



**THE 2016-2017
WASC REPORT**

INTRODUCTION



Capistrano Unified School District

Board of Education 2016-17

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Assistant Principal
Assistant Principal
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Parent Representative
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Organization
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Assessment and
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Gary Martinez
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Compliance Administrator
Teacher
Principal
Teacher
Assistant Principal
Assistant Principal
Assistant Principal

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STUDENT/COMMUNITY PROFILE



Chapter I

A: GENERAL BACKGROUND AND HISTORY

1. THE SCHOOL COMMUNITY

Tesoro High School, Capistrano Unified School District's (CUSD) fifth comprehensive high school of six total high schools, opened its doors in the fall of 2001 and had its first graduating class in June 2004. Currently, Tesoro serves 2,529 students in the entire program in grades 9-12. The school population consists of students residing in the South Orange County communities of Rancho Santa Margarita, Las Flores, Dove Canyon, Coto de Caza, Ladera Ranch, Trabuco Canyon and Mission Viejo. Tesoro High School has the benefit of a supportive and active community and has several business partnerships. The following are a few examples of community support at Tesoro:

- CUSD has a close relationship with Saddleback College to matriculate current students into the community college program.
- Tesoro's Mock Trial team has a close partnership with law firms from our community and with the county courts.
- Our video production class partners with a manager of a page operation for the Oscars and one student has the opportunity to go to the rehearsals the two days leading up to the Oscars.
- Our Key Club International is sponsored by and works closely with the Kiwanis Club of Mission Viejo.
- The Athletic Trainer works for CUSD and Rancho Santa Margarita Physical Therapy.
- Tesoro's official team doctors and trainers have students at our school and work in our community.
- Tesoro has an ongoing apparel agreement with NIKE. In this agreement, we agree to purchase NIKE apparel/uniforms and receive a significant discount on team orders and staff apparel. We have most recently begun a relationship with BSN Sporting Goods, and they will work with us in regards to our equipment needs.
- Numerous eateries in our community donate food to our athletic programs as well as support various programs with fundraisers.

Tesoro High School also benefits from three very active community groups: Education for the Children Foundation (EFC), the PTSA, and the Tesoro Titan Foundation (TTF). All three of these groups work diligently to support individual teacher programs by providing mini-grants to teachers and by helping out the school with large purchases such as computers, SchoolLoop, and Turn-it-in.com. Since 2012-13 the TTF has provided Tesoro with \$51,000 in support; EFC has provided nearly \$70,000; and the PTSA has provided nearly \$59,000. In addition, the parents and community have provided a host of volunteers to serve in the library, the front desk, the copy room, and the computer lab every day. Getting parents and community members to serve on advisory boards and as coaches, such as School Site Council, Science Olympiad, and Mock Trial, has proven to be nearly effortless.

As a PLC, Tesoro High School provides an atmosphere where teachers collaborate regularly on both vertical and horizontal curricular teams and work on curriculum alignment guides, assessment tools, data analysis, and teaching methodologies. New to Tesoro this year are four Instructional Coaches in math, English, science, and social science who each have a release period to help guide our PLCs. The vision of Tesoro High School is to create a place where all students' needs are met in an environment where the Titan community consistently does the right and proper thing by demonstrating Wisdom, Strength, and Honor.

An extensive program in academics, including college prep and advanced courses, special education services, athletics and fine and performing arts, is available to all students. Tesoro provides state-of-the-art technology and computer access throughout the campus. To prepare students for life in the 21st century, instruction and learning are supported by specially designed classrooms for physics, environmental studies, advanced mathematics, digital photography, video production, and several computer labs.

Tesoro operates with a traditional schedule on Mondays and block schedule the rest of the week. This system reduces the student load from approximately 75 to 100 students per day per teacher on block days. Included in the schedule on Mondays and most block days is a period called tutorial. On block days, this tutorial is 33 minutes and students may use it to attend a tutorial in any class of their choice, using the time to get extra help from their teachers, make up labs and exams, or work on projects. This semester we are piloting assigned tutorial two days per week to ensure that struggling students are in contact with all of their teachers.

On Mondays, the tutorial period is 20 minutes. For freshmen, the Monday tutorial session is spent with their Homeroom group and IMPACT mentors. Each freshman student is assigned to a certificated staff member with whom they meet once per week. Approximately 110 hand-selected juniors and seniors are trained on a monthly basis to work with all freshmen in their Homeroom classes. The IMPACT program focuses on the key transition from middle school to high school and provides structure and leadership training to upper-class students who in turn work with freshman in a mentoring capacity.

Tesoro also started a special sophomore Homeroom in the spring of 2014 as an extra intervention for struggling students. Sophomore students with two or more F's were assigned to a sophomore homeroom teacher to meet with on a weekly basis. The Homeroom program provides a venue to hold individual students accountable for grades, to discuss study skills, and to develop lasting meaningful connections between staff and students, thereby making a large school seem small. This school year the 10th grade Homeroom is being facilitated by our academic advisors instead of teachers.

In the school year 2010-2011, Tesoro teachers and support staff realized we needed a new program in order to support our transfer students. In the 2016-2017 school year, 82 students transferred to Tesoro. The task of educating students is easier when students have good relationships at school. Teachers, administrators, and academic advisors recognize that new students need extra support to make new connections at Tesoro. Therefore, Tesoro's Newest Titans (TNT) was developed. TNT is a program that integrates Guidance, Homeroom, PTSA, and IMPACT roles to help transfer students make connections at Tesoro. Communication links between the participants allow immediate response to signs of stress in new students. TNT provides a pathway to the social networks and partnerships that students require to meet personal goals.

2. Staff Description

Tesoro is staffed by a dedicated team of administrators, teachers, and classified staff members. The administrative team is made up of the principal, three assistant principals, the activities director, and a student teaching assistant principal. There are 65 classified staff members that provide a variety of services for the school, such as managing the front office, attendance, and health services. Tesoro has 5 academic advisors, 2 psychologists, and 2 school counselors to help with students' academic and

emotional needs. For the 2016-2017 school year, there are 96 certificated teachers at Tesoro. Of the 96 teachers, 43 have been trained as BTSA mentors to provide support to new teachers in the district and 4 are Instructional Coaches. 89 certificated staff members have their CLAD, BCLAD, or ELA certification and 11 have their RIC. The average number of years teaching is 17.40 years total, with an average of 14.25 years with the Capistrano Unified School District.

3. School Purpose and WASC Accreditation History for Tesoro

The vision of Tesoro High School is to create a place where all students' needs are met in an environment where the Titan community consistently does the right and proper thing by demonstrating Wisdom, Strength, and Honor.

Tesoro's Schoolwide Learning Outcomes are that Tesoro High School Students will be...

1. Respectful and Responsible Citizens who:
 - a. Participate in the economy.
 - b. Demonstrate integrity through obeying rules, following laws, and doing the right and proper thing.
 - c. Take responsibility for their own actions and accept short and long-term consequences.
 - d. Appreciate the value and respect the work and property of themselves and others.
 - e. Exhibit cultural awareness and tolerance.
2. Effective Communicators who:
 - a. Articulate thoughts and opinions in an organized and logical fashion, both orally and in written form, whether in a standard conversation, a presentation, or in a debating format.
 - b. Receive, analyze, and interpret information by listening to others and reading.
 - c. Recognize the role of non-verbal communication.
3. Collaborative Workers who:
 - a. Demonstrate appropriate social skills.
 - b. Support their own opinion while at the same time appreciating the opinion of others.
 - c. Are driven and focused to create a meaningful product.
 - d. Fulfill commitments to the group through individual accountability.
 - e. Identify strengths in themselves and others and to assume appropriate roles.
4. Independent Learners who:
 - a. Critically think with the ability to synthesize, organize, analyze, and draw conclusions from information.
 - b. Problem-solve by using resources effectively and develop relevant questions.
 - c. Display competence in a variety of assessments, including content areas, and apply it to real life situations.
 - d. Are self-directed, confident, and can self-monitor by evaluating personal progression through long-term and short-term goal setting, including thinking ahead to future endeavors in schooling or vocations.
 - e. Demonstrate technological proficiency in the areas of word processing, spreadsheets, communication and presentation.

f. Effectively manage time and demonstrate organizational skills.

Tesoro participated in its first full WASC process in March of 2005 and again in 2011. It was a positive experience for the staff, students, administration, and community. All stakeholders participated in the process, and the experience has guided change in our school in a positive direction. Tesoro received a six-year clear in the 2005 WASC Accreditation and a six-year with a three-year one day revisit in 2011.

Tesoro's midterm visit was on February 2, 2014. This was a follow-up visit to three years earlier to check on the progress that Tesoro had made towards its goals and to make recommendations for the school moving forward.

The WASC visiting committee noted that Tesoro has made significant improvements in the areas recommended during the visit three years ago:

- There has been a significant decrease in academic dishonesty.
- The Advisement/Homeroom continues to be modified to best help students.
- There are structures in place to support keeping the campus clean and schoolwide recycling.
- The school is in the process of offering several new electives for students.
- The Schoolwide Learning outcomes are embedded in Tesoro's culture.
- The school has taken significant steps in creating a professional development plan focused on staff learning and using best instructional practices.

Moving forward, the visiting committee recommended that Tesoro continue its work in the following areas:

- Continue to create and implement a comprehensive, structured professional development program.
- Continue to use PLCs as a means to analyze data, share instructional strategies, and work towards common assessments.
- Continue to utilize Late Start days for professional development.
- Continue to find professional development opportunities for technology implementation.

4. Program Improvement Status of Tesoro High School

Tesoro has never been in Program Improvement.

5. LCAP Identified Needs and Description of Goals that Apply to the School

INPUT TO THE PROCESS

In order to create the LCAP goals, the district received input from parents, the community, certificated and classified staff, and other interested parties. At various meetings and forums held by district representatives during February - April 2015, the district collected input about goals and objectives, as well as feedback, on progress towards current district goals in order to develop the LCAP.

Input was received from:

- ASB Executive Council Meeting
- Parent Council Meetings

- Classified Forum
- Certificated Forum
- Capistrano Unified Council PTSA (CUCPTSA) Meeting
- Teacher Advisory Council
- LCAP Parent Advisory Committee
- Community Advisory Committee (CAC) Meeting
- CUCPTSA Legislative Meeting
- District English Learners Advisory Committee (DELAC) Meeting
- Community Forum Input

Description of Goals and Metrics

Goal #1: College and Career Readiness

- Increase A-G completion rates
- Reduce class size averages to negotiated agreement: 34.5
- Return to 180 instructional days.
- Implement Common Core State Standards in all grade levels.
- Provide professional development for teachers and paraprofessionals on Common Core Standards, 21st Century learning skills, and effective instructional strategies.
- Integrate digital literacy skills based on the new District Technology expectations.
- Develop District-wide pacing guides that began implementation in 2015-16.
- Collect, review, and analyze SBAC data, SBAC posted questions and answers, and SBAC documents to ensure classroom instruction is readying students for success on SBAC.
- Develop District-wide K-12 assessment plan to ensure student achievement is monitored and addressed on an ongoing basis. Professional development and instructional support will be designed around the assessment plan and results.

Metrics: SBAC results (when available); year-to-year comparison of class size/staffing ratios; Early Assessment Program (EAP) data; English Learner Reclassification data; AMAO 2 and 3.

Goal #2: Provide Interventions for At Risk Students

- Refine systems for identifying students at risk
- Develop a comprehensive, systemic K-12 plan for student support and intervention programs around the MTSS model to include academic, social-emotional and behavioral support.
- Clearly identify responsibilities within the growing department and at school sites, and accountability measures.
- Identify, review, and ensure that District policies are supportive of, and not barriers to, the implementation of the model.
- Develop a professional development and technical assistance plan to ensure implementation and timelines can be achieved.
- Research, define, and identify intervention tiers and universal screening options and ongoing indicators (i.e. appropriate assessments by grade span).
- Coordinate psychological, counseling, guidance, and health service programs and services.

Metrics: Universal Screening Data; Suspension/Expulsion Data; Credit Recovery Data; Coursework Data; Attendance Data; California Healthy Kids; SST Data; Special Education Referral and Placement; 504 Documentation; Home Hospital Placement

Goal #3: Broad Course of Study

- Refine course offerings to reflect rigor and broad course of study.
- Conduct Districtwide broad course of study needs assessment.
- Work with stakeholders to create a seamless, integrated support system for students and enhance pathways for high-demand, wage, and interest industries and careers.
- Update K-12 District Arts plan.
- Implement the Ready Step College Board assessment to identify students for AP courses and college readiness.
- Oversee and enhance K-12 Districtwide music activities, including honor concerts.
- Update CTE equipment inventory process (per VEA/Carl Perkins regulations).
- Support STEM CTE pathway expansion.

Metrics: Program participation data; course offering data; Perkins/VEA annual report.

Goal #4: Increased Stakeholder Engagement

- Identify and evaluate communication and engagement strategies.
- Identify avenues of participation for all stakeholder groups including parents, students, employees, and community members.
- Enhance online communication to support parent information.
- Expand communication delivery systems.
- Increase representative engagement of parent participation in District advisory groups and parent activities.
- Increase representative engagement of parent access to school notification platforms.

Metrics: Participation in District advisory meetings; site parent engagement in PTSA; data from online communication tools, including the Parent Portal.

Goal #5: High Quality 21st Century Learning Environment

- Develop long-term facilities improvement plan
- Develop short and long-term facility needs
- Enhance five year deferred maintenance plan.
- Review Williams Act facility inspections process and ensure compliance
- Increase technological resources/devices for staff and students
- Annual technology plan objectives are met

Metrics: Williams Act data, reduce work orders and shorten completion time; number and increase of digital devices for students and staff; supply account funding budget and expenditures.

Based on this community input the school board and district staff adopted three Wildly Important Goals (WIGs) to guide the school district:

1. Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.
2. Communicate with and engage students, parents, employees, and community members in districtwide and community-specific decisions.
3. Optimize facilities and learning environments for students.

Additionally, with input from all schools (K-12) in 2015-16, the school district has adopted a common instructional focus utilizing SIOP components:

All CUSD students will demonstrate disciplinary literacy at a DOK level 3 or higher as measured by SBA and local assessment data.

1. Lesson Preparation—with a focus on content and language objectives.
2. Strategies—with a focus on promoting higher order thinking skills and scaffolding to meet all student needs.
3. Interaction—with a focus on frequent opportunities for interaction.
4. Review and Assessment—with a focus on assessment of student comprehension and learning.

B. School Program Data

All Tesoro students participate in a rigorous and relevant course of study.

