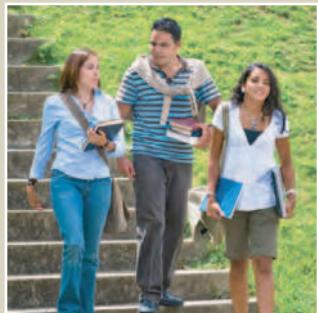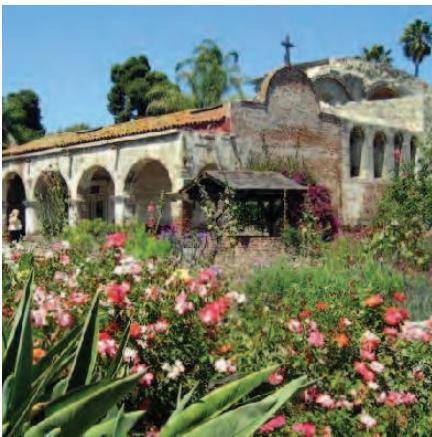# CALIFORNIA TITLE COMPANY

SAN JUAN CAPISTRANO

Community & School Information

SAN JUAN CAPISTRANO

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

City of San Juan Capistrano

32400 Paseo Adelanto / San Juan Capistrano, CA 92675
phone: (949) 493-1171 / fax: (949) 493-1053 / www.sanjuancapistrano.org

Things to Do

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

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

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

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

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

Among the services provided are gardening classes offered by local residents Marianne Taylor and Janet Crowther, classes vary from cactus gardening to
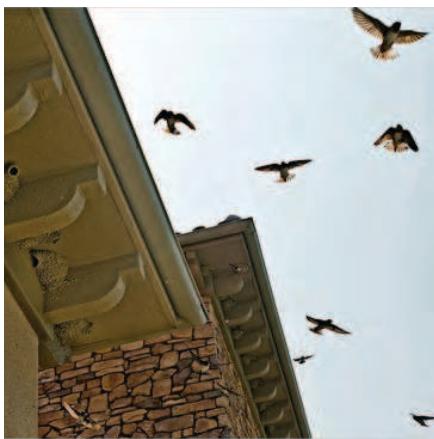
holiday gifts to Victory Gardens. For more information go to her Website at: www.goinnative.net

Mission San Juan Capistrano

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

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

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

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

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

The Depot

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

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

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

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

Museums

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

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

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

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

Recreational Trail System

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

Golf

San Juan Hills Country Club and Public Driving Range located at 32120 San Juan Creek Road. For information call 949-493-1167 or to a schedule tee time go to www.sanjuanhillsgolf.com.
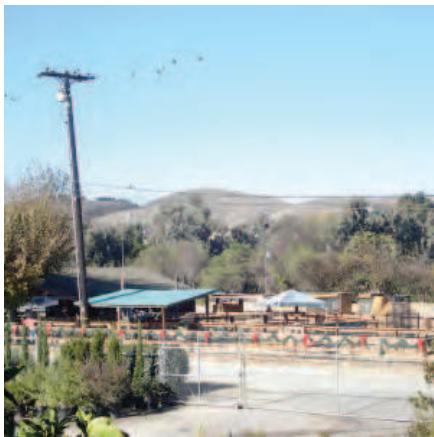
Zoomars Petting Zoo

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

Shopping

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

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

Equestrian

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

San Juan Capistrano Regional Library

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

Camino Real Playhouse

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

Downtown Farmer's Market

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

South Coast Organic Farm & Farmstand

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

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

Utilities

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

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

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

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

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

Trash: CR&R (877) 728-0446

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

Education

Capistrano Unified School District
33122 Valle Road / San Juan Capistrano, CA 92675
(949) 234-9200 / Fax (949) 493-8729 / capousd.ca.schoolloop.com

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

Del Obispo Elementary
25591 Camino Del Avion, San Juan Capistrano, CA 92675
949-234-5905 Phone | 949-488-3062 Fax
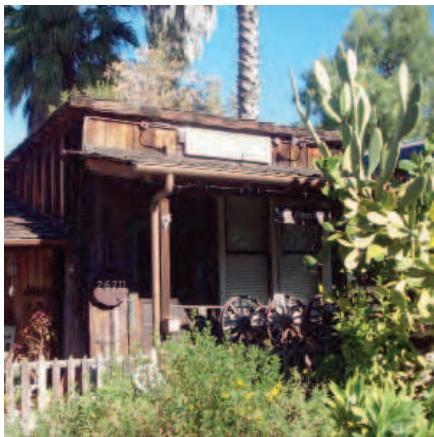
Kinoshita Elementary
2 Via Positiva, San Juan Capistrano, CA 92675
949-489-2131 Phone | 949-234-0405 Fax

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

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

High Schools

San Juan Hills High School
29211 Vista Montana, San Juan Capistrano, CA 92675
(949) 234-5900 Phone | 949-488-9727 Fax

Junipero Serra High School
31422 Camino Capistrano, San Juan Capistrano, CA 92675
949-489-7216 Phone | 949-496-2007 Fax

Charter Schools

The Journey Charter Schoo K-8
27102 Foxborough / Aliso Viejo, CA 92656
Tel: (949) 448-7232 / Fax: (949) 448-7256 / www.journeyschool.net

The Opportunities for Learning Charter School 7-12
33621 Del Obispo Ste E / Dana Point, CA 92629
(949) 248-1282 Phone / (949) 248-2450 Fax / www.emsofl.com

The Capistrano Connections Academy Charter School K-11
26800 Aliso Viejo Parkway, Suite 120 / Aliso Viejo, CA 92656
PH: (949) 461-1667 / FAX: (949) 425-8791

Private Schools

Capistrano Valley Christian School, Pre-school and Grades K-12
32032 Del Obispo / San Juan Capistrano, CA 92675 / Phone: 949-493-5683

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

JSerra Catholic High School, Grades 9-12
26351 Junipero Serra Road / San Juan Capistrano, CA 92675
Phone: 949-493-9307 / Fax: 949-493-9308

Rancho Capistrano Christian School, Pre-School - 8
29251 Camino Capistrano / San Juan Capistrano, CA 92675
Phone: 949-347-7860 / E-mail: schools@ranchocapistrano.org

Saddleback Valley Christian School, Pre-school and Grades K-12
26333 Oso Road / San Juan Capistrano, CA 92675
Phone: (949) 443-4050 / Fax: (949) 443-3941 / Email: info@svcschools.org

St. Margaret's Episcopal School, Pre-school and Grades K-12
31641 La Novia Avenue / San Juan Capistrano, CA 92675 / 949-661-0108

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

Stoneybrooke Christian School, Grades K-8
26300 Via Escolar / San Juan Capistrano, CA 92692 / Phone: 949-364-4407

The Mission Parish (Catholic) School, Grades K-8
31641 El Camino Real / San Juan Capistrano, CA 92675 / Phone: 949-234-1385
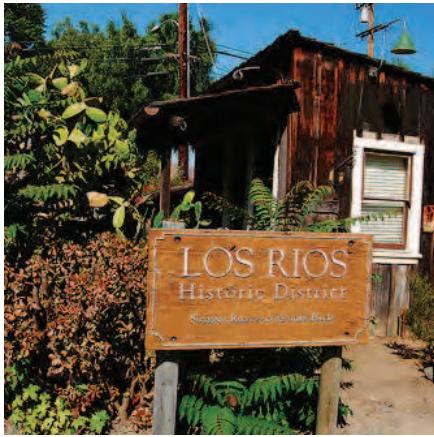
SAN JUAN CAPISTRANO

