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

San Clemente High School

Home of the Tritons

2008-09 School Accountability Report Card Report (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	San Clemente High	District Name	Capistrano Unified
Street	700 Avenida Pico	Phone Number	949-234-9200
City, State, Zip	San Clemente, CA 92673-5681	Web Site	www.capousd.org
Phone Number	949-492-4165	Superintendent	Roberta Mahler
Principal	George Duarte	E-mail Address	superintendent@capousd.org
E-mail Address	gduarte@capousd.org	CDS Code	30-66464-3036001

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

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

San Clemente High School

A California Distinguished School

Our Mission Is Learning

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

San Clemente High School is a four year high school with an enrollment of approximately 3,150 students supported by a faculty of 120. The high school provides rigorous curriculum options for the university/college bound students, including a strong Advanced Placement (AP) program and a prestigious International Baccalaureate (IB) program. In addition, San Clemente High School is proud of its Early Childhood Education program and Automotive Technology Academy. Further, San Clemente High School offers 24 CIF-approved sports in which both boys and girls enthusiastically participate as appropriate.

Upgrading the technology at SCHS has been a focus for the past few years. SCHS now has five full computer labs with Internet access, two or more computers in every classroom, and several mini-labs in departmental areas for individual student and classroom use. The 36-week academic year is divided into two semesters. The school operates on a modified block schedule with three traditional days and two block days. Ninth and tenth grade students are required to enroll in a minimum of six classes, while eleventh and twelfth grade students must be enrolled in at least five classes.

Located in a historic beach community famous for its climate and surf, San Clemente High School serves students from San Clemente, Capistrano Beach, San Juan Capistrano, and Camp Pendleton Marine Base. The student population is a microcosm of the diversity of our nation.

Based on exceptional performance in academics, athletics, and activities, San Clemente High School has been recognized as a California Distinguished School by the California Department of Education in 2007. Staff and student commitment to excellence have consistently led to high test scores, league and CIF athletic championships, first place and sweepstakes awards for the Triton Marching Entertainment Unit, and many other accolades.

The philosophy at San Clemente High School is that students will be challenged to meet high expectations. Along with these challenges, they will be supported in their pursuit of these expectations. Our vision is that students will be actively engaged in meaningful, career oriented learning experiences, that teachers will enthusiastically guide students through a rigorous and rewarding course of study, that parents will be supportive and involved, and that the community will work in partnership with the school.

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

Opportunities for Parental Involvement (School Year 2008-09)

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

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

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

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

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

Grade Level	Number of Students
Grade 9	768
Grade 10	854
Grade 11	792
Grade 12	799
Total Enrollment	3,213

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	1.62 %
American Indian or Alaska Native	0.56 %
Asian	1.93 %
Filipino	0.72 %
Hispanic or Latino	19.02 %
Pacific Islander	0.19 %
White (not Hispanic)	72.49 %
Multiple or No Response	3.49 %
Socioeconomically Disadvantaged	20.00 %
English Learners	8.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.1	18	43	52	31.5	10	44	55	31.5	8	41	57
Mathematics	31.5	10	38	43	33.2	5	29	52	32.0	12	18	59
Science	33.3	3	26	50	33.6	6	22	50	31.5	11	23	47
Social Science	35.4	2	18	56	33.4	2	30	49	33.8	4	23	60

III. School Climate

School Safety Plan (School Year 2008-09)

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

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

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

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

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

Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.3	7.1	5.3	1.0	3.3	3.3
Expulsions	0.1	0.4	0.5	0.1	0.3	0.3

IV. School Facilities

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

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

San Clemente High School has 107 total classrooms (85 on the lower campus and 22 on the upper campus), two multipurpose rooms (1 on the upper and one on the lower campus), a library, a small theater, an administration building, and two computer labs. The main campus was built in 1964. Major additions were added in 1999 and 2003, including the acquisition of the upper campus which houses the freshman students.

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. Two new science labs on the upper campus are under construction and slated for completion in the 2008-09 school year. In addition, an auxiliary gym is also due for completion at the conclusion of the 2008-2009 school year.