1. The goal of Tesoro's regular program of study is to provide all students with a rigorous and relevant course of study that ensures they are college and career ready when they graduate. Students at Tesoro have the opportunity to take Advanced Placement courses, honors courses, college-prep courses, CCA (College and Career Advantage—formerly ROP) courses, as well as a myriad of other courses designed to fit their interests—such as visual and performing arts, athletics, broadcast journalism, applied science courses where the students participate in an aquaponics garden, career and college preparation class, as well as a variety of other courses connecting the students to their individual interests.

2. In order to meet the needs of all students, Tesoro has implemented several different intervention programs depending on the need of the student.

a. For the support of our EL population, Tesoro has an EL Support Class for our lower level English Learners. The support teacher meets with the students during a class period to offer extra help with their regular classes. In addition, the support teacher meets with their teachers in order to modify instruction, gain insight to assignments, and offer assistance. Beginning in the spring of 2014 10th grade students who had two or more Fs were placed in a Homeroom class on Mondays to work with a teacher in order to improve their grades. This school year these students meet with our academic advisors instead of teachers. Through APEX, students who fall behind on credit are placed in an Academic Intervention class during the school day to make-up credits using an online program. After school tutoring is offered by our NHS chapter and is facilitated by a teacher daily. Finally,

for students with different learning styles we have dual enrollment programs for students to take some classes at Tesoro and some in an online setting.

b. Online instruction is used for credit recovery or grade remediation only. Two sections of Academic Intervention (AI) courses are offered during the school day for credit. There are three other online offerings that are before school, at lunch, and after school. The AI classes use the APEX curriculum and require students to have Internet access. The instruction is asynchronous and the coursework can be completed both in and outside of class. The interaction of students with the instructor varies on a daily basis depending on the needs of the students. Students must complete all tests in class. Our AI teachers have been trained in APEX and are certificated teachers at Tesoro. They grade any homework turned in to them that they are credentialed to grade; if they are not credentialed in an area, the work is sent to a teacher who is credentialed in that particular area. This is the standard practice for credit recovery courses across CUSD. Students who are recommended for AI meet with either their academic advisor or counselor to discuss options such as A-G or non A-G courses, course types, etc.; additionally, parents are contacted so that they understand the program.

c. Focused Programs: Preparing students for postsecondary college and careers.

1. Tesoro High School has a standard diploma program with an extensive program in academics, including college prep and advanced courses, special education services, and fine and performing arts, and a variety of specialized electives available to our students. We also offer two dual enrollment programs for students interested in alternative programs or who have specialized needs.
2. One of the high school technical requirements for CUSD is College and Career Planning (CCP). In CCP, students create a 4 year plan, learn computer skills, research colleges and careers, and are introduced to Naviance. In addition, in many classrooms, students work on Google Chromebooks and in the Google Classroom.
3. Teachers at Tesoro High School are 100% highly qualified teachers in their subject areas.
4. Tesoro offers a wide range of classes both on and off campus. Higher level classes include 20 Advanced Placement classes, with 62 sections offered, as well as college prep (meeting the UC and CSU a-g requirements), and a variety of electives from Advanced Placement Art History to Video Production (see appendix for master schedule). Additionally, students have the opportunity to take any of our 29 CCA courses that are offered. Tesoro also has a partnership with the local community college, Saddleback College, to offer classes not offered at Tesoro. For example, students may take Sign-Language as their world language at Saddleback. Saddleback also offers a class on Tesoro's campus called Counseling 100. This class prepares students for college and gives them priority registration at Saddleback the following year. Lastly, in addition to special education, Tesoro offers a Structured Teaching Education-based Promoting-independence Student-centered Instruction (STEPS) program. There are three high schools in our district which offer this unique program for severely disabled students.

5. Students are assessed within each class, both formative and summative, content and performance based, and on many different levels. Most subjects have common formative and summative assessments and others are working on creating them, creating rubrics and building time to analyze the data. District assessments, which are in the early stages of development, are beginning to be implemented. Beginning in 2015-16, our English and math students began taking Common Interim Assessments (CIAs). These assessments are designed as benchmarks for English and math.

This past October, CUSD paid for all sophomores and juniors to take the PSAT; freshmen were given an assessment from Princeton Review. We offer numerous college tests (ACT, SAT, etc.) on our campus and an extensive number of practice tests as well. All sophomores take the California Standards Test in Life Science and all juniors take the SBA. Additionally, we give the ASVAB and Advanced Placement exams for all interested students.

6. All of Tesoro's college prep classes meet the A-G requirements. Students have the opportunity to pursue career interests first in the CCP class and through our variety of electives and CCA classes. Also, students have the opportunity to participate in our 110+ active clubs and other activities on campus.
7. In order to prepare new students for high school, we offer a variety of opportunities for both students and parents to learn about our school. In February, 8th grade parents are invited to an informational meeting and showcase of Tesoro. They are informed of the academic pathways their children may take as well as the many extra-curricular opportunities they will have. In March, the academic advisors, our IMPACT mentors, and some coaches and advisors, go to the feeder middle schools to pass out registration paperwork and discuss the high school experience with the students. 8th grade parents are also invited to attend an evening meeting in the spring to review the registration process. Students who move here or are coming from private schools can set up a time to take a campus tour to watch Tesoro High School in action. At the end of summer, all incoming freshmen go through an orientation day where they get their classes, meet with their IMPACT mentors, tour the school, have lunch, and participate in team building activities. The group they are in on this day becomes their Homeroom class. At the beginning of 9th grade, there is a freshmen assembly where students are reminded of the expectations at Tesoro and what pathway to follow. During the first week of school, a Freshmen Parent Orientation Night is held to orient parents to our campus. Additionally, our Guidance department has also been implementing parent information nights with a variety of subjects, from NCAA Requirements to Safe Driving, that all parents are encouraged to attend.
8. Freshmen students meet with their teachers three times per week as we are on a block schedule. However, we have four days with tutorial where they can meet with their teachers in order to get extra help or make up a test. Freshmen also meet with their Homeroom and homeroom teacher on Mondays during tutorial. Students in grades 10-12 follow the same pattern, except that on Mondays they may choose a tutorial they want to go to and are not a part of homeroom anymore. With over 100 clubs, nearly every teacher sponsors a club, coaches an academic team, or is involved in athletics.

9. The Guidance department has five academic advisors who are available to students at any time. Throughout the year, the academic advisors visit classrooms, meet with at risk students, and offer one-on-one assistance with academic planning and college/career preparation. The academic advisors meet with students individually each spring, in their English classes to review progress and plan for the following year. In addition, we have two counselors and two school psychologists ready to help students one on one or as a group.
10. At Tesoro, there are 28 teachers, advisors, or coaches who have partnerships with businesses. For example, our health classes have a connection with the Orange County Sheriff's Department, 24-hour Fitness, and the American Heart Association in order to gather information and bring in guest speakers. Many of our extra-curricular activities have partnerships with businesses. For example, football has many business partnerships that support the program. Our Ecology Club partner with the Ecology Center in San Juan Capistrano, our Digital Media class has a connection with the Prime Time Emmys, CNN Heroes, among others. The music department has several connections with universities to collaborate in music. Finally, our Mock Trial Team works with local attorneys to help guide and coach the students.

C: DEMOGRAPHIC DATA

1. Socioeconomic Status of the School (16-17)

Parent Education Level	Number of Students
Less than High School Diploma	11
High School Diploma	47
Some College	261
College Degree	1083
Graduate/Post Graduate Education	840
Decline to state	320

Free and Reduced Lunch:

Students participating in the Free and Reduced Lunch program:

2016-2017 - 5.9% (through September)

2015-2016 - 6.9%

2014-2015 - 6.3%

2. Student Enrollment

Total enrollment in the regular program is 2,487 students, 1,239 male and 1,248 female.

There are 230 special needs students and 42 of these students are enrolled in our STEPS program, which are not included in the regular program number above.

Enrollment by Grade Level (16-17)

Grade Level	Total Enrollment
Freshmen	662
Sophomores	648
Juniors	640
Seniors	588

Enrollment by Ethnicity (16-17)

Ethnicity	Percent of Total Enrollment
Not Hispanic or Latino	86.2%
Hispanic or Latino	13.7%
Decline to State	0.2%

Student Enrollment by Race (16-17)

Group	Percent of Total Enrollment
African American	2.8%
American Indian or Alaska Native	1.2%
Asian	10.6%
Filipino	3.5%
Pacific Islander	0.2%
White	81.0%
Multiple or No Response	0.4%

Student enrollment has grown significantly over the past four years and will likely continue to do so with the construction of new housing in the area and the recent uptick in the number of School of Choice students that have chosen Tesoro in the last two years. In the 2013-14 school year there were 2,270 students in the regular program compared to the 2,487 today. To provide relief for the expected continuing increase of students a new 24 classroom building will be built next school year, replacing the 22 portables—of which 6 are not currently used as classrooms.

Student Enrollment in Honors/Accelerated Classes (16-17)

Honors/Accelerated Classes	Number of Students
Honors English 1 (previously Accelerated)	302
Honors English 2 (previously Accelerated)	295
Honors Algebra 2 Trig	143
Honors Precalculus	112
Honors World History/Geography (previously IDEA)	113
American Cultures/History Accelerated	76
American Cultures/Composition Accelerated	76
Honors Biology (previously IDEA)	191
Honors Chemistry (previously IDEA)	258
Honors Anatomy (not offered)	104
Honors Physics (not offered)	61

Prior to 2015-16 the only Honors (weighted) course offered was Precalculus. There was a strong push in the community for CUSD and Tesoro to offer more Honors courses for their students as a result of UC changing the rules for getting Honors courses approved. While not all of the Honors courses receive UC weighting, all of these courses receive CUSD weighting of the extra grade point. Approximately half of our students attend private universities after high school and are appreciative of the weighting, particularly for freshmen courses.

As you can see from the chart, some of the Honors courses are brand new, were previously Accelerated (unweighted) classes, and some were Industrial Design and Engineering (IDEA) classes which was an engineering academy when the school opened but dissolved within three years. The IDEA tag was kept and used much like the Accelerated tag until Honors courses were created districtwide. There are currently 565 GATE students at Tesoro. While most of these students are enrolled in Honors and AP courses, these courses are ultimately accessible to all students. There are prescribed recommendations and students are encouraged to discuss their specific interests with their academic advisors.

Student Enrollment in Advanced Placement Courses

Course	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English Language	152	196	162	176	194
English Literature	118	81	100	91	106
French	22	14	11	20	21
German	8	21	20	27	32
Spanish Language	53	44	63	112	82
Spanish Literature	15	14	0	19	0
Chinese	12	13	17	5	23
Government	127	125	103	61	105
American History	220	240	248	259	266
European History	128	111	171	193	175
Psychology	187	215	266	240	242
Art History	37	29	54	59	34
Studio Art	14	0	0	3	0
Music Theory	17	16	9	17	15
Environmental	70	99	99	134	137
Biology	30	31	70	64	63
Chemistry	60	51	47	70	54
Physics	34	32	66	36	70
Statistics	96	74	83	63	99
Calculus AB	56	61	56	54	111
Calculus BC	18	33	25	44	37
Computer Science	57	51	51	0	88
TOTALS	1515	1537	1721	1728	1954

Advanced Placement Exam Pass Rate

Year	# of Students taking AP Exams	# of AP Exams Taken	Overall Pass Rate
2011	647	1332	82.8%
2012	644	1323	88.0%
2013	635	1317	86.9%
2014	666	1380	81.4%
2015	731	1487	81.5%
2016	743	1449	80.3%

There has been a significant increase in AP enrollment over the last three years as an effort has been made to accommodate all students who requested an AP course a seat in the class. Prior to 2014-15 students were waitlisted for some courses and often denied access to the courses; a few courses had requirements for entry. These no longer exist.

Student Enrollment in Fresh Start (16-17)

We currently have 16 students enrolled in Fresh Start. Fresh Start teachers meet individually with students from throughout the Capistrano Unified School District as they complete academic requirements for a high school diploma. Programs are individualized to meet the diverse needs of students who may enroll concurrently at their home comprehensive high school for up to two courses. Fresh Start students are supported by academic advisors and other support staff from their home high schools to ensure their success.

Tesoro's education program is designed to meet a variety of student needs with programs in English Language Development, Special Education, and Honors/AAA/GATE education. Student demographics related to these programs include:

ELD Information	2014-2015	2015-2016	2016-2017
English Learner	28	22	19
Fluent English Proficient	192	148	154
Students Redesignated FEP	3	8	Unavailable

English Language Development Program (ELD):

33 students are identified as English Learners (EL) at Tesoro High School, and 190 students are identified as Fluent English Proficient (FEP). Tesoro High School has various levels of ELD instruction for students needing services (either in an ELD class, or in English classes using the ELD standards). Tesoro also provides Specially Designed Academic Instruction in English (SDAIE) for all EL students, who receive assistance when in mainstream classes as well as annual reassessments with the CELDT test and the Spring Writing Test, (which includes redesignation and follow-up). Our EL students have parent communication and outreach with ELAC meetings.

Student Enrollment by Predominate Languages other than English (16-17)

Language Name	Grade 9	Grade 10	Grade 11	Grade 12	Total
Spanish	20	23	28	15	79
Vietnamese	3	4	3	3	13
Cantonese	2	2	1	3	8
Korean	5	2	2	4	13
Filipino (Pilipino or Tag)	0	2	0	2	4
Portuguese	0	0	0	2	2
Mandarin (Putonghua)	8	9	7	9	31
Japanese	1	0	0	0	1
Khmer (Cambodian)	1	0	0	1	2
Arabic	3	2	3	1	9
Dutch	0	0	1	0	1
Farsi (Persian)	8	6	9	6	29
French	1	0	2	1	4
German	0	0	3	1	4
Hindi	0	3	0	0	3
Indonesian	0	0	0	1	1
Italian	0	0	0	2	2
Punjabi	0	0	0	1	1
Russian	0	1	3	1	5
Urdu	0	0	0	1	1
Pashto	0	0	0	1	1
Polish	0	0	0	1	1
Gujarati	0	1	0	2	3
Romanian	0	1	2	0	3
Bengali	0	1	1	0	2
Telugu	1	0	0	0	1
Tamil	0	0	1	0	1
Other non-English	3	2	8	2	15

Special Education:

There are a total of 10 teachers in the SPED department. Seven have mild to moderate credentials and support the resource department. Three teachers in the STEPS program have Level I Education Specialist Credentials Moderate/Severe. The department is supported by one school psychologist who is here five days per week and another who is here 2 days per week. They assess and reassess for SPED, participate in IEPs and SSTs, support school staff, students and their families. The speech and language pathologist has 88 students on his caseload, 38 of whom receive direct speech services. The speech pathologist works with students individually and in groups to work on speech and language goals. In addition, the speech pathologist works with the STEPS team to support all students in that program. He is on campus 5 days per week providing support for our students.