32400 PASEO ADELANTO
SAN JUAN CAPISTRANO, CA 92675

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

Mayor:	Larry Kramer	City Manager:	(949) 443-6317
Mayor Pro Tem:	John Taylor	Community Development:	443-6347
Council Members:	Luara Freese	City Council:	443-6317
	Derek Reeve	Parks & Recreation:	493-5911
	Sam Allevato	Fire Department:	573-6000
		Police Department:	443-6369

Population Characteristics

Population

Year	Population	
1960:	*	
1970:	3,781	(*1)
1980:	18,959	(*1)
1990:	26,183	(*1)
2000:	33,826	(*1)
2010:	34,593	(*1)
2001:	33,940	(*2)
2002:	34,161	(*2)
2003:	34,370	(*2)
2004:	34,706	(*2)
2005:	34,497	(*2)
2006:	34,255	(*2)
2007:	34,234	(*2)
2008:	34,438	(*2)
2009:	34,428	(*2)
2010:	34,567	(*3)
2011:	34,734	(*3)

2010 Racial and Ethnic Population (*1)

	Number	%
White	19,312	55.8%
Hispanic	13,388	38.7%
Asian & Pacific Islander	952	2.8%
Black	146	0.4%
All Other Races	795	2.3%
Total Population:	34,593	100%

Current Projections Series (*4)
Population (OCP-2010 Modified)

Year	Population
2015	37,035
2020	38,106
2025	38,099
2030	38,320
2035	37,828

Vital Statistics (*5)

	2007	2008	2009
Total Births	#	497	447
Birth Rate	#	14.4	13.0
Total Deaths	247	278	278
Death Rate	7.2	8.1	8.1

2010 Population by Age (*1)

	Total	%
0-4	2,142	6.2%
5-9	2,222	6.4%
10-14	2,459	7.1%
15-19	2,705	7.8%
20-24	2,056	5.9%
25-34	3,661	10.6%
35-44	4,143	11.9%
45-54	5,154	14.9%
55-59	2,363	6.8%
60-64	2,275	6.6%
65-74	2,818	8.2%
75-84	1,749	5.1%
85+	846	2.4%
Total:	34,593	100.0%

Median Age: 40.2

Percent of County: 1.2%

Voter Registration, 2011 (*6)

Democratic	5,273	Peace & Freedom	50
Republican	9,785	Misc.	95
Independent	559	Decline To State	3,828
Green	109		
Libertarian	153	Total:	19,852

* City not incorporated at this date
# Data not available

Sources: (*1) April Decennial Census of Population, U.S. Census Bureau.
(*2) E-4 Released August 2011, State Dept. of Finance.
(*3) E-5 (Revised) Released May 2011, State Dept. of Finance.
(*4) Center for Demographic Research, CSUF.

(*5) OC Health Care Agency rates per 1,000 population.
2009 is the latest published data by city.
(*6) OC Registrar of Voters, 2011.

2012 Orange County Progress Report

San Juan Capistrano Tracts

Tract Name	Tract Count
ALICANTE	132
ALIPAZ	166
ALTO CAPISTRANO	254
BELFORD TERRACE	65
BELLACERE	70
CAMELOT	18
CANCUN RACQUET CLUB	41
CAPISTRANO ESTATES	82
CAPISTRANO ROYALE	11
CAPO D'ORO	36
CAPO HACIENDA	35
CAPO HEIGHTS	143
CAPO MESA-CAPO WEST	100
CAPO VILLA APTS	118
CAPO VILLA GARDEN	187
CAPO WEST INCOME	57
CAPTAINS HILL	124
CASA CUIDAD CAPO	51
CASA DE CAPISTRANO	245
CASITAS CAPISTRANO	263
CASITAS DE ALIPAZ	172
CASITAS DEL RIO SFR	80
CASITAS DEL RIO TOWNHOMES	28
CELEBRITY	167
CHANTAMAR ESTATES	26
CONNEMARA BY THE SEA	88
COOK LANE ESTATES	42
COUNTRY HILLS	37
DEL OBISPO TERRACE 1	35
DEL OBISPO TERRACE 2	10
EL CARISO VILLAGE	32
EL NIDO MOBILE ESTATES	93
GANADO ROAD	46
GREENS	167
HARBOR LANE	249
HIDDEN MOUNTAIN	110
HIDDEN VALLEY	34
HILLTOP	21
HUNT CLUB	174
HUNTERS CREEK	58
ISLA DE SOL	9
JULIANA FARMS	17
LAS BRISAS	201
LEVANTE	50
LOMA VERDE	33
LOMA VISTA	232
LOS AMIGOS	50
LOS CERRITOS	164
LOS CORRALES	173
LOS RIOS HISTORIC DISTRICT	42

Tract Name	Tract Count
MALASPINA RANCH	30
MARAVILLE	159
MARBELLA CUSTOM ESTATES	308
MARBELLA GOLF VILLAS	104
MARBELLA RIDGE	44
MARINERS VILLAGE	223
MASTERS	167
MCKRACKEN HILL	47
MEREDITH CANYON	178
MESA VERDE	86
MESA VISTA TOWNHOMES	144
MISSION BELL	151
MISSION CREEK	91
MISSION GLEN	113
MISSION HILLS RANCH	56
MISSION PARK	158
MISSION POINTE	57
MISSION SPRINGS	76
MISSION VILLAGE	333
MISSION WOODS	79
MIZNER CUSTOM HOMES	46
OCEAN POINT	75
OLD SAN JUAN	103
OLD SAN JUAN RD	31
PALM HILL	UNKNOWN
PARKSIDE PLACE	39
PASEO LA PAZ	16
PEPPERTREE BEND	32
RANCHO CAPISTRANO	UNKNOWN
RANCHO CARRILLO	UNKNOWN
RANCHO DEL AVION	UNKNOWN
RANCHO MADRINA	120
RANCHO SAN JUAN	74
RIDGE CREST	95
RIO VISTA	49
SADDLEBACK CAPISTRANO	65
SAN JUAN CREEK CIR	4
SAN JUAN HILLS	180
SAN JUAN HILLS EAST	189
SAN JUAN TERRACE	175
SEAVIEW ESTATES	52
SILVER LEAF ESTATES	7
SORRENTO	23
SPOTTED BULL LANE	27
STONERIDGE	198
STRAWBERRY LANE	21
SUMMERWALK	25
SUN HOLLOW	219
SUN RANCH	126
SUN RANCH EAST	85

San Juan Capistrano Tracts

Tract Name	Tract Count
THE ACREAGE	45
TIERRA DEL CABALLO	14
TROY HOMES	169
VALLE PACIFICA	41
VIEWPOINTE	42
VILLA SAN JUAN	34
VILLAGE SAN JUAN COURT HOMES	405
VILLAGE SAN JUAN PATIO HOMES	116
VILLAGE SAN JUAN TOWNHOMES	268
WARMINGTON HOMES	133
WESTPORT GARDEN HOMES	98

Harold Ambuehl Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	Harold Ambuehl Elementary School
Street	28001 San Juan Creek Road
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 661-0400
Principal	Curt Visca
E-mail Address	cvisca@capousd.org
CDS Code	30-66464-6097398

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Web Site	www.capousd.org
Superintendent	Joseph M. Farley, EdD
E-mail Address	jfarley@capousd.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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

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

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

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

Personal growth is nurtured in each child during the school year. Student recognition takes place through weekly Character Counts Awards and Formal Friday Soaring Eagle Awards three times per school year. Students with perfect attendance during each reporting period, which is approximately 20 school days, receive a special award and recorded phone message from the principal. Teachers also select students to sign the "Book of Winners" in the front office for outstanding behavior and/or academic performance. A unique program at Ambuehl is Ambassadors, which consists of selected 4th and 5th grade students who perform school and community service work.