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

Lower Campus

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

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

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

Upper Campus

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	123	120	122	2301
Without Full Credential	5	4	1	32
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	38	22	19
Total Teacher Misassignments	38	22	0
Vacant Teacher Positions	0	0	0

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

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

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

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	803
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

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

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

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

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

VIII. School Finances

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

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

Level	Total Expenditures	Expenditures Per Pupil	Expenditures Per Pupil	Average

	Per Pupil	(Supplemental / Restricted)	(Basic / Unrestricted)	Teacher Salary
School Site	$7,026	$2,302	$4,929	$77,483
District	N/A	N/A	$5,386	$75,390
Percent Difference – School Site and District	N/A	N/A	-8.48%	2.78%
State	N/A	N/A	$5,512	$67,049
Percent Difference – School Site and State	N/A	N/A	-10.57%	15.56%

Types of Services Funded (Fiscal Year 2008-09)

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

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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

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

Standardized Testing and Reporting Program

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

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

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	61	63	66	63	64	70	43	46	50
Mathematics	32	39	43	56	59	63	40	43	46
Science	51	58	67	59	66	71	38	46	50
History-Social Science	57	65	69	58	61	67	33	36	41

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	69	32	87	83
American Indian or Alaska Native	60	31	*	57
Asian	76	56	74	80
Filipino	78	56	*	100
Hispanic or Latino	40	35	46	43
Pacific Islander	*	*	*	*
White (not Hispanic)	73	44	71	74
Male	59	45	64	71
Female	74	41	71	68
Economically Disadvantaged	43	37	46	48
English Learners	11	29	25	15
Students with Disabilities	21	17	37	31
Students Receiving Migrant Education Services	9	*	*	*

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

California High School Exit Examination Results

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

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English	68.1	77.6	69.5	71.0	76.8	72.4	48.6	52.9	52.0
Mathematics	70.8	70.6	68.6	71.4	70.3	72.1	49.9	51.3	53.3

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

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

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	30.5	30.2	39.3	31.4	45.8	22.8
Male	38.2	31.8	29.9	30.1	44.8	25.1
Female	21.4	28.2	50.4	33.0	47.0	20.0
African American	14.3	57.1	28.6	50.0	35.7	14.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15.0	40.0	45.0	5.0	55.0	40.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	65.4	18.0	16.5	50.7	42.5	6.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	23.4	32.5	44.2	27.1	46.6	26.3
English Learners	81.8	14.8	3.4	61.4	34.1	4.5
Socioeconomically Disadvantaged	62.9	20.5	16.7	48.9	42.1	9.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	82.5	7.0	10.5	87.9	8.6	3.4

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.6	21.3	53.6

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	9	9	9
Similar Schools	8	6	9

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

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

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

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

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

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

Group	Actual API Change	Growth API Score

	2006-07	2007-08	2008-09	2009
All Students at the School	-18	32	11	828
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-19	53	0	712
Pacific Islander				
White (not Hispanic)	-14	27	11	850
Socioeconomically Disadvantaged	-18	58	24	725
English Learners	-26	60	-12	641
Students with Disabilities	-66	55	-1	559

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

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

Adequate Yearly Progress

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

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

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

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

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

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

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

Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.3	0.3	0.8	0.5	0.5	0.9	3.5	4.4	3.9
Graduation Rate	98.0	98.1	93.9	98.8	98.1	96.0	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	95%	96%	N/A
African American	92 %	98%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	100%	99%	N/A
Filipino	83%	99%	N/A
Hispanic or Latino	87%	88%	N/A
Pacific Islander	100%	100%	N/A

White (not Hispanic)	97%	98%	N/A
Socioeconomically Disadvantaged	83%	85%	N/A
English Learners	83%	89%	N/A
Students with Disabilities	41%	50%	N/A

Career Technical Education Programs (School Year 2008-09)

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

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

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

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

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

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

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

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

Auto Mechanics
Auto Tech
AutoAcAdvDiag
AutoAcAutoMech
AutoAcAutoTech
AutoAcConsAuto
CareerEd/MicroA
Child Dev Adv
Child Dev App
Chld Develop IA
Chld Develop IB
Cons Auto Mech
Digital Media
Digital PhotoIA
Digital PhotoIB
Drama IA

| Drama IA (P) |
| Drama IB |
| Drama Prod |
| Foods IA |
| Foods IB |
| Office Occ IA |
| Photography IA |
| Photography IB |
| Photography Int |
| PhotographyIA(P |
| PhotographyIB(P |
| ROP/Auto Repair |
| ROP/Child Ca Oc |
| ROP/DancePerf I |
| ROP/DancePerfII |
| ROP/Fashion Mer |
| ROP/FloralDesBe |
| ROP/Int Comp Gr |
| ROP/IntroMMedia |
| ROP/Law Enforce |
| ROP/SprtsMed I |
| ROP/SprtsMed II |
| Sp Proj/Comptrs |
| Sp Proj/Home Ec |
| Stagecraft |

Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	312
Percent of the school's pupils completing a CTE program and earning a high school diploma	46%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	32%

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

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	73.4
Graduates Who Completed All Courses Required for UC/CSU Admission	43.7

Advanced Placement Courses (School Year 2008-09)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A

Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All courses	16	7.8

XII. Instructional Planning and Scheduling
Professional Development

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

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

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

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