The following is the additional SPED support staff at THS:

- 1 Adaptive PE teacher-3 days per week
- 1 Intervention Specialist
- 5 Part-time and 1 Full-time Instructional Aides (IAs) in collaborative classes
- 22 Independent Facilitators (IFs) who assist in the STEPS classroom
- 3 IFs who assist directed students.
- 1 Part-time Reading Specialist
- 1 Full-time Interpreter

Students:

There are 182 students in the resource program at Tesoro High school. The average number of students per Case Carrier is 26. There are 42 in the STEPS classes. The average number of students per Case Carrier is 14.

Programs:

Directed Program/Diploma Program: Students can receive monitoring, collaborative, directed, and modified classes as support within this program. Individual accommodations are needed for school success. Most students are on a Diploma track for graduation.

Modified/Certificated Program: Students who require curriculum/standards to be modified for success. Most students are on a Certificate track for High School completion.

STEPS Program: Students require small group instruction for the majority of their day. All work is modified to meet student's needs. Students are on a Certificate track for High School completion.

Special Education Class Types:

Directed classes are classes that parallel regular education classes but have smaller class sizes. Diploma credits are earned. The average number of students in a directed class ranges from 12 to 17.

Modified Classes are classes that modify curriculum to fit student individual academic needs. Students receive elective credit only for these classes.

Within the SPED department, THS supports the following directed classes: Algebra IA/1B, World History, US History, Economics, Government, English I-IV, Biology, Resource, Learning Strategies, and Transition Partnership Program. Resource classes provide support for students in their core classes. The Learning Strategies class is also a support class with emphasis in social skills to support students with autism.

There are 23 collaborative classes where a teacher or aide supports the students in the general education classes. Collaboration occurs in the following classes: English I-II and ERWC, Economics, Government, Algebra I, Geometry, and Biology.

Case carriers are responsible for conducting annual and triennial meeting with the parents, students, and IEP team. Every 3 years eligibility for SPED is reassessed. All SPED students at Tesoro are mainstreamed into General Ed classes for at least one period daily.

There are 223 special education students at Tesoro. Students are placed in the least restrictive environment according to their IEPs. All students have access to the general education curriculum in a standard or modified manner. Teachers differentiate instruction, assignments, grading, and expectations to meet the needs of all Special Education students.

Student Study Team (SST) identifies students who are struggling. A meeting can be called by a parent, teacher, student, or counselor with the purpose of implementing specific strategies to help students succeed. One possible intervention is to assess students to see if they qualify for Special Education services.

STEPS Program:

The students in the STEPS program have one or more handicapping conditions: physical limitations (hearing impairment, visual, impairment, speech impairment, traumatic brain injury, autism, or other handicapping conditions), intellectual disability, learning disabilities, and/or varying states of emotional disturbance. Three of these students are non-ambulatory and use wheelchairs. These three students are totally dependent in all areas of personal care. Ten students have limited speech intelligibility, and five students are non-verbal. These students rely on an augmentative Picture Exchange Communication System (PECS) and sign language to communicate needs. This allows students with autism as well as students with limited intellectual functioning, physical limitations, and/or behavior disorders to more effectively transition between activities. Two students are hearing impaired and one student is visually impaired.

Students in the program are involved in various vocational activities both on and off campus. Our students collect plastic bottles and cans after lunch as part of their recycling program. The money generated is used to purchase incentives for the students as part of their Token Economy program. Most students also participate in the weekly Community Based Instruction (CBI) program where students go into the community to apply their skills in real world situations. Students have participated in trips to shopping centers, grocery stores, bowling alleys, restaurants, Tanaka Farm, and retail stores.

During PE, students can participate in the Physical Education Peer Mentor program where general education students assist the severely handicapped students. These mentors assist the STEPS

students during class by participating with them in the PE activities. The students with special needs have fun participating in a variety of PE curriculum activities including team sports (basketball, badminton, soccer), swimming, and exercise.

Many of our STEPS students are involved with the Best Buddies Club. This is a service club that pairs a general education student with a special needs student. These students are encouraged to be buddies with this person throughout the school year and hopefully longer. Members of the Best Buddies Club plan activities for the STEPS students including everything from lunch parties and activities to Prom.

D. Data on Addressing the Eight State Priorities: Comment on findings, including trends, irregular patterns or anomalies for the data areas in each of the elements of the 8 State Priorities. Seek support from the LEA to school-specific data trends related to the LCAP that describe your school populations. Disaggregate data trends according to student groups and multiple other indicators.

1. CONDITIONS OF LEARNING

- a. The degree to which teachers are appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching. Percent of teachers who have met the highly qualified teachers' requirements of the Elementary and Secondary Education Act [State Priority 1]
- b. Additional qualifications for staff.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.6	4.4
All Schools in District	96.0	4.0
High-Poverty Schools in District	84.5	15.5
Low-Poverty Schools in District	97.4	2.6

Teacher Credentials

Teachers	School			District
	2013-2014	2014-15	2015-16	2015-16
With Full Credential	85	91	91	1909
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	506
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	2	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

2016-2017 Tesoro Staff Data	
Number of certificated staff	96
Number of classified staff	65
Number of qualified personnel for counseling	2
Number of administrators/non-teaching staff	5
Percent of teachers who have met the highly qualified teachers' requirements of NCLB	2
Number of National Board Certified Teachers	17
Number of CCA teachers	3
Percent of teachers instructing outside credentialed areas	0
Number of teachers with emergency permits	0
Average number of years of educational service within the district	14.25
Average total number of years in education.	17.40
Number with advanced degrees	65
Number with CLAD/BCLAD/ELA Certification	89
Number in BTSA	5

Since 2010 the staff has had many staff development opportunities and has participated in district trainings, site trainings, and conferences/workshops to improve their instruction. A comprehensive list of conferences attended can be found in the appendix. Beginning with the 2014-15 school year each department at Tesoro has had three release days built into the school year to provide time to collaborate with one another and to receive specific content area training to better support them in the classroom.

There are currently 96 staff members—44 males and 52 females. The staff ethnicity breaks down as follows: 9 Hispanic and 87 Non-Hispanic; 83 White, 3 Asian, 1 Hispanic (White), 1 Central American, 1 Asian, Native Hawaiian or Other Pacific Islander, 1 American Indian or Alaska Native, and 6 Multiple/No Response.

c. Pupils have access to standards aligned instructional materials.

All students have access to the necessary instructional materials. In addition to textbooks and related instructional materials there are 21 Chromebook carts on campus (each with 40 Chromebooks) used in daily instruction. These carts are shared among teachers. There are a total of 7 computer labs on campus, 5 that are used for teachers in direct instruction and 2 that teachers are able to sign up for and bring their students to.

d. School facilities are maintained in good repair.

Tesoro High School opened in 2001 and was completed in 2003. The school consists of 104 classrooms, two gymnasiums, theater, library, career center, two music rooms, boys' and girls' locker rooms, food court, weight room, pool, stadium, and administrative building. Tesoro received an all-weather track and field surface in the stadium in 2006. There are 16 science classrooms appropriately equipped to teach laboratory science—running water, gas, fume hoods, chemical storage, etc. 14 of these rooms are currently being used.

While the school is still newer, the need for repairs does arise. A work order process is used to ensure that any needed repairs are attended to on a timely basis. The district Maintenance staff coordinates follow-up on the work orders. Safety concerns receive the highest priority from the school staff and district Maintenance. The custodial staff maintains a consistent schedule to ensure that the school is clean.

In 2007, the school received a donation for 20 permanent benches for outdoor student seating. In addition, 25 outdoor lunch tables were installed. Eight additional permanent benches were donated in 2010. Two large shade structures were installed in February 2008. Banners and building signage were added in 2011 and 2012. In 2013-14, additional banners/signage were placed around the tennis courts leading all the way to the stadium. Also added in 2013-14 were 33 benches and 15 outdoor lunch tables for student seating.

With the expectation of future growth through School of Choice and the new residential developments that are being built within our boundaries, Tesoro will have a new 24-classroom building built in the area across from the current portable classrooms. The portable classrooms will be removed and the overall net gain in classroom space will accommodate future growth. The building will be completed in time for the 2018-19 school year.

- e. The degree to which the school has implemented academic, content and performance standards. [State Priority 2]

Tesoro is fully implementing the new state standards and is in the process of transitioning to the new NGSS standards. To support our students in mastery of the standards and to help them do well on the new CAASPP assessments, the school district is developing and refining Common Interim Assessments (CIAs) in math and English. The data from these assessments is used by teachers to guide and modify their instruction as needed. In addition, in an effort to standardize instruction across the district teacher leaders from throughout CUSD met this past year to create Curriculum Alignment Guides (CAGs) in the core subject areas. The CIAs have been aligned to the new CAGs and have been developed for math and English; they are currently being developed for science and social science.

- f. Pupil access and enrollment in a broad course of study that includes subject areas described in Education Code [State Priority 7]

Capistrano USD 5-Year Summary of A-G Completion (CDE)										
School	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Grads	% Met A-G	Grads	% Met A-G	Grads	% Met A-G	Grads	% Met A-G	Grads	% Met A-G
Aliso Niguel	729	48.0%	717	52.0%	672	55.2%	721	57.4%	723	58.0%
Bridges Community Day	8	0.0%	2	0.0%	2	0.0%	4	0.0%	5	0.0%
California Prep Academy	--	--	--	--	2	0.0%	4	0.0%	48	39.6%
Connections Academy	75	36.0%	95	26.3%	143	21.7%	190	16.8%	226	8.4%
Capistrano Valley	655	51.3%	644	54.7%	670	54.8%	599	57.6%	656	59.8%
Dana Hills	660	48.2%	641	50.7%	725	57.0%	671	57.8%	670	57.2%
Junipero Sierra	142	0.7%	105	0.0%	120	0.0%	106	0.0%	112	0.0%
NPS	--	--	--	--	--	--	--	--	--	--
Opportunities for Learning	34	61.8%	32	78.1%	37	27.0%	41	0.0%	22	0.0%
San Clemente	756	47.2%	708	55.1%	652	57.8%	683	51.0%	699	59.5%
San Juan Hills	493	41.4%	437	42.1%	378	47.4%	461	51.6%	507	58.8%
Tesoro	645	62.2%	571	57.6%	602	63.0%	575	63.5%	561	62.9%
Capo USD	4,197	48.0%	3,952	50.7%	4,003	53.1%	4,055	52.5%	4,229	54.4%

Charter Schools highlighted



Tesoro's a-g rate for meeting UC/CSU requirements has held fairly steady during the past 5 years. In the 2014-15 school year we started to investigate students not meeting these requirements. Many were deficient in languages and a number of these students had taken Sign Language at Saddleback College, which satisfied a-g, but in many cases was not placed on our transcripts so the data did not factor into the above statistics. Additionally, a number of students took a-g classes online, over the summer, or in the evenings at other institutions in many cases chose not to have these classes placed

on their transcripts. Finally, many of our students elect to attend private schools which do not require all of the coursework required for a-g.

Ninth grade students are enrolled in the following math courses: Honors Algebra 2/Trig, and Geometry in addition to Algebra and below. In the 2014-15 school year, Algebra 1A was phased out. In the 2015-16 school year, Algebra 1B was phased out.

Year	Enrolled	Algebra I		Below Algebra I	
		#	%	#	%
2012-2013	342	134	24%	208	37%
2013-2014	323	136	24%	187	33%
2014-2015	323	288	46%	35	6.20%

2012-2013		
Algebra I (P)	134	24%
Algebra IA (P)	105	19%
Algebra IB (P)	79	14%
Dir Algebra IA	11	2%
Mod Math IB	13	2%
Total	342	
2013-2014		
Algebra I (P)	136	24%
Algebra IA (P)	69	12%
Algebra IB (P)	91	16%
Dir Algebra IA	23	4%
Mod Math IB	4	1%
Total	323	
2014-2015		
Algebra I (P)	288	46%
Algebra IB (P)	1	0.20%
Dir Algebra IA	22	4%
Mod Math IB	12	2%
Total	323	

With over 100 clubs on campus, there are many opportunities for students to get involved in either co-curricular or extra-curricular activities (see appendix). In addition to clubs, approximately one-third of the student body participates in athletics. Other organizations that students participate in include NHS, Impact, CSF, Academic Decathlon, Mock Trial, Speech and Debate, and Comedy Sportz.

g. District policies/school financial support (Use School Quality Snapshot as a reference.)
Expenditures per pupil. Monies from other funding sources, e.g., Title I, grants, foundations.
[Local Priorities 1, 2, and 7]

Types of Services Funded by the District (Fiscal Year 2014–15)

Each district school receives categorical funding to provide supplemental services to assist students:

- In reaching academic proficiency
- In mastering grade level content standards
- In mastering CORE standards and
- To successfully graduate from high school

Services vary by school and may include:

- Tutoring (designated Program Improvement schools and other federal programs)
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English learners
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID Programs
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Translation for Home-School communication
- Counseling (Academic and Career)
- Gifted and Talented Education (GATE)
- Special Education

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,225	\$1,691	\$5,534	\$82,213
District	N/A	N/A	\$5,681	\$81,876
Percent Difference – School Site and District	N/A	N/A	-2.6	0.4
State	N/A	N/A	\$5,348	\$72,971
Percent Difference – School Site and State	N/A	N/A	3.5	12.7

Note: Cells with N/A values do not require data.

Tesoro High School benefits from three very active community support groups: The EFC, PTSA, and TTF. All three work hard to support individual teacher programs by providing mini-grants to teachers.

2. PUPIL ACHIEVEMENT OUTCOMES

Comment on findings, including trends, irregular patterns or anomalies for the data areas. Data should be disaggregated to reflect the achievement of all significant student groups, including EL and Special Education. Three years of data, if possible, should be included. Include state scores and achievement targets for the other comparative points.

a. Performance on Standardized Test.