Two computer labs have Internet access for students and programs to support their grade level curriculum. All teachers have a laptop computer, Epson projector, and Epson Doc Camera that is used during lessons in their classrooms.

Funded by the Ambuehl PTA, all classes have access to the science lab in room 111. A three-hour per day science aide teaches the science curriculum, along with support from the classroom teachers.

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

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	65
Grade 1	67
Grade 2	68
Grade 3	96
Grade 4	77
Grade 5	71
Total Enrollment	444

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	61.5
American Indian or Alaska Native	0.2	Two or More Races	1.8
Asian	0.7	Socioeconomically Disadvantaged	37.6
Filipino	0.9	English Learners	19.8
Hispanic or Latino	34.2	Students with Disabilities	8.6
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10 Avg. Class Size	1-20	21-32	33+	2010-11 Avg. Class Size	1-20	21-32	33+	2011-12 Avg. Class Size	1-20	21-32	33+
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
K	30	0	3	0	15.3	4	0	0	15	4	0	0
1	19.7	3	0	0	30.7	0	3	0	31.5	0	2	0
2	19.5	4	0	0	30	0	3	0	30.5	0	2	0
3	19.6	5	0	0	31.5	0	2	0	31.8	0	4	0
4	34.0	0	0	3	32.7	0	2	1	33	0	0	2
5	34.0	0	0	5	32.3	0	2	2	33.7	0	0	3
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

Suspensions and Expulsions

Rate*	School 2009-10	2010-11	2011-12	District 2009-10	2010-11	2011-12
Suspensions	1.6	1.2	0.23	4.02	3.32	3.10
Expulsions	0	0	0	0.16	0.13	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 05/01/2012

This school has 25 classrooms, a multipurpose room, a library, 2 computer labs, a science lab, and an administration building. The main campus was built in 1977.

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

School Facility Good Repair Status (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Siding needs repair rot damage evident. Water damaged wall area in front office and nurse office.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	[ ]	[ ]	[ ]	[X]	Playground asphalt has large cracks/holes. Planter areas overgrown.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	17	16	15	2,076
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.1	1.9
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	98.4	1.6

*   High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		

*   One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.	Yes	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.	Yes	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.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.	Yes	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.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,763	$1,606	$5,157	$85,696
District	---	---	$5,681	$77,094
Percent Difference: School Site and District	---	---	-9.2	11.2
State	---	---	$5,455	$68,835
Percent Difference: School Site and State	---	---	-5.5	24.5

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,312	$41,455
Mid-Range Teacher Salary	$72,593	$66,043
Highest Teacher Salary	$97,766	$85,397
Average Principal Salary (Elementary)	$118,227	$106,714
Average Principal Salary (Middle)	$106,564	$111,101
Average Principal Salary (High)	$133,145	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	66	69	66	71	73	75	52	54	56
Mathematics	59	68	67	64	66	67	48	50	51
Science	61	69	80	74	78	81	54	57	60
History-Social Science				68	72	73	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	67	81	73
All Student at the School	66	67	80	
Male	64	65	88	
Female	67	69	73	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	47	49	65	
Native Hawaiian/Pacific Islander				
White	76	77	85	
Two or More Races				
Socioeconomically Disadvantaged	50	50	56	
English Learners	15	22		
Students with Disabilities	41	30		
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.9	31	43.7

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	7	7	8
Similar Schools	2	1	3

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	1	21	-18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	4	-23
Native Hawaiian/Pacific Islander			
White	-7	32	0
Two or More Races			
Socioeconomically Disadvantaged	-4	30	-8
English Learners			-63
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	301	836	38,239	879	4,664,264	788
Black or African American	1		363	811	313,201	710
American Indian or Alaska Native	0		133	846	31,606	742
Asian	1		2,044	963	404,670	905
Filipino	2		634	916	124,824	869
Hispanic or Latino	101	746	9,330	786	2,425,230	740
Native Hawaiian/Pacific Islander	0		55	882	26,563	775
White	189	885	23,645	905	1,221,860	853
Two or More Races	6		2,021	914	88,428	849
Socioeconomically Disadvantaged	107	751	8,547	766	2,779,680	737
English Learners	57	670	5,603	727	1,530,297	716
Students with Disabilities	27	639	3,202	646	530,935	607

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	12.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Courses offered through the Professional Development Academy are conducted outside of the professional day and/or school calendar. However, all schools provide specific release time for 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, which translate to priorities for teacher training and implementation. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.

Del Obispo Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	Del Obispo Elementary School
Street	25591 Camino del Avion
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 234-5905
Principal	Eric Gruenewald
E-mail Address	eagruenewald@capousd.org
CDS Code	30-66464-6094619

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Web Site	www.capousd.org
Superintendent	Joseph M. Farley, EdD
E-mail Address	jfarley@capousd.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Our Mission Is Learning

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

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

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

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

The school features two computer labs and a working school garden our PTA has donated where students get hands-on experience in natural science.

Del Obispo provides a solid educational foundation based on the California state standards for approximately 400 kindergarten through fifth grade students. In addition to the regular education program, five Special Day Classes serves students with special needs and targets learning disabilities, particularly in the area of language. The Accelerated Academic Achievement (AAA) program serves students Grades 3 through 5 with a differentiated curriculum designed to meet the needs of gifted and talented students.

For additional information about school and district programs, please visit: http://does.capousd.ca.schoolloop.com

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classroom, 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 2011-12)

Grade Level	Number of Students
Kindergarten	71
Grade 1	65
Grade 2	57
Grade 3	80
Grade 4	72
Grade 5	93
Total Enrollment	438

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.9	White	45.9
American Indian or Alaska Native	0.7	Two or More Races	5.5
Asian	0.7	Socioeconomically Disadvantaged	48.4
Filipino	1.4	English Learners	27.9
Hispanic or Latino	45	Students with Disabilities	18.7
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-20	21-32	33+	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-20	21-32	33+
K	31.0	0	2	0	13.8	4	0	0	14.2	5	0	0
1	19.7	3	0	0	24.3	1	2	0	32	0	2	0
2	19.3	4	0	0	25	1	2	0	21.5	1	1	0
3	18.7	3	0	0	24.7	1	2	0	26.8	1	3	0
4	33.3	0	0	3	29	0	2	0	33	0	0	2
5	32.0	0	3	0	30.7	0	3	0	21.8	2	1	1
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	1.72	0.7	2.05	4.02	3.32	3.10
Expulsions	0	0	0	0.16	0.13	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 05/02/2012

Del Obispo Elementary School has 25 classrooms, a library, and an administration building. The main campus was built in 1974. The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

