two school-to-career, tech/prep academies certified by the California Department of Education as California Partnership Academies. These specialized pathways provide students with internships between the student's junior and senior year of high school. In addition to these academies, there are several other pathways existing 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. Articulated courses available to high school students are indicated in each school's curriculum guide.

Career Technical Education Participation (School Year 2009-10)

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

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

Courses for University of California and/or California State University Admission (School Year 2008-09)

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

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

Advanced Placement Courses (School Year 2009-10)

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

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

XII. Instructional Planning and Scheduling Professional Development

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

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a system-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 initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

Guiding specific professional development plans of each team are annual measurable goals based upon identified areas of need in student learning. 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.