1. Results from the California Assessment of Student Performance and Progress (CAASPP).

Capistrano USD 2015-2016 SBA Achievement Level Report

Two-Year Comparison Summary

School	Grade	Year	ELA/Literacy Achievement Level					Mathematics Achievement Level				
			Exceeded + Met	Exceeded	Met	Nearly Met	Not Met	Exceeded + Met	Exceeded	Met	Nearly Met	Not Met
Aliso Niguel High	11	2016	79%	44%	35%	12%	9%	59%	31%	28%	22%	19%
		2015	79%	48%	31%	12%	8%	63%	33%	30%	20%	17%
Bridges Comm Day High	11	2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		2015	50%	0%	50%	0%	50%	0%	0%	0%	20%	80%
Cal Prep Academy	11	2016	68%	42%	26%	24%	8%	36%	12%	24%	30%	33%
		2015	92%	27%	65%	5%	3%	29%	0%	29%	31%	40%
Capistrano Valley High	11	2016	75%	43%	32%	17%	8%	51%	26%	25%	22%	27%
		2015	66%	24%	41%	18%	16%	49%	20%	28%	23%	28%
Dana Hills High	11	2016	63%	25%	38%	24%	13%	45%	17%	28%	24%	31%
		2015	79%	45%	34%	15%	7%	48%	22%	26%	24%	28%
Junipero Serra High	11	2016	8%	1%	7%	21%	71%	0%	0%	0%	6%	94%
		2015	13%	1%	12%	33%	54%	1%	0%	1%	9%	90%
San Clemente High	11	2016	69%	39%	30%	17%	14%	48%	21%	27%	24%	28%
		2015	76%	43%	33%	16%	8%	51%	19%	32%	24%	25%
San Juan Hills High	11	2016	77%	47%	30%	13%	10%	49%	19%	30%	25%	27%
		2015	76%	41%	35%	19%	5%	42%	15%	27%	28%	30%
Tesoro High	11	2016	84%	53%	31%	10%	6%	61%	30%	31%	19%	20%
		2015	80%	51%	28%	13%	8%	53%	24%	29%	23%	24%

Overall, ELA performance increased by 4% in 2016 and math increased significantly by 8%. As we continue the transition to implementing the new standards in all of our classrooms the hope is that this trend continues. The disaggregated data for our socioeconomically disadvantaged and special education students shows modest increases in both ELA and math, however, these students scored significantly lower than all students and the other subgroups.

As compared to Asian and White students, our Hispanic students performed slightly lower in ELA and significantly lower in mathematics.

Breaking down both of the ELA and math data into the different claim areas show that there is room for improvement in all areas. Particularly low in ELA is Listening and in math is Communicating and Reasoning.

Capistrano USD 2015-2016 SBA Student Group Comparison Report
Two-Year Summary of Percent Met or Exceeded the Standard

NOTE: Percentages are not reported where there are 10 or fewer students.

School	Grade	Year	All Students				Socio-Econ Disadvantaged				English Learners				Special Education			
			ELA	Students w/ Scores	Math	Students w/ Scores	ELA	Students w/ Scores	Math	Students w/ Scores	ELA	Students w/ Scores	Math	Students w/ Scores	ELA	Students w/ Scores	Math	Students w/ Scores
Aliso Niguel High	11	2016	79%	693	59%	698	68%	75	44%	79		10	7%	15	33%	45	21%	44
		2015	80%	718	63%	722	61%	93	48%	94		8		10	21%	43	12%	43
Bridges Comm Day	11	2016		4		2		3		2		0		0		4		2
		2015		4		5		1		2		1		1		4		5
Cal Prep Academy	11	2016	68%	38	36%	33		4		3		1		1		3		2
		2015	92%	37	29%	35		7		7		0		0		1		1
Capistrano Valley High	11	2016	75%	510	51%	500	47%	134	23%	126	4%	27	5%	22	25%	36	8%	23
		2015	66%	516	49%	513	43%	117	20%	116	9%	23	8%	24	13%	30	7%	30
Dana Hills High	11	2016	63%	586	45%	594	42%	118	22%	120	0%	13	8%	13	28%	40	4%	42
		2015	78%	613	48%	615	63%	144	25%	145		4		5	36%	44	7%	45
Junipero Serra High	11	2016	8%	72	0%	70	4%	50	0%	49	0%	15	0%	16		4		4
		2015	12%	91	0%	92	5%	61	0%	63	0%	14	0%	14		7		7
San Clemente High	11	2016	69%	693	48%	696	38%	138	23%	138	4%	23	4%	23	22%	60	10%	61
		2015	76%	638	51%	628	47%	115	29%	117	8%	26	4%	28	36%	42	8%	40
San Juan Hills High	11	2016	77%	596	49%	603	55%	133	17%	138	10%	21	0%	23	34%	48	19%	47
		2015	76%	509	42%	513	53%	130	18%	134	10%	20	0%	20	33%	39	3%	40
Tesoro High	11	2016	84%	581	61%	580	64%	49	42%	50		7		6	29%	46	5%	44
		2015	80%	515	53%	515	59%	34	38%	34		7		8	22%	27	0%	27

Capistrano USD 2015-2016 SBA Claims Level Report

Two-Year Comparison Summary

School	Grade	Year	English language arts/Literacy															
			Reading				Writing				Listening				Research/Inquiry			
			Above	Near	Below	Tested	Above	Near	Below	Tested	Above	Near	Below	Tested	Above	Near	Below	Tested
Aliso Niguel High	11	2016	45%	43%	11%	694	55%	36%	9%	694	33%	57%	10%	694	50%	43%	7%	694
		2015	52%	38%	9%	723	55%	36%	8%	723	32%	57%	10%	723	61%	34%	4%	723
Bridges Comm Day High	11	2016	0%	0%	0%	4	0%	0%	0%	4	0%	0%	0%	4	0%	0%	0%	4
		2015	0%	50%	50%	4	0%	50%	50%	4	25%	50%	25%	4	25%	25%	50%	4
Cal Prep Academy	11	2016	39%	53%	8%	38	50%	42%	8%	38	16%	68%	5%	38	33%	57%	8%	38
		2015	43%	54%	3%	37	46%	49%	5%	37	27%	73%	0%	37	35%	65%	0%	37
Capistrano Valley High	11	2016	45%	46%	9%	510	54%	36%	10%	510	36%	56%	7%	510	50%	43%	7%	510
		2015	37%	48%	14%	516	34%	45%	20%	516	22%	63%	15%	516	36%	49%	14%	516
Dana Hills High	11	2016	30%	52%	17%	611	36%	45%	15%	611	16%	62%	12%	611	32%	55%	10%	611
		2015	48%	42%	10%	615	54%	39%	8%	615	28%	62%	9%	615	55%	40%	5%	615
Junipero Serra High	11	2016	7%	39%	58%	72	1%	24%	75%	72	4%	47%	49%	72	7%	32%	61%	72
		2015	4%	44%	51%	93	2%	37%	58%	93	4%	43%	52%	93	2%	65%	32%	93
San Juan Hills High	11	2016	51%	39%	10%	601	51%	37%	17%	601	36%	55%	9%	601	58%	33%	9%	601
		2015	44%	47%	10%	516	53%	40%	7%	516	28%	61%	11%	516	48%	48%	4%	516
San Clemente High	11	2016	42%	43%	15%	716	48%	38%	11%	716	18%	59%	14%	716	48%	43%	9%	716
		2015	48%	41%	11%	644	50%	39%	11%	644	30%	61%	9%	644	50%	42%	8%	644
Tesoro High	11	2016	30%	42%	8%	582	62%	31%	7%	582	40%	52%	8%	582	60%	35%	5%	582
		2015	51%	40%	10%	515	62%	29%	9%	515	32%	57%	11%	515	60%	34%	5%	515

Capistrano USD 2015-2016 SBA Claims Level Report

Two-Year Comparison Summary

School	Grade	Year	Mathematics											
			Concepts & Procedures				Problem Solving & Modeling/Data				Communicating Reasoning			
			Above	Near	Below	Tested	Above	Near	Below	Tested	Above	Near	Below	Tested
Aliso Niguel High	11	2016	47%	29%	24%	700	33%	49%	18%	700	35%	53%	11%	700
		2015	46%	34%	19%	721	42%	43%	14%	721	38%	49%	13%	721
Bridges Comm Day	11	2016	*	*	*	3	*	*	*	3	*	*	*	3
		2015	0%	20%	80%	5	0%	20%	80%	5	0%	100%	0%	5
Cal Prep Academy	11	2016	24%	33%	42%	33	12%	64%	24%	33	18%	70%	12%	33
		2015	9%	49%	43%	35	6%	71%	23%	35	9%	60%	31%	35
Capistrano Valley High	11	2016	40%	30%	30%	513	26%	50%	25%	513	29%	55%	16%	513
		2015	33%	37%	30%	513	20%	56%	24%	513	26%	54%	20%	513
Dana Hills High	11	2016	32%	34%	34%	609	19%	54%	27%	609	22%	54%	23%	609
		2015	36%	35%	29%	616	30%	50%	21%	616	28%	51%	22%	616
Junipero Serra High	11	2016	0%	4%	96%	71	0%	23%	77%	71	0%	34%	66%	71
		2015	1%	6%	91%	96	0%	39%	59%	96	1%	21%	76%	96
San Clemente High	11	2016	34%	32%	34%	714	24%	55%	21%	714	27%	55%	18%	714
		2015	34%	37%	29%	628	29%	53%	19%	628	27%	55%	19%	628
San Juan Hills High	11	2016	35%	35%	31%	604	24%	53%	21%	604	21%	60%	19%	604
		2015	25%	41%	34%	513	20%	59%	21%	513	17%	61%	22%	513
Tesoro High	11	2016	47%	29%	24%	583	34%	48%	18%	583	33%	52%	14%	583
		2015	39%	36%	24%	515	33%	46%	21%	515	29%	51%	20%	515

2015-16 ELA			
Subgroups	# Tested	Exceeded/Met %	Nearly Met/Not Met %
Asian	43	84	16
Hispanic	72	78	22
White	394	84	16
2015-16 Mathematics			
Subgroups	# Tested	Exceeded/Met %	Nearly Met/Not Met %
Asian	43	79	21
Hispanic	73	45	55
White	394	62	38

2. California Standards Test (CSTs): Include at least the last 2 years of testing 2011-12 and 2012-13, multi-year grade (9-11) level scores for all students and significant student groups by proficiency levels: advanced, proficient, basic, below basic, far below basic.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting

Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	79	82	83	80	82	78	59	60	56

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2014-15)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Students at the School	83
Male	81
Female	83
Black or African American	69
American Indian or Alaska Native	--
Asian	82
Filipino	92
Hispanic or Latino	75
White	83
Two or More Races	81
Socioeconomically Disadvantaged	38
English Learners	--
Students with Disabilities	78
Foster Youth	--

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	77	81	79	73	75	74	54	56	55
Mathematics	56	59	55	66	67	65	49	50	50
History-Social Science	79	81	78	72	73	71	48	49	49

CALIFORNIA STANDARDS TEST (CSTs)

In 2012-13, the last CST was given. Due to the fact that CUSD had already begun to implement CORE, teachers were instructed not to focus as much on the CSTs and to continue to work toward implementing CORE content and teaching methods into the classroom. There was no CST prep in 2012-13 and this may have been a contributing factor to the decrease in scores.

English Language Arts

%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		62	10	51	77	82	50	26	64	95	59	65
10 th		52	6	41	68	75	40	19	54	91	49	55
11 th		48	5	36	62	70	35	16	50	87	44	51
2013 Orange County												
9 th		72	13	56	85	87	56	40	77	98	68	75
10 th		62	6	44	75	82	45	30	63	96	59	64
11 th		58	6	39	70	79	40	24	58	93	55	61
2013 Capistrano Unified												
9 th		84	9	67	89	91	65	48	86	100	80	87
10 th		73	4	50	78	91	52	32	76	100	70	76
11 th		68	6	48	73	81	43	23	70	98	63	72
Trend Data for Tesoro High School												
9 th	2012	86	*	77	86	94	70	41	88	100	82	89
	2013	88	*	80	89	93	84	46	90	100	86	91
	2-yr change	+2	*	+3	+3	-1	+14	+5	+2	0	+4	+2
10 th	2012	79	33	72	79	84	50	25	82	99	79	79
	2013	78	*	54	80	91	65	35	81	100	74	83
	2-yr change	-1	*	-18	+1	+7	+15	+10	-1	+1	-5	+4
11 th	2012	80	*	71	80	94	66	21	83	100	79	81
	2013	73	*	71	74	77	48	23	77	98	70	77
	2-yr change	-7	*	0	-6	-17	-18	+2	-6	-2	-9	-4

Algebra 1**%Proficient and Advanced**

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		25	9	21	35	45	20	11	26	55	24	26
10 th		13	7	11	19	26	11	6	14	39	13	13
11 th		10	5	9	14	23	9	3	11	41	10	10
2013 Orange County												
9 th		7	13	26	51	66	27	22	37	69	35	39
10 th		21	11	15	26	46	17	17	21	53	22	20
11 th		16	9	13	16	42	15	6	16	54	16	15
2013 Capistrano Unified												
9 th		57	21	50	59	77	49	41	57	87	76	59
10 th		25	18	21	27	*	23	13	28	*	30	22
11 th		12	4	12	13	*	12	0	15	*	11	14
Trend Data for Tesoro High School												
9 th	2012	61	*	71	61	*	68	*	61	89	62	61
	2013	66	*	70	65	*	57	*	66	83	70	61
	2-yr change	+5	*	-1	+4	*	-9	*	+5	-6	+12	-
10 th	2012	23	*	25	21	*	*	12	25	*	26	18
	2013	28	*	25	28	*	29	22	30	*	38	15
	2-yr change	+5	*	0	+7	*	*	+10	+5	*	+12	-3
11 th	2012	16	*	9	21	*	*	*	19	-	17	14
	2013	24	*	*	21	*	*	0	32	*	30	18
	2-yr change	+8	*	*	0	*	*	*	+13	*	+13	+4

Geometry
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		45	17	29	58	67	30	27	45	68	46	43
10 th		15	5	10	22	27	10	7	15	39	16	13
11 th		8	3	5	11	12	7	3	8	23	9	5
2013 Orange County												
9 th		62	30	42	71	82	45	53	62	84	65	60
10 th		23	8	14	30	39	15	18	23	50	25	20
11 th		11	4	8	15	19	8	6	11	27	13	9
2013 Capistrano Unified												
9 th		73	*	66	74	85	65	*	73	88	76	71
10 th		26	21	16	29	32	20	40	25	45	30	21
11 th		9	14	7	10	25	9	6	10	-	11	7
Trend Data for Tesoro High School												
9 th	2012	84	-	88	85	*	*	-	85	97	89	81
	2013	74	*	71	74	77	*	-	74	85	78	71
	2-yr change	-10	*	-17	-11	*	*	-	-11	-12	-11	-10
10 th	2012	44	-	26	46	*	18	*	44	81	52	37
	2013	29	*	13	30	*	18	*	27	*	30	25
	2-yr change	-15	*	-13	-16	*	0	*	-17	*	-22	-12
11 th	2012	21	*	10	23	*	*	*	23	*	24	20
	2013	14	*	13	15	*	*	*	15		18	9
	2-yr change	-7	*	+3	-8	*	*	*	-8	*	-6	-11