V. Teachers

Teacher Credentials

Teachers	School 2009-10	2010-11	2011-12	District 2011-12
With Full Credential	17	18	17	2,076
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.1	1.9
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		---
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.		
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.	Yes	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.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.	Yes	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.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,347	$2,409	$4,938	$84,347
District	---	---	$5,681	$77,094
Percent Difference: School Site and District	---	---	-13.1	9.4
State	---	---	$5,455	$68,835
Percent Difference: School Site and State	---	---	-9.5	22.5

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,312	$41,455
Mid-Range Teacher Salary	$72,593	$66,043
Highest Teacher Salary	$97,766	$85,397
Average Principal Salary (Elementary)	$118,227	$106,714
Average Principal Salary (Middle)	$106,564	$111,101
Average Principal Salary (High)	$133,145	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	53	58	58	71	73	75	52	54	56
Mathematics	67	68	69	64	66	67	48	50	51
Science	59	62	81	74	78	81	54	57	60
History-Social Science				68	72	73	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	67	81	73
All Student at the School	58	69	81	
Male	51	70	82	
Female	67	69	81	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	40	59	64	
Native Hawaiian/Pacific Islander				
White	78	80	97	
Two or More Races	71	88		
Socioeconomically Disadvantaged	43	62	67	
English Learners	16	49	33	
Students with Disabilities	22	31		
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	20.9	16.5

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	5	6	6
Similar Schools	2	3	2

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	31	1	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	-6	-11
Native Hawaiian/Pacific Islander			
White	38	-1	24
Two or More Races			
Socioeconomically Disadvantaged	12	10	-1
English Learners	32	0	3
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	294	821	38,239	879	4,664,264	788
Black or African American	2		363	811	313,201	710
American Indian or Alaska Native	3		133	846	31,606	742
Asian	2		2,044	963	404,670	905
Filipino	4		634	916	124,824	869
Hispanic or Latino	144	743	9,330	786	2,425,230	740
Native Hawaiian/Pacific Islander	0		55	882	26,563	775
White	122	903	23,645	905	1,221,860	853
Two or More Races	17	896	2,021	914	88,428	849
Socioeconomically Disadvantaged	151	766	8,547	766	2,779,680	737
English Learners	89	707	5,603	727	1,530,297	716
Students with Disabilities	53	590	3,202	646	530,935	607

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	12.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Courses offered through the Professional Development Academy are conducted outside of the professional day and/or school calendar. However, all schools provide specific release time for 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, which translate to priorities for teacher training and implementation. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.

Kinoshita Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	Kinoshita Elementary School
Street	2 Via Positiva
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 489-2131
Principal	Peggy Baerst
E-mail Address	pabaerst@capousd.org
CDS Code	30-66464-6117733

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Web Site	www.capousd.org
Superintendent	Joseph M. Farley, EdD
E-mail Address	jfarley@capousd.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Our Belief Statements:
1. ALL children can learn.
2. Every student deserves the opportunity to be prepared and encouraged to attend college, should they chose to do so.

Our Vision:
All students, without exception, are proficient in reading, writing, and math.

All students actively engage in the 21st century skills of creativity, innovation, communication, collaboration, critical thinking, and problem solving.

All students pursue their passion and make a difference in the world.

Our Mission:
Working as a team, we will:
- ensure academic achievement for ALL students
- ensure that students actively engage in the 21st century skills of creativity, innovations, communication, collaboration, critical thinking, and problem solving
- instill in students a desire to be strong in character
- prepare all students for college and career readiness

School Profile:
Kinoshita Elementary opened in September 2000 and serves approximately 690 preschool through fifth grade students. Kinoshita is adjacent to the San Juan Capistrano Community Center/Sports Park Complex, the Boys and Girls Club of Capistrano Valley, and Marco Forster Middle School. The school has thirty-three classrooms, a library/media center, two computer labs and an auditorium. Within this beautiful facility is an atmosphere of warmth, caring, and respect where children come to learn, grow, achieve, and dream.

In conjunction with CUSD, the Kinoshita staff has developed an outstanding instructional program which promotes achievement for all students by providing an effective learning environment, effective instructional practices, and engages students in the 21st century skills of creativity/innovation, communication, collaboration, critical thinking, and problem-solving. Important reading, math, and language skills are combined with a social studies and science program that focus on mastery of the Common Core State Standards. Every child receives instruction at his or her level in the skills and strategies necessary for success in reading and math.

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

Parent and Community Involvement:

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	98
Grade 1	122
Grade 2	115
Grade 3	113
Grade 4	91
Grade 5	106
Ungraded Elementary	
Total Enrollment	645

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	0.3
American Indian or Alaska Native	0	Two or More Races	0.3
Asian	0	Socioeconomically Disadvantaged	98.9
Filipino	0	English Learners	95.7
Hispanic or Latino	99.4	Students with Disabilities	4.7
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-20	21-32	33+	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-20	21-32	33+
K	19.8	6	0	0	21.6	7	0	0	19.7	6	0	0
1	20.2	3	2	0	19.3	6	0	0	24.4	0	5	0
2	20.0	7	0	0	23.6	0	5	0	23	0	5	0
3	17.7	6	0	0	21.8	3	1	0	22.6	2	3	0
4	25.2	0	5	0	22.8	1	4	0	30.3	0	3	0
5	23.5	0	4	0	23.8	0	5	0	26.5	0	4	0
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

We value a strong connection to parents and the community. We believe that parents are their children's first and most important teacher. Opportunities for parent involvement are numerous, including an active Parent Teacher Association and School Site Council, Family Curriculum nights, volunteer opportunities, and ongoing bilingual communication through conferences, newsletters, flyers, phone calls home to all families, and a web site. Our families and community members are encouraged to visit our on-site Parent University, which is facilitated by our staff bilingual community liaison. Kinoshita has established partnerships with many community organizations, including the City of San Juan Capistrano, the Orange County Sheriff's Department, the Deputy District Attorney's Office, the Boys and Girls Club of Capistrano Valley, Big Brothers and Big Sisters of Orange County and various other community-based organizations. In conjunction with the YMCA, Kinoshita offers a daily after school homework support and daycare program which is completely funded through a state Prop. 49 grant. In addition, a partnership with Capistrano Unified Adult Education has enabled Kinoshita to offer on site parenting classes.

Classroom Discipline:

Preparing children to become productive adults' means providing excellent academic instruction, as well as reinforcing the social and problem-solving skills that are so essential in building successful societies. Teamwork requires negotiation and decision-making skills and is increasingly important in the modern workplace. The foundation for success in this arena is built upon excellent listening, decision-making, and problem-solving skills. Using the Positive Behavioral Interventions and Supports (PBIS) model, students are taught expected behaviors and receive recognition for contributing to the three core expectations at Kinoshita: caring for others, using positive actions, and showing respect for everyone.

Quality of Instruction and Leadership:

Kinoshita provides an excellent instructional program designed to meet the needs of our diverse population of students. Our teachers are trained in strategies for a complete range of learners, from gifted students to students requiring special support. We combine a strong foundation in reading, writing and math, with science and social studies activities, and CUSD Block Music for a well-rounded instructional program. Each of our staff members is part of a caring, positive, professional team. They willingly share talents and expertise with one another and our students. Staff members share various leadership positions at the school, and share in the decision-making process through The Leadership Team and School Site Council.

School Safety Plan:

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

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

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

We value a strong connection to parents and the community. We believe that parents are their children's first and most important teacher. Opportunities for parent involvement are numerous, including an active Parent Teacher Association and School Site Council, Family Curriculum nights, volunteer opportunities, and ongoing bilingual communication through conferences, newsletters, flyers, phone calls home to all families, and a web site. Our families and community members are encouraged to visit our on-site Parent University, which is facilitated by our staff bilingual community liaison. Kinoshita has established partnerships with many community organizations, including the City of San Juan Capistrano, the Orange County Sheriff's Department, the Deputy District Attorney's Office, the Boys and Girls Club of Capistrano Valley, Big Brothers and Big Sisters of Orange County and various other community-based organizations. In conjunction with the YMCA, Kinoshita offers a daily after school homework support and daycare program which is completely funded through a state Prop. 49 grant. In addition, a partnership with Capistrano Unified Adult Education has enabled Kinoshita to offer on site parenting classes.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0.16	0.3	0.47	4.02	3.32	3.10
Expulsions	0	0	0	0.16	0.13	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 05/29/2012

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

The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school. A surveillance camera system was installed in 2002-03.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[X]	[ ]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	34	27	28	2,076
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	----

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.1	1.9
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Kinoshita Elementary - Capistrano Unified School District

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

*   One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.		
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.	Yes	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.	Yes	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.	Yes	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.	Yes	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.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,452	$3,689	$4,763	$76,676
District	---	---	$5,681	$77,094
Percent Difference: School Site and District	---	---	-16.2	-0.5
State	---	---	$5,455	$68,835
Percent Difference: School Site and State	---	---	-12.7	11.4

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,312	$41,455
Mid-Range Teacher Salary	$72,593	$66,043
Highest Teacher Salary	$97,766	$85,397
Average Principal Salary (Elementary)	$118,227	$106,714
Average Principal Salary (Middle)	$106,564	$111,101
Average Principal Salary (High)	$133,145	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs),** which 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 nine through eleven.

- **California Modified Assessment (CMA),** an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA),** includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	44	45	46	71	73	75	52	54	56
Mathematics	51	56	55	64	66	67	48	50	51
Science	18	35	30	74	78	81	54	57	60
History-Social Science				68	72	73	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	67	81	73
All Student at the School	46	55	30	
Male	40	54	27	
Female	52	56	33	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	46	55	30	
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	45	54	31	
English Learners	30	42	6	
Students with Disabilities	25	33		
Students Receiving Migrant Education Services	18	45		

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.5	26.5	8.8

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	4	3	4
Similar Schools	8	8	7

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	6	15	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	14	-13
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	4	15	-14
English Learners	12	17	-17
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	409	762	38,239	879	4,664,264	788
Black or African American	0		363	811	313,201	710
American Indian or Alaska Native	0		133	846	31,606	742
Asian	0		2,044	963	404,670	905
Filipino	0		634	916	124,824	869
Hispanic or Latino	406	761	9,330	786	2,425,230	740
Native Hawaiian/Pacific Islander	0		55	882	26,563	775
White	1		23,645	905	1,221,860	853
Two or More Races	2		2,021	914	88,428	849
Socioeconomically Disadvantaged	396	758	8,547	766	2,779,680	737
English Learners	386	755	5,603	727	1,530,297	716
Students with Disabilities	22	584	3,202	646	530,935	607

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Kinoshita Elementary - Capistrano Unified School District

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	12.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Courses offered through the Professional Development Academy are conducted outside of the professional day and/or school calendar. However, all schools provide specific release time for 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, which translate to priorities for teacher training and implementation. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.

San Juan Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	San Juan Elementary School
Street	31642 El Camino Real
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 493-4533
Principal	Silvia Pule
E-mail Address	spule@capousd.org
CDS Code	30-66464-6027643

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Web Site	www.capousd.org
Superintendent	Joseph M. Farley, EdD
E-mail Address	jfarley@capousd.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Our Mission Is Learning

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

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

San Juan Elementary School, located directly across from the historic Mission San Juan Capistrano, reflects California's diversity, as well as its vibrant future. One of California's 140 original restructured schools, San Juan Elementary continues to develop a model instructional program for approximately 720 Kindergarten through fifth grade students. Our instruction highlights second language acquisition, literacy, and technology skills with two state-of-the-art computer labs and Smartboards in many of the classrooms. Students are able to participate in a hands-on natural habitat garden where, in addition to learning natural science standards, they become aware of actions they can take to help improve our earth.

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

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

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

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

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	144
Grade 1	149
Grade 2	113
Grade 3	107
Grade 4	119
Grade 5	89
Grade 6	
Ungraded Elementary	
Total Enrollment	721

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	24.1
American Indian or Alaska Native	0	Two or More Races	0.1
Asian	1.8	Socioeconomically Disadvantaged	66.6
Filipino	1.1	English Learners	62.3
Hispanic or Latino	71.3	Students with Disabilities	3.1
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-20	21-32	33+	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-20	21-32	33+
K	20	6	0	0	23.4	0	7	0	24	0	6	0
1	20	7	0	0	30	0	4	0	29.8	0	5	0
2	19	4	0	0	28.5	0	4	0	28.3	0	4	0
3	18.8	5	1	1	28.8	0	4	0	26.8	0	4	0
4	33.5	0	2	0	24	1	4	0	26.8	0	4	0
5	31.5	0	0	0	26.7	0	3	0	25.3	0	4	0
6					29	0	1	0				
Other												

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	0	0.27	0	4.02	3.32	3.10
Expulsions	0	0	0	0.16	0.13	0.15

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 04/30/2012

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

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

School Facility Good Repair Status (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	

San Juan Elementary - Capistrano Unified School District

V. Teachers

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Asphalt has large cracks and holes, scheduled for summer repair.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	30	27	27	2,076
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.1	1.9
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		---
Counselor (Social/Behavioral or Career Development)	---	
Library Media Teacher (Librarian)	---	
Library Media Services Staff (Paraprofessional)	---	
Psychologist	---	
Social Worker	---	
Nurse	---	
Speech/Language/Hearing Specialist	---	
Resource Specialist	---	
Other	---	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.		
Science	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.	Yes	0%
History-Social Science	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.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	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.	Yes	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.	Yes	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.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,756	$2,427	$4,330	$59,052
District	---	---	$5,681	$77,094
Percent Difference: School Site and District	---	---	-23.8	-23.4
State	---	---	$5,455	$68,835
Percent Difference: School Site and State	---	---	-20.6	-14.2

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,312	$41,455
Mid-Range Teacher Salary	$72,593	$66,043
Highest Teacher Salary	$97,766	$85,397
Average Principal Salary (Elementary)	$118,227	$106,714
Average Principal Salary (Middle)	$106,564	$111,101
Average Principal Salary (High)	$133,145	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	36	40	48	71	73	75	52	54	56
Mathematics	56	68	77	64	66	67	48	50	51
Science	36	43	61	74	78	81	54	57	60
History-Social Science				68	72	73	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	67	81	73
All Student at the School	48	77	61	
Male	50	78	72	
Female	45	76	50	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	72	51	
Native Hawaiian/Pacific Islander				
White	81	93	100	
Two or More Races				
Socioeconomically Disadvantaged	33	68	50	
English Learners	19	63	14	
Students with Disabilities	30	70		
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2011-12)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9	22.7	36.4

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	1	3	4
Similar Schools	1	3	5