Algebra II
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		65	30	45	72	87	49	38	66	78	67	64
10 th		39	18	28	46	62	30	23	40	59	41	38
11 th		15	8	11	18	27	12	7	15	27	16	12
2013 Orange County												
9 th		87	31	61	90	95	70	69	87	94	88	86
10 th		56	26	40	57	76	46	46	57	74	58	54
11 th		21	12	15	25	39	17	14	22	43	25	18
2013 Capistrano Unified												
9 th		95	-	100	92	99	100	*	95	96	94	95
10 th		48	*	37	49	59	40	59	48	65	48	50
11 th		16	40	11	16	35	13	4	17	28	18	15
Trend Data for Tesoro High School												
9 th	2012	99	-	*	98	100	*	*	99	99	100	98
	2013	97	*	*	97	100	*	-	97	100	97	97
	2-yr change	-2	*	*	-1	0	*	*	-2	+1	-3	-1
10 th	2012	70	*	80	69	*	*	*	70	74	68	72
	2013	61	*	63	62	*	36	*	61	78	64	59
	2-yr change	-9	*	-17	-7	*	*	*	-9	+4	-4	-13
11 th	2012	28	*	6	30	*	19	*	27	60	34	21
	2013	19	*	11	19	*	*	*	19	20	22	16
	2-yr change	-9	*	+5	-11	*	*	*	-8	-40	-12	-5

Summative High School Mathematics
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		89	45	66	89	98	76	32	91	95	90	89
10 th		76	53	56	80	89	61	73	76	84	80	73
11 th		49	27	32	55	71	35	36	49	68	55	44
2013 Orange County												
9 th		96	*	-	81	100	*	-	96	96	93	100
10 th		89	50	78	89	92	83	78	89	94	91	87
11 th		64	35	43	67	79	48	51	64	82	69	60
2013 Capistrano Unified												
9 th		94	-	-	*	*	-	-	94	92	*	*
10 th		86	-	83	84	93	82	*	86	91	89	83
11 th		70	*	61	70	86	66	*	71	88	77	65
Trend Data for Tesoro High School												
9 th	2012	*	-	*	*	-	-	-	*	*	*	*
	2013	*	-	-	-	*	-	-	*	*	-	*
	2-yr change	*	-	*	*	*	-	-	*	*	*	*
10 th	2012	100	*	*	100	100	-	-	100	100	100	100
	2013	96	*	*	93	100	*	*	96	96	98	94
	2-yr change	-4	*	*	-7	0	*	*	-4	-4	-2	-6
11 th	2012	80	-	70	78	91	*	-	79	93	85	74
	2013	79	*	85	76	91	*	*	79	92	85	73
	2-yr change	-1	*	+15	-2	0	*	*	0	-1	0	-1

Earth Science

%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
	9 th	38	9	30	55	50	29	15	41	76	43	31
	10 th	35	9	27	50	40	28	16	39	79	40	29
	11 th	37	9	30	54	52	30	18	41	80	43	31
2013 Orange County												
	9 th	39	9	29	61	56	29	21	42	73	46	33
	10 th	38	13	29	55	42	31	19	43	81	47	29
	11 th	44	12	33	64	53	33	19	47	84	48	38
2013 Capistrano Unified												
	9 th	49	10	34	64	56	40	37	51	72	57	36
	10 th	47	9	28	56	*	33	29	53	85	56	36
	11 th	72	0	54	78	92	45	39	76	99	75	71
Trend Data for Tesoro High School												
10 th	2012	79	-	77	75	-	*	*	79	*	86	71
	2013	48	*	33	49	*	30	38	50	*	59	25
	2-yr change	-31	*	-44	-26	*	*	*	-29	*	-27	-46

Biology/Life Sciences
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		58	9	43	74	81	43	16	60	89	58	57
10 th		41	7	30	57	61	31	13	43	82	41	39
11 th		51	7	37	66	78	38	13	55	90	48	54
2013 Orange County												
9 th		77	20	60	84	91	62	31	77	94	78	74
10 th		46	8	30	63	74	32	17	49	88	48	45
11 th		64	11	43	76	88	46	22	66	93	61	65
2013 Capistrano Unified												
9 th		87	12	76	88	95	76	48	87	100	88	86
10 th		62	40	57	62	64	59	42	63	90	66	56
11 th		82	31	72	83	91	51	52	83	99	82	81
Trend Data for Tesoro High School												
9 th	2012	79	*	60	80	91	52	48	81	99	78	81
	2013	74	*	59	75	86	57	20	77	100	74	75
	2-yr change	-5	*	-1	-5	-5	+5	-28	-4	+1	-4	-6
10 th	2012	56	*	42	53	*	31	19	63	*	57	54
	2013	68	*	*	70	*	71	21	74	*	67	69
	2-yr change	+12	*	*	+17	*	+40	+2	+11	*	+10	+15
11 th	2012	84	*	75	86	*	54	*	83	100	88	81
	2013	80	*	69	80	*	*	*	81	97	80	80
	2-yr change	-4	*	-6	-6	*	*	*	-2	-3	-8	-1

Chemistry
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		46	4	24	69	81	24	5	47	75	48	44
10 th		46	8	31	59	70	32	21	48	72	52	42
11 th		32	6	21	45	56	23	12	33	64	37	27
2013 Orange County												
9 th		87	*	58	86	96	63	*	87	97	91	83
10 th		66	21	46	70	81	53	54	66	84	72	60
11 th		44	10	28	53	70	32	19	46	82	52	39
2013 Capistrano Unified												
9 th		100	-	*	*	*	-	*	100	*	*	*
10 th		67	*	49	67	89	48	69	67	91	74	62
11 th		50	*	32	51	79	41	43	50	92	59	42
Trend Data for Tesoro High School												
9 th	2012											
	2013											
	2-yr change											
10 th	2012	92	*	91	91	100	*	*	92	99	96	71
	2013	79	*	79	77	100	56	*	79	92	85	74
	2-yr change	-13	*	-12	-14	0	*	*	-13	-7	-11	+3
11 th	2012	78	*	63	78	90	*	*	77	95	84	*
	2013	63	*	42	61	95	*	*	64	96	72	54
	2-yr change	-15	*	-19	-17	+5	*	*	-13	1	-12	*

CST Science-Grade 10 Life Science
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
10 th		54	10	42	71	77	43	24	56	90	56	52
2013 Orange County												
10 th		65	12	46	80	86	49	35	66	94	67	64
2013 Capistrano Unified												
10 th		76	23	53	80	92	54	39	77	98	77	74
Trend Data for Tesoro High School												
10 th	2012	82	17	78	81	92	34	39	84	100	83	81
	2013	80	-	61	82	89	60	43	83	99	79	80
	2014	82	-	75	84	83	79	38	84	99	82	83
	3-yr change	0	*	-3	+3	-9	+45	-1	0	-1	-1	+2

Physics
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		38	6	24	55	65	26	11	39	68	41	35
10 th		48	11	32	61	74	33	20	50	78	54	42
11 th		58	12	42	72	76	43	27	59	81	64	51
2013 Orange County												
10 th		70	*	62	68	92	65	*	70	95	77	63
11 th		71	31	56	76	83	59	49	73	88	78	65
2013 Capistrano Unified												
10 th		46	*	31	50	*	42	*	47	97	59	33
11 th		77	*	64	52	87	55	*	78	96	83	67
Trend Data for Tesoro High School												
10 th	2012											
	2013											
	2-yr change											
11 th	2012	89	-	*	91	*	*	*	89	94	89	89
	2013	83	*	73	87	*	*	-	83	93	93	60
	2-yr change	-6	*	*	-4	*	*	*	-6	-1	+4	-29

World History
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
9 th		51	7	34	66	83	36	15	54	86	53	50
10 th		46	9	36	60	70	35	17	49	81	52	41
11 th		19	7	16	29	28	16	7	20	52	22	15
2013 Orange County												
9 th		77	27	65	80	88	70	28	78	92	79	75
10 th		58	11	39	71	81	41	22	60	90	63	52
11 th		15	6	10	23	35	11	5	17	34	18	10
2013 Capistrano Unified												
9 th		91	*	85	92	93	70	*	92	99	93	90
10 th		52	9	47	73	90	45	30	71	96	74	62
11 th		33	*	12	8	*	10	0	15	*	20	0
Trend Data for Tesoro High School												
10 th	2012	77	31	64	78	89	52	33	80	95	84	70
	2013	78	*	67	78	88	61	49	80	95	82	72
	2-yr change	+1	*	+3	0	-1	+9	+16	0	0	-2	+2

U. S. History
%Proficient and Advanced

		Overall	English Learners	Hispanic	White	Asian	Economic Disadv.	Special Education	Not SpEd	GATE	Male	Female
2013 State												
11 th		50	9	39	63	71	39	16	53	86	54	46
2013 Orange County												
11 th		61	12	44	73	80	45	22	64	91	65	57
2013 Capistrano Unified												
11 th		70	10	53	75	80	47	24	74	98	74	66
Trend Data for Tesoro High School												
11 th	2012	83	*	75	83	85	75	37	85	98	87	78
	2013	76	*	74	77	72	51	28	79	98	81	71
	2-yr change	-7	*	-1	-6	-13	-24	-9	-6	0	-6	-7

CST Proficiency Levels

California Standardized Testing and Reporting (STAR)												
ELA												
Tesoro High School												
All Students												
	2011				2012				2013			
	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Reported Enrollment	615	613	577		596	616	613		561	599	610	
CST English-Language Arts												
Students Tested	595	604	561		579	596	602		538	585	599	
% of Enrollment	96.7	98.5	97.2		97.1	96.8	98.2		95.9	97.7	98.2	
Students with Scores	595	604	561		579	596	602		537	584	599	
Mean Scale Score	405.5	384.9	380.7		410.4	387.2	389.1		405.2	388.0	381.6	
% Advanced	59	45	42		62	50	48		57	46	40	
% Proficient	29	31	27		24	29	32		31	32	33	
% Basic	10	19	21		13	15	16		10	19	18	
% Below Basic	2	4	5		2	5	1		1	2	5	
% Far Below Basic	1	1	5		0	2	2		0	1	4	

California Standardized Testing and Reporting (STAR)

MATHEMATICS

Tesoro High School

All Students

	2011				2012				2013			
	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Reported Enrollment	615	613	577		596	616	613		561	599	610	
CST Algebra I												
Students Tested	237	124	52	413	210	100	32	342	213	99	42	354
% of Enrollment	38.5	20.2	9		35.2	16.2	5.2		38	16.5	6.9	
Students with Scores	237	124	52	413	210	100	32	342	213	99	42	354
Mean Scale Score	381.9	314.1	306.0	352.0	367.0	319.1	292.8	346.0	372.8	322.7	312.9	351.7
% Advanced	21	2	2	13	15	2	0	10	14	1	0	9
% Proficient	46	21	17	35	46	21	16	36	52	27	24	42
% Basic	22	35	38	28	25	36	22	28	27	41	38	32
% Below Basic	11	35	25	20	13	37	41	23	7	19	26	13
% Far Below Basic	0	6	17	4	0	4	22	4	0	11	12	5
CST Geometry												
Students Tested	147	206	74	427	175	203	74	452	145	163	82	390
% of Enrollment	23.9	33.6	12.8		29.4	33.0	12.1		25.8	27.2	13.4	
Students with Scores	147	206	74	427	175	203	74	452	145	163	82	
Mean Scale Score	380.8	335.8	316.9	348.0	390.6	338.7	309.2	354.1	375.1	326.5	305.2	340.1
% Advanced	18	3	3	8	25	4	1	12	17	1	1	7
% Proficient	59	33	26	41	59	40	20	44	57	28	13	35
% Basic	22	47	32	36	15	36	35	28	23	44	37	35
% Below Basic	1	17	32	14	1	18	36	14	3	28	44	22
% Far Below Basic	0	1	7	2	0	2	7	2	0	0	5	1
CST Algebra II												
Students Tested	84	166	170	420	97	164	201	462	71	195	198	464
% of Enrollment	13.7	27.1	29.5		16.3	26.6	32.8		12.7	32.6	32.5	
Students with Scores	84	166	170	420	97	164	200	461	71	195	197	
Mean Scale Score	455.7	375.0	311.4	365.4	473.4	384.7	318.8	374.8	444.9	365.1	309.3	353.6
% Advanced	76	22	2	25	73	25	4	26	73	14	1	18
% Proficient	23	45	16	29	26	45	24	32	24	47	18	31
% Basic	1	28	39	27	1	26	34	24	3	32	40	31
% Below Basic	0	5	29	14	0	4	29	14	0	6	27	14
% Far Below Basic	0	0	14	5	0	0	10	4	0	2	14	6
CST Summative High School Mathematics (Grades 9-11)												
Students Tested	2	93	206	301	3	83	238	324	1	92	219	312
% of Enrollment	.3	15.2	35.7		0.5	13.5	38.8		.2	15.4	35.9	
Students with Scores	2	93	206	301	3	83	238	324	1	92	219	312
Mean Scale Score	*	435.2	405.3	414.9	*	447.0	404.9	416.5	*	445.4	396.5	411.4
% Advanced	*	53	36	42	*	63	36	43	*	60	32	41
% Proficient	*	41	44	43	*	37	44	42	*	36	47	44
% Basic	*	6	17	13	*	0	15	11	*	3	14	11
% Below Basic	*	0	2	2	*	0	5	4	*	1	7	5

% Far Below Basic	*	0	0	0	*	0	0	0	*	0	0	0

California Standardized Testing and Reporting (STAR)												
SOCIAL SCIENCE												
Tesoro High School												
All Students												
	2011				2012				2013			
	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Reported Enrollment	615	613	577		596	616	613		561	599	610	
CST World History												
Students Tested	77	586	9	672	76	570	6	652	62	566	3	631
% of Enrollment	12.5	95.6	1.6		12.8	92.5	1.0		11.1	94.5	.5	
Students with Scores	74	585	3	662	76	569	4	649	61	566	*	
Mean Scale Score	476.0	409.8	*	416.4	479.0	403.8	*	411.7	452.2	404.9	*	409.5
% Advanced	88	56	*	60	94	50	*	55	84	51	*	54
% Proficient	11	24	*	23	9	27	*	24	15	27	*	26
% Basic	0	14	*	12	0	16	*	14	2	17	*	15
% Below Basic	1	4	*	4	0	2	*	1	0	3	*	3
% Far Below Basic	0	2	*	2	0	5	*	5	0	3	*	2
CST U.S. History												
Students Tested			561				599				601	
% of Enrollment			97.2				97.7				98.5	
Students with Scores			561				598				597	
Mean Scale Score			394.4				406.3				392	
% Advanced			49				54				47	
% Proficient			25				29				29	
% Basic			14				13				15	
% Below Basic			5				3				5	
% Far Below Basic			6				2				4	