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	66	30	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	57	27	36
Native Hawaiian/Pacific Islander			
White			-11
Two or More Races			
Socioeconomically Disadvantaged	48	30	35
English Learners	55	29	29
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

San Juan Elementary - Capistrano Unified School District

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	School		2012 Growth API			
			District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	423	813	38,239	879	4,664,264	788
Black or African American	5		363	811	313,201	710
American Indian or Alaska Native	0		133	846	31,606	742
Asian	6		2,044	963	404,670	905
Filipino	7		634	916	124,824	869
Hispanic or Latino	316	770	9,330	786	2,425,230	740
Native Hawaiian/Pacific Islander	3		55	882	26,563	775
White	85	939	23,645	905	1,221,860	853
Two or More Races	1		2,021	914	88,428	849
Socioeconomically Disadvantaged	280	754	8,547	766	2,779,680	737
English Learners	269	745	5,603	727	1,530,297	716
Students with Disabilities	25	723	3,202	646	530,935	607

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	12.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Courses offered through the Professional Development Academy are conducted outside of the professional day and/or school calendar. However, all schools provide specific release time for 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, which translate to priorities for teacher training and implementation. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.

San Juan Elementary - Capistrano Unified School District

Marco Forster Middle School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	Marco Forster Middle School
Street	25601 Camino del Avion
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 234-5907
Principal	Carrie Bertini
E-mail Address	cbertini@capousd.org
CDS Code	30-66464-6058929

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Web Site	www.capousd.org
Superintendent	Joseph M. Farley, EdD
E-mail Address	jfarley@capousd.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Marco Forster Middle School is a learning community dedicated to instilling academic and character excellence in our students by utilizing every possible resource in keeping with California State Standards and our school values.

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

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

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

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

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours on campus supporting our school through programs such as the magazine sale, jog-a-thon, book fair and the Reflections contest. Our very supportive Parent Teacher Student Association works hand-in-hand with the school to enrich the school experience for our students.

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

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 6	455
Grade 7	458
Grade 8	467
Total Enrollment	1,380

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	36.1
American Indian or Alaska Native	0.4	Two or More Races	2.6
Asian	0.9	Socioeconomically Disadvantaged	61.5
Filipino	0.3	English Learners	43.5
Hispanic or Latino	59.1	Students with Disabilities	12.4
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-22	2009-10 Number of Classrooms 23-32	2009-10 Number of Classrooms 33+	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-22	2010-11 Number of Classrooms 23-32	2010-11 Number of Classrooms 33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-22	2011-12 Number of Classrooms 23-32	2011-12 Number of Classrooms 33+
English	25.1	17	22	7	25.8	10	22	8	28.7	7	10	17
Mathematics	25.7	11	39	4	25.8	7	29	3	28.8	4	18	13
Science	31.0	1	20	8	29.2	2	27	3	31.7	1	10	20
Social Science	28.3	6	22	7	28.3	5	20	8	31	2	12	15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	17.16	8.77	6.3	4.02	3.32	3.10
Expulsions	0.14	0	0.07	0.16	0.13	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 05/02/2012

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

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

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

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

Forster Middle - Capistrano Unified School District

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	62	62	61	2,076
Without Full Credential	1	1	1	4
Teaching Outside Subject Area of Competence	0	2		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.8	3.2
All Schools in District	98.1	1.9
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	1,380
Counselor (Social/Behavioral or Career Development)	2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.		
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.	Yes	0%
History-Social Science	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.	Yes	0%
Foreign Language	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.	Yes	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.	Yes	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.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,632	$2,531	$5,102	$73,415
District	---	---	$5,681	$77,094
Percent Difference: School Site and District	---	---	-10.2	-4.8
State	---	---	$5,455	$68,835
Percent Difference: School Site and State	---	---	-6.5	6.7

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,312	$41,455
Mid-Range Teacher Salary	$72,593	$66,043
Highest Teacher Salary	$97,766	$85,397
Average Principal Salary (Elementary)	$118,227	$106,714
Average Principal Salary (Middle)	$106,564	$111,101
Average Principal Salary (High)	$133,145	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	55	58	63	71	73	75	52	54	56
Mathematics	57	57	62	64	66	67	48	50	51
Science	68	73	74	74	78	81	54	57	60
History-Social Science	53	55	57	68	72	73	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	67	81	73
All Student at the School	63	62	74	57
Male	57	61	74	56
Female	68	62	73	58
Black or African American				
American Indian or Alaska Native				
Asian	69	62		
Filipino				
Hispanic or Latino	47	51	59	40
Native Hawaiian/Pacific Islander				
White	85	78	94	83
Two or More Races	92	77	100	93
Socioeconomically Disadvantaged	47	51	61	42
English Learners	14	22	27	8
Students with Disabilities	29	25	57	18
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.3	23.1	31.1

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	6	6	6
Similar Schools	8	8	8

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	28	6	20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	37	5	20
Native Hawaiian/Pacific Islander			
White	29	-7	17
Two or More Races			
Socioeconomically Disadvantaged	33	8	21
English Learners	21	-3	20
Students with Disabilities	2	8	5

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,345	824	38,239	879	4,664,264	788
Black or African American	7		363	811	313,201	710
American Indian or Alaska Native	5		133	846	31,606	742
Asian	13	842	2,044	963	404,670	905
Filipino	4		634	916	124,824	869
Hispanic or Latino	793	756	9,330	786	2,425,230	740
Native Hawaiian/Pacific Islander	0		55	882	26,563	775
White	485	922	23,645	905	1,221,860	853
Two or More Races	35	957	2,021	914	88,428	849
Socioeconomically Disadvantaged	797	756	8,547	766	2,779,680	737
English Learners	583	698	5,603	727	1,530,297	716
Students with Disabilities	158	579	3,202	646	530,935	607

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	----	8
Percent of Schools Currently in Program Improvement	----	12.7

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Courses offered through the Professional Development Academy are conducted outside of the professional day and/or school calendar. However, all schools provide specific release time for 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, which translate to priorities for teacher training and implementation. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.

2011-12 School Accountability Report Card for Marco Forster Middle School   Page 11 of 12   2011-12 School Accountability Report Card for Marco Forster Middle School   Page 12 of 12

Forster Middle - Capistrano Unified School District

San Juan Hills High School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	San Juan Hills High School
Street	29211 Vista Montana
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 234-5900
Principal	Tom Ressler
E-mail Address	tressler@capousd.org
CDS Code	30-66464-0113381

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Web Site	www.capousd.org
Superintendent	Joseph M. Farley, EdD
E-mail Address	jfarley@capousd.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

San Juan Hills High School, the sixth comprehensive high school in the Capistrano Unified School District, opened in the Fall of 2007 and graduated its first class in Spring of 2011. Nestled in the foothills of San Juan Capistrano, the school serves the local communities of San Juan Capistrano, Ladera Ranch, Capistrano Beach and San Clemente while welcoming many more families from throughout the District through Open Enrollment transfers. In 2012 the school participated in its first WASC Focus On Learning Self Study and was awarded a six-year (with three year review) WASC accreditation valid through June 30, 2018.

The community and District reflect a strong commitment to public education and expect excellence in academics, athletics and extra-curricular activities. The school boasts the finest high school Performing Arts Center in South Orange County as a cornerstone of a modern state-of-the-art facility that includes the latest technology for students and staff. San Juan Hills offers a complete college preparatory curriculum, which includes over 20 Advanced Placement courses. A close partnership with ROP and Saddleback College provides students additional opportunities to explore and develop career and college pathways. San Juan Hills fields over twenty interscholastic athletic teams and more than 40 clubs are available to students.

Parents are actively involved in creating and supporting an exciting learning experience for San Juan Hills students. The SJHHS PTSA, English Language Advisory Council (ELAC), Stallion Boosters, the SJHHS Performing Arts Boosters and other Booster groups offer needed support to school programs.

The Mission and Goals of San Juan Hills High School are summarized through the Vision Statement, Commitment to Students and the Expected Schoolwide Learning Results (ESLRs)which were originally developed in the school's initial year and were reviewed and revised by all stakeholders in 2010-11.

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

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

ESLRs:
Successful: We meet or exceed academic expectations.
Just: We are tolerant, ethical, and open-minded.
Healthy: We make self-disciplined, responsible choices that promote our wellbeing.
Highly Competent: We think critically, solve problems, and make informed decisions.
Skillful: We communicate in effective and creative ways.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

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

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	568
Grade 10	513
Grade 11	411
Grade 12	437
Total Enrollment	**1,929**

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	55.9
American Indian or Alaska Native	0.5	Two or More Races	4.6
Asian	2	Socioeconomically Disadvantaged	33.3
Filipino	1.6	English Learners	19
Hispanic or Latino	34.1	Students with Disabilities	7.4
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-22	23-32	33+	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-22	23-32	33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-22	23-32	33+
English	30.3	7	14	16	27.6	15	31	24	28.9	15	14	38
Mathematics	30.9	6	7	21	29.3	10	22	23	27.1	15	18	26
Science	33.5	3	6	22	31.4	2	21	16	29.1	8	12	26
Social Science	32.6	3	1	10	29.8	7	11	21	26.4	11	15	15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	11.5	12.12	8.55	4.02	3.32	3.10
Expulsions	0.53	0.66	0.62	0.16	0.13	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 06/07/2012

San Juan Hills has an excellent modern facility. There are 118 classrooms which include 11 science rooms, 3 computer labs, state-of-the-art video production and recording studios, 2 dance studios, and choir and band rooms. A 200-seat "Black Box" theater and South Orange County's finest high school theater—a 500-seat professional quality facility are the cornerstones of the Performing Arts complex. Athletics and PE are served by 2 gyms, tennis courts, softball field, and baseball fields. A 30 meter pool and on-campus stadium with 'athletic turf' and an all-weather track were completed in 2012. The District maintenance staff ensures that the facility is kept in good repair.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest / Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Baseball drinking fountain missing cover button.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	[ ]	[ ]	[ ]	[X]	Tree well trip hazards. Sidewalk trip hazard on concrete walkway to upper baseball field.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	73	72	82	2,076
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	----

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	1	1	
Total Teacher Misassignments	1	1	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	86.8	13.2
All Schools in District	98.1	1.9
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	1,955
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.		
Science	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.	Yes	0%
History-Social Science	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.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	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.	Yes	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.	Yes	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.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,046	$1,723	$5,323	$71,227
District	---	---	$5,681	$77,094
Percent Difference: School Site and District	---	---	-6.3	-7.6
State	---	---	$5,455	$68,835
Percent Difference: School Site and State	---	---	-2.4	3.5

* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,312	$41,455
Mid-Range Teacher Salary	$72,593	$66,043
Highest Teacher Salary	$97,766	$85,397
Average Principal Salary (Elementary)	$118,227	$106,714
Average Principal Salary (Middle)	$106,564	$111,101
Average Principal Salary (High)	$133,145	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs),** which 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 nine through eleven.

- **California Modified Assessment (CMA),** an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA),** includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	71	69	73	71	75	73	54	59	56
Mathematics	65	63	69	69	69	71	54	56	58

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	27	27	46	29	45	27
All Students at the School	27	25	48	31	46	23
Male	29	30	41	27	47	26
Female	25	20	56	36	45	19
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	48	26	26	52	37	11
Native Hawaiian/Pacific Islander						
White	15	24	62	19	51	30
Two or More Races	31	23	46			
Socioeconomically Disadvantaged	53	27	21	52	40	8
English Learners	94	6	0	87	12	2
Students with Disabilities	78	16	6	77	13	10
Students Receiving Migrant Education Services						

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.9	20.4	57.8

* 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.

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

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	64	70	73	71	73	75	52	54	56
Mathematics	35	41	42	64	66	67	48	50	51
Science	65	70	79	74	78	81	54	57	60
History-Social Science	61	70	71	68	72	73	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	67	81	73
All Student at the School	73	42	79	71
Male	71	44	82	79
Female	76	39	77	63
Black or African American				
American Indian or Alaska Native				
Asian	93	50		58
Filipino	78	70		100
Hispanic or Latino	48	21	64	82
Native Hawaiian/Pacific Islander		59		52
White	86	50	88	82
Two or More Races	87	47	62	77
Socioeconomically Disadvantaged	47	24	24	49
English Learners	9	9		12
Students with Disabilities	28	20	79	27
Students Receiving Migrant Education Services				

* 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.

California High School Exit Examination

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	9	8	9
Similar Schools	10	6	7

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	0	25	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	26	2
Native Hawaiian/Pacific Islander			
White	-7	24	17
Two or More Races			
Socioeconomically Disadvantaged	14	31	13
English Learners	4	21	-9
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,373	846	38,239	879	4,664,264	788
Black or African American	14	807	363	811	313,201	710
American Indian or Alaska Native	7		133	846	31,606	742
Asian	28	947	2,044	963	404,670	905
Filipino	22	886	634	916	124,824	869
Hispanic or Latino	456	749	9,330	786	2,425,230	740
Native Hawaiian/Pacific Islander	3		55	882	26,563	775
White	783	898	23,645	905	1,221,860	853
Two or More Races	60	842	2,021	914	88,428	849
Socioeconomically Disadvantaged	434	742	8,547	766	2,779,680	737
English Learners	257	652	5,603	727	1,530,297	716
Students with Disabilities	106	580	3,202	646	530,935	607

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

2011-12 School Accountability Report Card for San Juan Hills High School   Page 11 of 16   Page 12 of 16   2011-12 School Accountability Report Card for San Juan Hills High School

San Juan Hills High - Capistrano Unified School District

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	12.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0.4	0	2.2	0.6	1.6	1.8	5.7	16.6	14.4
Graduation Rate			96.46	97.67	98.05	96.63	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	96.5	96.6	---
Black or African American	100	98.3	---
American Indian or Alaska Native	100	91.3	---
Asian	100	97.8	---
Filipino	100	98.6	---
Hispanic or Latino	94.6	92.8	---
Native Hawaiian/Pacific Islander	100	100	---
White	97.7	97.8	---
Two or More Races	96.3	97.7	---
Socioeconomically Disadvantaged	95.1	92.7	---
English Learners	92.3	86.9	---
Students with Disabilities	86.2	82.2	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Preparation of students to enter the workforce begins in Grade 9 with completion of a required course entitled "Career and College Preparation." In this course, 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 coursework 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 articulate to college awarded and industry recognized certificate programs that lead to immediate employment or promotion with an employment sector. Both CTE and articulated courses available to high school students are indicated in each school's curriculum guide.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	663
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	88.46%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	69.3
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	41.4

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	----
English	5	----
Fine and Performing Arts	1	----
Foreign Language	4	----
Mathematics	5	----
Science	6	----
Social Science	15	----
All courses	36	9.4

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Courses offered through the Professional Development Academy are conducted outside of the professional day and/or school calendar. However, all schools provide specific release time for 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, which translate to priorities for teacher training and implementation. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.