California Standardized Testing and Reporting (STAR)

SCIENCE

Tesoro High School

All Students

	2011				2012				2013			
	9	10	11	EOC	9	10	11	EOC	9	10	11	EOC
Reported Enrollment	615	613	577		596	616	613		561	599	610	
CST Science (Grade 5, Grade 8, and Grade 10 Life Science)												
Students Tested		606				594				584		
% of Enrollment		98.9				96.4				97.5		
Students with Scores		606				594				584		
Mean Scale Score		406.7				404.6				407.8		
% Advanced		58				55				58		
% Proficient		25				27				22		
% Basic		13				11				14		
% Below Basic		2				4				4		
% Far Below Basic		3				3				2		
CST Biology/Life Sciences												
Students Tested	454	245	142	841	569	158	182	909	531	117	192	840
% of Enrollment	73.8	40.0	24.6		95.5	25.6	29.7		94.7	19.5	31.5	
Students with Scores	454	245	142	841	569	158	182	909	531	117	192	
Mean Scale Score	419.4	360.5	392.6	397.7	401.8	352.4	394.4	391.7	386.6	374.1	389.2	385.4
% Advanced	67	25	50	52	58	22	51	50	41	32	41	40
% Proficient	24	34	30	28	21	34	33	26	33	36	39	35
% Basic	8	28	13	15	16	28	14	18	20	27	17	20
% Below Basic	0	7	4	3	4	9	2	4	5	0	3	4
% Far Below Basic	0	5	3	2	1	6	1	2	1	5	1	1
CST Chemistry												
Students Tested		328	155	483		337	159	496		313	151	464
% of Enrollment		53.5	26.9			54.7	25.9			52.3	24.8	
Students with Scores		328	155	483		337	159	496		313	151	464
Mean Scale Score		393.7	394.8	394.1		400.4	396.2	399.1		384.9	392.7	387.5
% Advanced		47	48	47		54	42	50		34	42	36
% Proficient		36	32	35		38	36	37		45	21	37
% Basic		16	15	16		8	19	11		20	32	24
% Below Basic		1	3	2		0	2	1		1	3	2
% Far Below Basic		0	1	0		0	2	1		0	1	0
CST Earth Science												
Students Tested	141	5	17	163	1	38	23	92	4	127	13	144
% of Enrollment	22.9	0.8	2.9		0.2	11.0	3.8		.7	21.2	2.1	
Students with Scores	141	5	17	163	1	68	23	92	4	127	13	144

Mean Scale Score	337.8	*	345.2	340.1	*	374.3	376.5	374.5	*	350.4	354	350.7
% Advanced	8	*	18	10	*	22	26	23	*	20	15	19
% Proficient	30	*	29	30	*	57	57	57	*	28	31	28
% Basic	44	*	41	43	*	18	17	18	*	40	54	42
% Below Basic	11	*	0	10	*	1	0	1	*	10	0	9
% Far Below Basic	6	*	12	7	*	1	0	1	*	2	0	2
CST Physics												
Students Tested			67				83	83			80	80
% of Enrollment			11.6				13.5				13.1	
Students with Scores			67				82	82			80	80
Mean Scale Score			387.2				392.0	392.0			394.6	394.6
% Advanced			37				54	54			49	49
% Proficient			43				35	35			34	34
% Basic			19				10	10			16	16
% Below Basic			0				1	1			1	1
% Far Below Basic			0				0	0			0	0

4. Adequate Yearly Progress (AYP)

Tesoro does not receive Title I funding. In 2014 the school did not meet the AYP criteria in 2 of the 9 measured categories: schoolwide ELA percent proficient and the subgroup of white students did not meet percent proficient.

In 2015 the school did not meet 1 of the 5 required AYP criteria: the socioeconomically disadvantaged subgroup graduation rate was 88.46%, just missing the required 90% graduation rate.

5. College Assessment Results—SAT, ACT, and EAP.

Number of Test Takers

Academic Year	PSAT		SAT	SAT Subject	ACT
	Sophomores	Juniors			
2012 - 2013	237	194	392	77	272
2013 - 2014	229	200	371	92	288
2014 - 2015	252	181	339	75	285
2015 - 2016	9	214	306	63	247

PSAT Average Scores					
Administration	Class of....	Reading	Math	Writing	Index
Fall 2014	2017 (252)	48.2	50.5	47.6	146.3
	2016 (181)	52.3	54.1	52.0	158.4

PSAT	Grade		Need to Strengthen Skills	Approaching Benchmark	Meets/Exceeds Benchmark	Mean Score
Fall 2015	10	*only 2 students tested				
	11	Reading/Writing	7% (18)	6% (15)	88% (232)	556
		Math	24% (64)	12% (33)	63% (168)	552
Fall 2016	10	Reading/Writing	11% (62)	4% (25)	85% (497)	519
		Math	25% (147)	15% (86)	60% (351)	507
	11	Reading/Writing	9% (51)	5% (29)	86% (484)	556
		Math	27% (150)	9% (52)	48% (362)	546

SAT/ACT Average Scores 2015-2016				
# students taking SAT	306	Average SAT score	Critical Reading	555
			Mathematics	558
			Writing	546
# students taking ACT	247	Average ACT score	English	25.2
			Mathematics	25.1
			Reading	25.5
			Science	24.5
			Composite	25.2

SAT Performance				
Academic Year	Number of Test Takers	Critical Reading Mean	Math Mean	Writing Mean
2013 - 2014	371	554	563	545
2014 - 2015	339	549	569	545
2015 - 2016	306	555	558	546

SAT Subject Tests: Participation and Performance																
Academic Year	Total Tests Taken	Chemistry	Chinese with Listening	Ecological Biology	French	French with Listening	German	German with Listening	Literature	Math Level I	Math Level II	Molecular Biology	Physics	Spanish	U.S. History	World History
2013 - 14	204	40	2	11	1	1	0	1	13	6	61	10	4	6	41	4
Mean		725		675					598	615	709	697	662		631	
2014 - 15	183	37	2	10			1		19	8	58	9	4		31	7
Mean		697		650					661	619	704	717			672	580

ACT Testing Information

PERCENT OF STUDENTS READY FOR COLLEGE-LEVEL COURSEWORK (GRADUATING CLASS OF 2016)			
	TESORO	STATE	NATIONAL
COLLEGE ENGLISH COMPOSITION	93	72	61
COLLEGE ALGEBRA	74	56	41
COLLEGE SOCIAL SCIENCE	68	55	44
COLLEGE BIOLOGY	67	45	36
STUDENTS WHO MET ALL 4 ACT BENCHMARK SCORES	54	37	26

3 YEAR TREND - PERCENT OF STUDENTS WHO MET COLLEGE READINESS BENCHMARKS						
	2014		2015		2016	
	TESORO	STATE	TESORO	STATE	TESORO	STATE
NUMBER OF STUDENTS TESTED	288	113,732	285	121,815	247	127,225
ENGLISH	91	71	94	72	93	72
MATHEMATICS	76	57	79	56	74	56
READING	71	51	74	54	68	55
SCIENCE	63	43	70	46	67	45
STUDENTS WHO MET ALL 4 ACT BENCHMARK SCORES	53	34	60	37	54	37

3 YEAR TREND – AVERAGE ACT SCORES						
	2014		2015		2016	
	TESORO	STATE	TESORO	STATE	TESORO	STATE
NUMBER OF STUDENTS TESTED	288	113,732	285	121,815	247	127,225
ENGLISH	24.7	21.8	26.2	22.1	25.2	22.1
MATHEMATICS	25.0	22.8	26.0	22.7	25.1	22.7
READING	25.2	22.3	25.5	22.6	25.5	22.9
SCIENCE	24.4	21.7	25.1	22.0	24.5	22.1
STUDENTS WHO MET ALL 4 ACT BENCHMARK SCORES	25.0	22.3	25.8	22.5	25.2	22.6

Over the past four years an average of approximately 75% of our students have taken the PSAT each year, the exception being 2015-16 when the test was only available on a Wednesday which limited testing due to lack of facilities. This school year 100% of our sophomores and juniors took the PSAT as

the school district will be funding the exam for all of these students. A majority of our students take both the SAT and ACT. Student performance on both of these exams exceeds the national averages.

CSU EARLY ASSESSMENT PROGRAM	
2015 EAP Results	
Standard Exceeded/Met in English Language Arts	80%
Standard Exceeded/Met in Mathematics	53%
2016 EAP Results	
Standard Exceeded/Met in English Language Arts	84%
Standard Exceeded/Met in Mathematics	61%

The standard met categories for both 2015 and 2016 in both ELA and math were approximately 30%.

6. Advanced Placement Test Results.

The number of AP students taking our 20 courses offered and the schoolwide pass rate over time can be found on p 13-14 of this chapter. Below are scores by subject area.

Tesoro's AP Program has grown to a total of 56 sections currently offered. Multiple sections of Advanced Placement courses are available to students throughout the day.

The AP program builds on an extensive infrastructure of honors and advanced level courses in the areas of English, Science, Social Science, Mathematics, World Language, and Fine and Practical Arts. These course structures culminate in Advanced Placement courses in those disciplines. Since Tesoro is a college preparatory school, Advanced Placement courses are open to all students willing to accept the challenge of the accelerated curriculum and rigorous standards.

	2012	2013	2014	2015	2016
Total AP Students	644	635	666	731	743
Number of Exams	1323	1317	1380	1487	1449
AP Students with Scores 3+	567	552	542	596	597
% of Total AP Students with Scores 3+	88	86.9	81.4	81.5	80.3

	Score Range	2012	2013	2014	2015	2016
Art History	5-3	27	30	27	46	48
	2-1	1	3	1	3	6
Biology	5-3	30	30	23	57	41
	2-1	0	0	4	9	9
Calculus AB	5-3	35	54	58	48	49
	2-1	3	3	2	3	3

Calculus BC						
	5-3	25	19	33	24	41
	2-1	0	0	0	0	1
Chemistry						
	5-3	42	58	45	37	44
	2-1	5	2	6	9	19
Chinese Language						
	5-3	3	6	2	7	2
	2-1	0	0	0	0	0
Computer Sci A						
	5-3	24	26	16	19	n/a
	2-1	15	17	25	19	n/a
English Language						
	5-3	150	123	158	139	150
	2-1	15	23	37	27	20
English Literature						
	5-3	90	101	71	78	78
	2-1	8	6	3	8	1
Environmental Sci						
	5-3	34	27	57	26	50
	2-1	13	10	34	49	28
European History						
	5-3	102	109	84	129	128
	2-1	6	20	21	38	58
French Language						
	5-3	4	1	5	3	4
	2-1	2	1	1	1	3
German Language						
	5-3	7	10	6	7	10
	2-1	1	0	3	3	4
Music Theory						
	5-3	19	12	11	10	15
	2-1	0	2	2	0	0
Physics C						
	5-3				53	27
	2-1				3	3
Psychology						
	5-3	179	158	165	195	151
	2-1	15	12	32	31	32

Spanish Language						
	5-3	25	14	22	47	70
	2-1	14	11	1	6	15
Spanish Literature						
	5-3	6	11	9	n/a	13
	2-1	6	1	0	n/a	1
Statistics						
	5-3	66	71	60	65	45
	2-1	1	6	4	6	2
US Government						
	5-3	94	94	98	77	46
	2-1	10	19	13	14	6
US History						
	5-3	146	146	137	111	149
	2-1	89	51	81	77	76

b. Score on the Academic Performance Index (API).

Tesoro's API had risen steadily from 815 in 2007 to 896 in 2012 before dropping to 882 in 2013. With the exception of socioeconomically disadvantaged students, there were steep drops in all other subgroups. The 2013 schoolwide rank was still a 10 but the similar schools rank was 5.

Groups	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	1753	884	1781	892	1723	882	886	886
Black or African American	23	884	14	877	12	865	875	877
American Indian or Alaska Native	8		5		3			
Asian	120	954	116	955	116	934	948	948
Filipino	49	879	40	922	41	910	904	902
Hispanic or Latino	226	839	216	838	206	835	837	837
Native Hawaiian or Pacific Islander	5		4		2			
White	1284	886	1339	896	1283	882	888	888
Two or More Races	38	868	47	878	60	900	882	884
Socioeconomically Disadvantaged	85	825	119	806	155	820	817	817
English Learners	61	769	52	784	56	721	758	758
Students with Disabilities	119	630	123	665	139	674	656	657

Groups	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	1753		882	896	A	-14	Yes
Black or African American	12	No	865	877			
American Indian or Alaska Native	3	No					
Asian	116	Yes	934	956	A	-22	Yes
Filipino	41	No	910	922			
Hispanic or Latino	206	Yes	835	845	A	-10	Yes
Native Hawaiian or Pacific Islander	2	No					
White	1283	Yes	882	900	A	-18	Yes
Two or More Races	60	No	900	885			
Socioeconomically Disadvantaged	155	Yes	820	818	A	2	Yes
English Learners	56	No	721	792			
Students with Disabilities	139	Yes	674	680	6	-6	No

c. Share of pupils who are college and career ready.