Junipero Serra High School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	Junipero Serra High School
Street	31422 Camino Capistrano
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 489-7216
Principal	Rich Bellante
E-mail Address	rbellante@capousd.org
CDS Code	30-66464-3035987

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Web Site	www.capousd.org
Superintendent	Joseph M. Farley, EdD
E-mail Address	jfarley@capousd.org

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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

Expected School Wide Learning Results

RESPECTFUL
Students will:

- Demonstrate honest, ethical, and courteous behavior
- Understand and respect the diversity of individuals/cultures
- Resolve conflict through effective communication

RESPONSIBLE
Students will:

- Attain proficiency levels in all academic areas
- Demonstrate proficiency in written and oral communication
- Communicate effectively in reading, writing, and speaking

READY
Students will:

- Acquire the ability to set achievable short term and long term goals
- Exhibit the social skills needed to be productive members of their school/community
- Explore careers and higher learning options to become successful lifelong learners beyond graduation

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

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 10	20
Grade 11	62
Grade 12	110
Total Enrollment	192

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	38.5
American Indian or Alaska Native	0	Two or More Races	2.6
Asian	1.6	Socioeconomically Disadvantaged	58.9
Filipino	3.1	English Learners	43.8
Hispanic or Latino	53.6	Students with Disabilities	5.2
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-22	23-32	33+	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-22	23-32	33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-22	23-32	33+
English	13.3	12	0	0	14.7	13	0	0	10.1	18	0	0
Mathematics	15.8	4	1	0	15.6	5	0	0	13.2	6	0	0
Science	11.0	7	0	0	14.5	4	0	0	7.7	6	0	0
Social Science	17.0	6	0	0	15.6	10	0	0	10.7	15	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

A comprehensive safety plan is in place and is updated multiple times each year. Aerial pictures and floor plans or each school site are loaded on all local police unit computers. The plan involves emergency preparedness for natural disasters as well as for a potential school shooter. Staff members are trained to handle a wide range of emergencies and the entire school population participates in bi-annual drills. After each drill, feedback is used to update the school safety plan. The school staff continues to work collaboratively with district office staff, the Orange County Sheriff's Department, students, parents, and community leaders to update and improve the plan as well as raise funds, obtain necessary safety equipment and food and water, and store these items on campus.

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

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	33.33	12.3	21.35	4.02	3.32	3.10
Expulsions	1.56	1.6	1.04	0.16	0.13	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 04/30/2012

Junipero Serra has 11 classrooms, a library and an administration office. The main campus was built in 1930. The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

School Facility Good Repair Status (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Severe roof damage, leaking, signs of structural rot. Exterior siding water damage shows signs of rotting.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	14	15	21	2,076
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	1		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	76.6	23.4
All Schools in District	98.1	1.9
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.
Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	187
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.		
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.	Yes	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.	Yes	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.	Yes	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.	Yes	0%
Science Laboratory Equipment (grades 9-12)			

Junipero Serra High - Capistrano Unified School District

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level		Expenditures Per Pupil		Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$12,476	$2,417	$10,059	$65,036
District	---	---	$5,681	$77,094
Percent Difference: School Site and District	---	---	77.1	-15.6
State	---	---	$5,455	$68,835
Percent Difference: School Site and State	---	---	84.4	-5.5

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,312	$41,455
Mid-Range Teacher Salary	$72,593	$66,043
Highest Teacher Salary	$97,766	$85,397
Average Principal Salary (Elementary)	$118,227	$106,714
Average Principal Salary (Middle)	$106,564	$111,101
Average Principal Salary (High)	$133,145	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	11	17	14	71	73	75	52	54	56
Mathematics	2	16	2	64	66	67	48	50	51
Science	29	16	22	74	78	81	54	57	60
History-Social Science	15	18	17	68	72	73	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	67	81	73
All Student at the School	14	2	22	17
Male	17		30	28
Female	9	4	5	4
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	8	3	9	10
Native Hawaiian/Pacific Islander				
White	23		32	35
Two or More Races				
Socioeconomically Disadvantaged	10	4	18	13
English Learners	4	8	6	8
Students with Disabilities				
Students Receiving Migrant Education Services				

* 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.

California High School Exit Examination

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	34	24	26	71	75	73	54	59	56
Mathematics	18	14	28	69	69	71	54	56	58

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	27	27	46	29	45	27
All Students at the School	74	17	9	72	28	0
Male	73	16	11	68	32	0
Female	76	18	6	82	18	0
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	91	6	3	81	19	0
Native Hawaiian/Pacific Islander						
White	50	32	18	61	39	0
Two or More Races						
Socioeconomically Disadvantaged	87	5	8	82	18	0
English Learners	100	0	0	87	13	0
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	1	1	1
Similar Schools			

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	39	-25	68
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	57	609	38,239	879	4,664,264	788
Black or African American	0		363	811	313,201	710
American Indian or Alaska Native	0		133	846	31,606	742
Asian	0		2,044	963	404,670	905
Filipino	1		634	916	124,824	869
Hispanic or Latino	38	614	9,330	786	2,425,230	740
Native Hawaiian/Pacific Islander	0		55	882	26,563	775
White	18	589	23,645	905	1,221,860	853
Two or More Races	0		2,021	914	88,428	849
Socioeconomically Disadvantaged	39	605	8,547	766	2,779,680	737
English Learners	26	623	5,603	727	1,530,297	716
Students with Disabilities	2		3,202	646	530,935	607

Adequate Yearly Progress
The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	Yes

Federal Intervention Program (School Year 2012-13)
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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2010-2011
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	----	8
Percent of Schools Currently in Program Improvement	----	12.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11	State 2008-09	State 2009-10	State 2010-11
Dropout Rate (1-year)	5.6	9.8	13.7	0.6	1.6	1.8	5.7	16.6	14.4
Graduation Rate	91.92	90.00	85.09	97.67	98.05	96.63	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012 School	Graduating Class of 2012 District	Graduating Class of 2012 State
All Students	85.1	96.6	---
Black or African American	100	98.3	---
American Indian or Alaska Native	50	91.3	---
Asian	100	97.8	---
Filipino	100	98.6	---
Hispanic or Latino	73.9	92.8	---
Native Hawaiian/Pacific Islander	100	100	---
White	92.9	97.8	---
Two or More Races	100	97.7	---
Socioeconomically Disadvantaged	79.6	92.7	---
English Learners	65	86.9	---
Students with Disabilities	91.7	82.2	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Preparation of students to enter the workforce begins in Grade 9 with completion of a required course entitled "Career and College Preparation." In this course, 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 coursework 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 articulate to college awarded and industry recognized certificate programs that lead to immediate employment or promotion with an employment sector. Both CTE and articulated courses available to high school students are indicated in each school's curriculum guide.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	45
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	78.81%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	39.4
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.7

Junipero Serra High - Capistrano Unified School District

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Courses offered through the Professional Development Academy are conducted outside of the professional day and/or school calendar. However, all schools provide specific release time for 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, which translate to priorities for teacher training and implementation. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.