National Student Clearinghouse (NSC) College-Going Trends

		2011-2012		2012-2013		2013-2014		2014-2015	
		#	%	#	%	#	%	#	%
Tesoro HS	HS Grads	575		603		578		568	
	Attend Saddleback College	194	34%	178	30%	179	31%	183	32%
	Attend other southern California 2-Yr	33	6%	34	6%	33	6%	30	5%
	Attend CSU	60	10%	75	12%	58	10%	65	11%
	Attend UC	43	7%	50	8%	50	9%	45	8%
	Attend Other	170	30%	190	32%	189	33%	149	26%
	No Postsecondary Record Found	75	13%	76	13%	69	12%	96	17%
Capistrano USD	HS Grads	3,805		3,818		3,802		3,965	
	Attend Saddleback College	1,323	35%	1,317	34%	1,345	35%	1,252	32%
	Attend other southern California 2-Yr	294	8%	211	6%	185	5%	195	5%
	Attend CSU	377	10%	414	11%	382	10%	381	10%
	Attend UC	305	8%	293	8%	318	8%	283	7%
	Attend Other	657	17%	740	19%	750	20%	878	22%
	No Postsecondary Record Found	849	22%	843	22%	822	22%	976	25%

Saddleback College - percentage within column represents Saddleback College attendees out of all HS graduates and percentage outside of column represents Saddleback College attendees out of all College-

Attendance of community college over the reported period above has been consistently near or slightly below 40%. The majority of the remainder of students attended 4-year institutions. The number of students attending 4-year schools from 2012-14 remained consistent over this time and was

significantly higher than all of CUSD, with the exception of 2015 where the numbers attending mirror CUSD. It should be noted that a significant number of students attend private schools.

d. & e. CELDT Assessment Data (2014-15)

AMAO 1—Annual Growth on CELDT	
Number of Annual CELDT Takers	27
Number in Cohort	27
Percent with Prior CELDT Scores	100%
Number Met AMAO 1	20
Percent Met AMAO 1	74.1%
AMAO 2—Attaining English Proficiency	
<i>Less than 5 Years</i>	
Number in Cohort	14
Number Attaining English Proficiency Level	3
Percent Attaining English Proficiency Level	21.4
<i>5 Years or More</i>	
Number in Cohort	17
Number Attaining English Proficiency Level	13
Percent Attaining English Proficiency Level	75.5

Number and Percent of Students at Each Overall Performance Level

Performance Level	9	10	11	12	Total
Advanced	0	2	5	1	8
Early Advanced	3	0	3	4	10
Intermediate	1	1	0	0	2
Early Intermediate	1	2	0	0	3
Beginning	1	1	1	1	4
Number Tested	6	6	9	6	27

The CUSD target for meeting AMAO 1 in 2014-15 was 60.5%; Tesoro was 74.1%. For less than 5 years with AMAO 2, the target was 24.2% which we fell short of at 21.4%. For 5 years or more the target was 50.9% and we were at 75.5%. AMAO 3 participation rates for ELA were 99% and for math 98%; graduation rate was 88.32%.

f. Report Card Analysis: D's and F's

Percent D's and F's	Spring 2014/2015	Fall 2015/2016	Spring 2015/2016
D's	4.6%	4.9%	4.7%
F's	2.6%	2.4%	2.5%
Total	7.2%	7.3%	7.2%

Schoolwide the overall percentage of D's and F's is relatively low and was consistent the last three semesters. A notable trend when looking at last year's grades broken down by course are significantly higher D/F rates in freshman courses: English I, Biology, Algebra I, and Geometry.

Fall 15-16		As		Bs		Cs		Ds		Fs		Total
Dept.	Course	#	%	#	%	#	%	#	%	#	%	
English	Advanced Cmp(P)	57	27%	116	54%	31	15%	6	3%	3	1%	213
	AmCulCompAcc(P)	14	18%	43	56%	16	21%	4	5%		0%	77
	AP Lang/Cmp(HP)	24	13%	130	73%	21	12%	2	1%	1	1%	178
	AP Lit/Cmp(HP)	51	55%	30	32%	9	10%	3	3%		0%	93
	English I (P)	91	26%	111	31%	64	18%	49	14%	38	11%	353
	English IA D	5	28%	5	28%	4	22%	4	22%		0%	18
	English IA M	15	100%		0%		0%		0%		0%	15
	English II (P)	35	11%	160	49%	96	29%	29	9%	8	2%	328
	English IIA D	5	36%	3	21%	4	29%	2	14%		0%	14
	English IIA M	12	100%		0%		0%		0%		0%	12
	English III (P)	53	17%	119	38%	92	29%	33	11%	17	5%	314
	English IIIA D	6	30%	5	25%	8	40%	1	5%		0%	20
	English IIIA M	5	100%		0%		0%		0%		0%	5
	English IVA D	4	21%	7	37%	4	21%	3	16%	1	5%	19
	English IVA M	8	100%		0%		0%		0%		0%	8
	Exp Read/Write	13	6%	60	29%	68	33%	48	23%	19	9%	208
	HonorsEnglishI	138	53%	116	45%	5	2%	1	0%		0%	260
	HonorsEnglishII	151	53%	116	41%	15	5%		0%	2	1%	284
English Total		687	28%	1021	42%	437	18%	185	8%	89	4%	2419
History	AmCul/HisAcc(P)	46	60%	24	31%	6	8%	1	1%		0%	77
	Amer Govt (P)	91	41%	70	31%	38	17%	15	7%	9	4%	223
	American Govt D	3	33%	2	22%	3	33%		0%	1	11%	9
	AP Am Gvt/Ecn(H	31	50%	24	39%	6	10%	1	2%		0%	62
	AP Am Hist (HP)	115	44%	118	45%	15	6%	12	5%	2	1%	262
	AP Art His (HP)	36	60%	15	25%	8	13%	1	2%		0%	60
	AP Eur His (HP)	98	48%	75	37%	23	11%	6	3%	2	1%	204
	AP Psych (HP)	164	66%	56	23%	16	6%	8	3%	3	1%	247
	Economics(P)	101	43%	80	34%	43	18%	10	4%	2	1%	236
	IDEA WH/Geo/Cul	128	93%	10	7%		0%		0%		0%	138
	Psychology IA(P	25	74%	4	12%	2	6%	2	6%	1	3%	34
	Sociology (P)	16	52%	10	32%	4	13%	1	3%		0%	31
	US History (P)	88	37%	90	38%	39	16%	15	6%	5	2%	237
	US HistoryA D	1	8%	7	54%	4	31%	1	8%		0%	13
	Wh/Ge/CultA D	5	45%	4	36%	2	18%		0%		0%	11
	Wh/Geo/Cult(P)	198	51%	116	30%	44	11%	18	5%	11	3%	387
History Total		1146	51%	705	32%	253	11%	91	4%	36	2%	2231
Math	Algebra I (P)	151	32%	132	28%	100	21%	52	11%	32	7%	467
	Algebra IA D	15	45%	8	24%	7	21%	3	9%		0%	33
	Algebra IB D	7	27%	7	27%	8	31%	4	15%		0%	26
	Algebra II (P)	70	21%	113	34%	92	27%	35	10%	26	8%	336
	AP Calc BC (HP)	33	70%	12	26%	2	4%		0%		0%	47
	AP Calculus(HP)	25	49%	19	37%	6	12%	1	2%		0%	51
	AP Statistics(H	23	35%	25	38%	14	22%	2	3%	1	2%	65
	Beg Per Finance	4	9%	14	30%	24	52%	2	4%	2	4%	46
	College Math(P)	54	43%	51	40%	18	14%	2	2%	1	1%	126
	Geometry (P)	98	23%	96	23%	148	35%	55	13%	24	6%	421

	Hon Precalculus	69	51%	46	34%	18	13%	3	2%		0%	136
	HonorsAlg2Trig	58	35%	78	46%	29	17%	2	1%	1	1%	168
	Math M	43	100%		0%		0%		0%		0%	43
	Precalculus (P)	69	34%	84	41%	45	22%	3	1%	4	2%	205
	Topics in Calc	21	23%	48	52%	19	21%	3	3%	1	1%	92
Math Total		740	33%	733	32%	530	23%	167	7%	92	4%	2262
Science	Anat/Physiol(P)	32	31%	49	48%	17	17%	2	2%	2	2%	102
	AP Biology (HP)	31	48%	27	42%	3	5%	3	5%		0%	64
	AP Chem (HP)	22	31%	36	51%	11	16%	1	1%		0%	70
	AP Environ Sci	56	41%	72	53%	7	5%		0%		0%	135
	AP Physics C(HP)	19	53%	16	44%	1	3%		0%		0%	36
	Biology (P)	127	27%	146	31%	88	19%	63	13%	44	9%	468
	Biology D	7	26%	7	26%	6	22%	7	26%		0%	27
	Chemistry (P)	83	22%	138	36%	125	33%	32	8%	6	2%	384
	EarthScience(P)	33	17%	87	46%	56	29%	13	7%	1	1%	190
	IDEA Biology	105	50%	97	46%	8	4%	1	0%		0%	211
	IDEA Chemistry	149	77%	39	20%	6	3%		0%		0%	194
	Marine Ecol (P)	17	24%	29	41%	14	20%	6	8%	5	7%	71
	Physics (P)	57	46%	39	31%	21	17%	6	5%	2	2%	125
Science Total		738	36%	782	38%	363	17%	134	6%	60	3%	2077
For. Lang.	AP ChineseV(HP)	4	100%		0%		0%		0%		0%	4
	AP Frnch IV(HP)	15	75%	4	20%		0%	1	5%		0%	20
	AP Germn IV(HP)	21	78%	6	22%		0%		0%		0%	27
	AP Spnsh IV(HP)	78	83%	8	9%	8	9%		0%		0%	94
	AP Spnsh V(HP)	17	89%	1	5%	1	5%		0%		0%	19
	Chinese I (P)	40	77%	9	17%	2	4%	1	2%		0%	52
	Chinese II (P)	35	71%	9	18%	4	8%		0%	1	2%	49
	Chinese III (P)	28	78%	7	19%		0%		0%	1	3%	36
	Chinese IV (P)	1	100%		0%		0%		0%		0%	1
	French I (P)	45	57%	25	32%	6	8%	3	4%		0%	79
	French II (P)	13	35%	17	46%	5	14%	2	5%		0%	37
	French III (P)	14	48%	12	41%	3	10%		0%		0%	29
	German I (P)	77	68%	30	27%	5	4%	1	1%		0%	113
	German II (P)	49	56%	29	33%	8	9%	1	1%		0%	87
	German III (P)	37	71%	11	21%	4	8%		0%		0%	52
	Spanish I (P)	132	48%	80	29%	40	15%	15	5%	6	2%	273
	Spanish II (P)	113	30%	128	34%	84	22%	30	8%	25	7%	380
	Spanish III (P)	78	46%	67	39%	18	11%	5	3%	2	1%	170
	Spanish IV (P)	15	100%		0%		0%		0%		0%	15
For. Lang. Total		812	53%	443	29%	188	12%	59	4%	35	2%	1537
Spring 15-16												
English	AP Lang/Cmp(HP)	77	44%	94	54%	4	2%	0	0%		0%	175
	HonorsEnglishI	144	55%	101	39%	15	6%	0	0%	1	0%	261
	English II (P)	51	15%	158	47%	79	24%	30	9%	16	5%	334
	Exp Read/Write	28	14%	64	32%	69	34%	37	18%	3	1%	201
	English III (P)	59	19%	123	39%	82	26%	32	10%	18	6%	314

	English I (P)	93	27%	112	33%	64	19%	35	10%	37	11%	341
	AP Lit/Cmp(HP)	55	60%	27	29%	10	11%	0	0%		0%	92
	Wld Lit/Cmp (P)	47	22%	131	62%	31	15%	4	2%		0%	213
	English IIIB D	5	26%	5	26%	9	47%	0	0%		0%	19
	HonorsEnglishII	163	59%	100	36%	13	5%	0	0%	1	0%	277
	English IB D	11	50%	5	23%	5	23%	1	5%		0%	22
	English IB M	13	100%	0	0%	0	0%	0	0%		0%	13
	English IVB D	2	11%	8	44%	5	28%	3	17%		0%	18
	English IIB M	12	100%	0	0%	0	0%	0	0%		0%	12
	English IIIB M	5	100%	0	0%	0	0%	0	0%		0%	5
	English IIB D	0	0%	7	58%	4	33%	1	8%		0%	12
	English IVB M	9	100%	0	0%	0	0%	0	0%		0%	9
	AmCulCompAcc(P)	24	32%	42	55%	6	8%	2	3%	2	3%	76
English Total		798	33%	977	41%	396	17%	145	6%	78	3%	2394
History	AP Am Hist (HP)	122	47%	96	37%	28	11%	8	3%	4	2%	258
	AP Am Gvt/Ecn(H	30	49%	28	46%	3	5%	0	0%		0%	61
	AP Psych (HP)	169	71%	47	20%	20	8%	2	1%	1	0%	239
	US History (P)	91	38%	81	34%	51	21%	12	5%	4	2%	239
	Amer Govt (P)	92	40%	77	33%	45	20%	14	6%	2	1%	230
	US HistoryB D	1	8%	3	23%	4	31%	5	38%		0%	13
	Wh/Geo/Cult(P)	213	54%	125	32%	32	8%	18	5%	4	1%	392
	AP Eur His (HP)	99	51%	72	37%	16	8%	4	2%	2	1%	193
	AP Art His (HP)	35	59%	13	22%	7	12%	2	3%	2	3%	59
	Economics(P)	102	46%	71	32%	34	15%	16	7%		0%	223
	Economics D	2	20%	4	40%	3	30%	1	10%		0%	10
	Wh/Ge/CultB D	5	42%	2	17%	4	33%	1	8%		0%	12
	AmCul/HisAcc(P)	57	75%	15	20%	4	5%	0	0%		0%	76
	Sociology (P)	20	54%	10	27%	6	16%	1	3%		0%	37
	Psychology IA(P	17	65%	6	23%	2	8%	1	4%		0%	26
	IDEA Wh/Geo/Cul	133	95%	7	5%	0	0%	0	0%		0%	140
	Sadbk/SocSci(P)	7	32%	6	27%	4	18%	1	5%	1	5%	22
History Total		1195	54%	663	30%	263	12%	86	4%	20	1%	2230
Mathematics	AP Calculus(HP)	33	60%	18	33%	1	2%	2	4%	1	2%	55
	Algebra I (P)	120	26%	115	25%	117	26%	38	8%	63	14%	454
	HonorsAlg2Trig	83	50%	61	37%	21	13%	1	1%		0%	166
	Topics in Calc	19	22%	38	44%	23	27%	2	2%	4	5%	86
	Beg Per Finance	2	4%	12	25%	27	56%	7	15%		0%	48
	Algebra II (P)	70	22%	99	31%	83	26%	44	14%	23	7%	319
	Geometry (P)	95	24%	96	24%	123	31%	55	14%	32	8%	401
	Hon Precalculus	66	52%	52	41%	9	7%	0	0%	1	1%	128
	Precalculus (P)	66	32%	66	32%	56	27%	14	7%	3	1%	205
	AP Calc BC (HP)	39	91%	1	2%	2	5%	1	2%		0%	43
	Algebra IA D	16	46%	11	31%	1	3%	7	20%		0%	35
	Math M	41	100%	0	0%	0	0%	0	0%		0%	41
	AP Statistics(H	31	51%	24	39%	6	10%	0	0%		0%	61
	Algebra IB D	6	25%	6	25%	5	21%	7	29%		0%	24
	College Math(P)	18	14%	55	43%	49	38%	6	5%	1	1%	129
Mathematics		705	32%	654	30%	523	24%	184	8%	128	6%	2195

Total												
Science	AP Chem (HP)	28	40%	35	50%	7	10%	0	0%		0%	70
	Marine Ecol (P)	22	33%	29	43%	14	21%	0	0%	2	3%	67
	Biology (P)	135	30%	164	36%	93	21%	37	8%	23	5%	452
	AP Biology (HP)	50	78%	13	20%	1	2%	0	0%		0%	64
	AP Physics C(HP)	18	49%	12	32%	7	19%	0	0%		0%	37
	Chemistry (P)	102	28%	138	37%	97	26%	25	7%	8	2%	370
	AP Environ Sci	39	29%	87	65%	8	6%	0	0%		0%	134
	Anat/Physiol(P)	46	46%	36	36%	16	16%	2	2%	1	1%	101
	Physics (P)	54	44%	46	38%	18	15%	2	2%	2	2%	122
	EarthScience(P)	47	25%	85	45%	44	23%	8	4%	5	3%	189
	IDEA Biology	129	63%	66	32%	10	5%	1	0%		0%	206
	IDEA Chemistry	126	66%	52	27%	10	5%	3	2%		0%	191
	Biology D	6	18%	8	24%	11	32%	9	26%		0%	34
Science Total		802	39%	771	38%	336	16%	87	4%	41	2%	2037
For. Lang.	Spanish II (P)	99	28%	114	32%	96	27%	33	9%	18	5%	360
	Spanish I (P)	84	31%	87	32%	60	22%	23	8%	19	7%	273
	French III (P)	13	48%	12	44%	0	0%	2	7%		0%	27
	AP Spnsh IV(HP)	74	80%	10	11%	6	6%	3	3%		0%	93
	French II (P)	15	41%	15	41%	6	16%	1	3%		0%	37
	Spanish IV (P)	15	94%	1	6%	0	0%	0	0%		0%	16
	French I (P)	33	43%	27	36%	12	16%	3	4%	1	1%	76
	Spanish III (P)	85	53%	63	39%	12	7%	1	1%		0%	161
	AP Spnsh V(HP)	5	26%	12	63%	2	11%	0	0%		0%	19
	AP Frnch IV(HP)	13	65%	5	25%	1	5%	0	0%	1	5%	20
	German I (P)	68	62%	32	29%	9	8%	0	0%	1	1%	110
	German III (P)	37	73%	12	24%	1	2%	1	2%		0%	51
	AP Germn IV(HP)	19	70%	6	22%	2	7%	0	0%		0%	27
	German II (P)	45	52%	29	34%	10	12%	1	1%	1	1%	86
	Chinese I (P)	32	64%	12	24%	5	10%	1	2%		0%	50
	AP ChineseV(HP)	3	60%	1	20%	1	20%	0	0%		0%	5
	Chinese II (P)	24	48%	12	24%	7	14%	4	8%	3	6%	50
	Chinese III (P)	31	86%	3	8%	2	6%	0	0%		0%	36
	Chinese IV (P)	2	100%	0	0%	0	0%	0	0%		0%	2
For. Lang. Total		697	46%	453	30%	232	15%	73	5%	44	3%	1499

3. ENGAGEMENT INDICATORS (PARENTS AND STUDENTS)

a) Efforts to seek parent input in decision-making [State Priority 3]

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 students, and doing copying 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. Our Tesoro Titan Foundation has funded a computer lab, teacher conferences, and instructional technology

for individual teachers. The Education for the Children Foundation funds numerous grants for teachers that directly benefit the students in the classrooms.

- b) Promotion of parent participation in programs for socioeconomic disadvantaged, English Learners, Foster Youth, and special needs sub groups [State Priority 3]

A home survey is sent to all parents of our ELs and redesignated ELs to assess needs. All parents are invited to our ELAC meetings to address the issues collected from the survey. Last year we had three meetings but due to the lack of parent attendance we could not form an ELAC chapter at Tesoro. Our Bilingual Community Liaison is on campus two days a week to assist our students. She attends all of our DELAC meetings and does have a parent attend with her. She communicates information presented back at our ELAC meetings.

- c) Dropout rate for middle or high schools [State Priority 5]

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	0.2	0.2	unavai	1.0	0.7	unavai	3.9	3.1	unavai

- d) Average daily rate of attendance [State Priority 5]

Average Daily Attendance	9th	10th	11th	12th	Total
2013-2014	96.9%	95.9%	95.5%	94.6%	95.7%
2014-2015	96.8%	96.4%	95.4%	94.5%	95.8%
2015-2016	98.2%	98.4%	96.4%	97.1%	97.6%

- e) Chronic absentee rate

SARB 1, 2, and 3 letters going home

2013-2014	9th	10th	11th	12th	Total
SARB 1	70	133	143	276	622
SARB 2	4	4	5	0	13
SARB 3	1	1	3	0	5

2014-2015	9th	10th	11th	12th	Total
SARB 1	74	81	145	161	461
SARB 2	0	3	8	0	11
SARB 3	0	0	4	1	5

2015-2016	9th	10th	11th	12th	Total
SARB 1	96	130	155	201	582
SARB 2	0	1	3	3	7
SARB 3	0	0	1	0	0

f) Tardiness rate [Local Priority 5]

Prior to 2015-2016, most tardy issues were handled by individual teachers. Last year we piloted a system where the office automatically generated consequence letters for students.

REFERRALS FOR FOUR OR MORE TARDIES	9th	10th	11th	12th	Total
2016-2017 (11/15/16 YTD)	30	77	90	95	292
2015-2016	128	240	248	273	889
2014-2015	49	107	101	138	395
2013-2014	137	185	150	216	688

g) High School Graduation Rate [Local Priority 5]

Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate
2014-15	571	557	97.6	2	0.4	11	1.9
2013-14	597	576	96.5	7	1.2	11	1.8
2012-13	608	598	98.4	4	0.7	5	0.8
2011-12	577	566	98.1	1	0.2	8	1.4
2010-11	663	647	97.6	5	0.8	6	0.9
2009-10	677	665	98.2	1	0.1	9	1.3

h) Discipline Referrals [Local Priority 6]

Discipline	2014-15	2015-16	2016-17 (11/18)
Defiance of Authority	10	12	4
Cyber/Internet Bullying	2	5	1
Tobacco	0	7	1
Instructional Disruption	34	64	20
Horseplay	3	7	0
Cell Phone Use	155	167	71
Disruptive Activity	72	104	68
Cheating	42	61	26
Detention Defiance	5	13	3
Dress Code Violation	79	75	189
Harassment	6	3	0
Left Campus w/o Permission	2	6	18
Left Class w/o Permission	7	21	5
Out of Tutorial	72	108	24
Parking Violation	7	100	260
Profanity	13	11	6
Reckless Driving	0	2	0
PE Non-suit	0	1	0

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	Graduating Class of 2014		
	School	District	State
All Students	95.04	96.85	84.6
Black or African American	100	93.55	76
American Indian or Alaska Native	100	95.83	78.07
Asian	92.31	99.17	92.62
Filipino	100	100	96.49
Hispanic or Latino	90.67	94.14	81.28
Native Hawaiian or Pacific Islander	100	100	83.58
White	96.25	97.61	89.93
Two or More Races	85	94.94	82.8
Socioeconomically Disadvantaged	73.91	80.69	61.28
English Learners	44.44	72.56	50.76
Students with Disabilities	92	89.61	81.36

i& j) Suspension & Expulsion Rates [State Priority 6]

Rate	School			District			State		
	2012– 13	2013– 14	2014– 15	2012– 13	2013– 14	2014– 15	2012– 13	2013– 14	2014– 15
Suspensions	2.2	3.13	2.72	2.21	2.02	1.86	5.07	4.36	3.80
Expulsions	0.08	0.08	0.08	0.11	0.09	0.05	0.13	0.10	0.09

k) Safety & School Connectedness [Local Priorities 3, 5, 6]

In the 2015-16 school year, there were 81 suspensions and 6 expulsions at Tesoro.

In the student survey 96.5% of students (1598 responses) indicated that they felt safe, secure and cared for at Tesoro. 96.1% of students feel that the school encourages a positive learning experience. Additionally, 96.2% of students agreed that Tesoro staff has high expectations for good behavior.

E. Schoolwide Learner Outcomes:

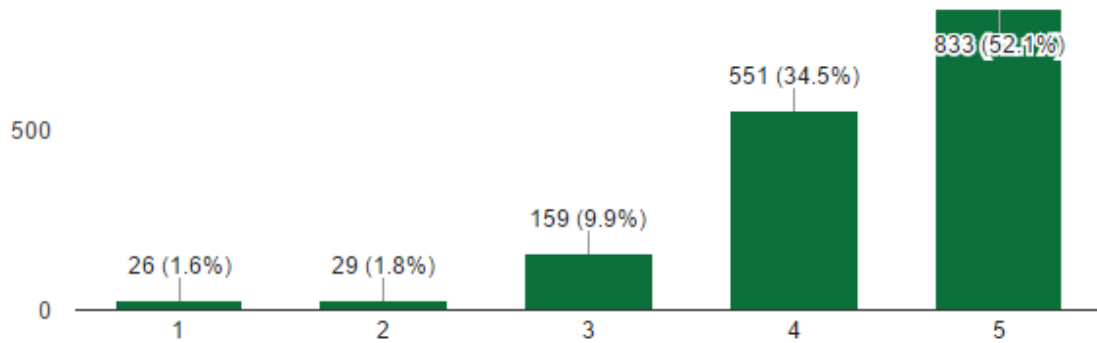
In a survey (see appendix) most teachers stated that they teach the schoolwide learning outcomes in their classes, although many explain they do not directly state the name. Focusing directly on being a “Respectful and Responsible Citizen” the majority of teachers say this is done in a variety of ways. The following are examples from a survey, the profile and observations:

1. Most teachers offer participation points.
2. All freshmen English classes implement an assignment where the students create a Coat of Arms Demonstration the SLOs. In addition, they teach ethical scholarship and generous classroom behavior.
3. All world history classes teach a social skills unit where they implement and practice the skills throughout the year. For example, they teach a proper handshake and greeting and practice this in class.
4. In health, CCP, and PE students are taught a lesson on civility, bullying, and cooperative learning.
5. In all government classes, students are taught the Bill of Rights and then apply them to what type of citizen they should be.
6. Coaches commented on including being a respectful player and helping out the community. For example, in baseball about 50 Christmas trees are donated each year to underprivileged families. The baseball team also donates gently used sports equipment to underdeveloped countries.
7. In all levels of the music department, they donate their time to perform for a variety of places in the community.
8. At the beginning of the year teachers include a discussion on our Academic Integrity Policy while reviewing their syllabi.
9. All school clubs must do at least one philanthropic event for the greater good. In addition, the majority of the clubs on campus are philanthropic clubs.
10. Students demonstrate the SLOs in all of our classrooms on a daily basis.

F. Perception Data:

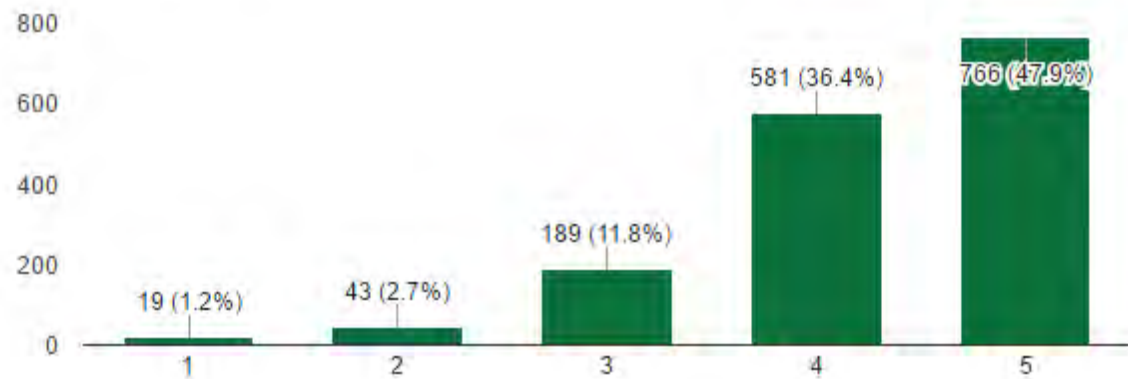
1. Students feel safe, secure and cared for at Tesoro High School: 96.5% agree.

1. As a student, I feel safe, secure and cared for at Tesoro High School.
(1598 responses)



2. Tesoro High School encourages a positive learning experience: 96.1% agree.

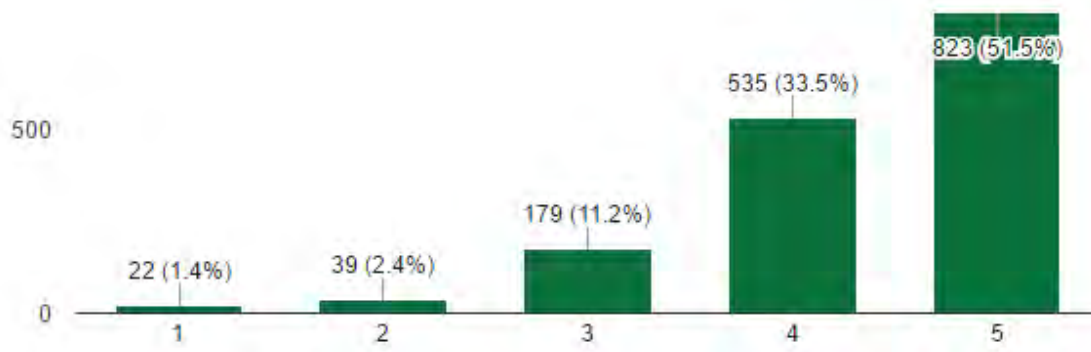
2. Tesoro High School encourages a positive learning experience.
(1598 responses)



3. Tesoro High School staff have high expectations of their students in regards to their behavior: 96.2% agree.

3. Tesoro High School staff have high expectations of their students in regards to their behavior.

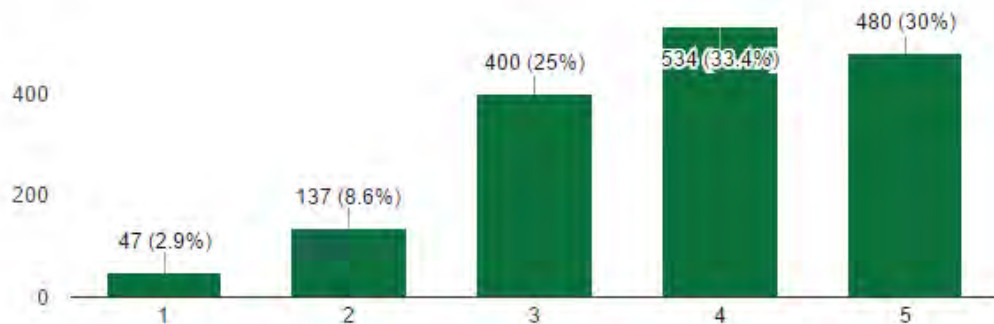
(1598 responses)



4. Tesoro staff uses School Loop to regularly communicate with students and families: 88.5% agree.

4. Tesoro staff uses School Loop to regularly communicate with students and families.

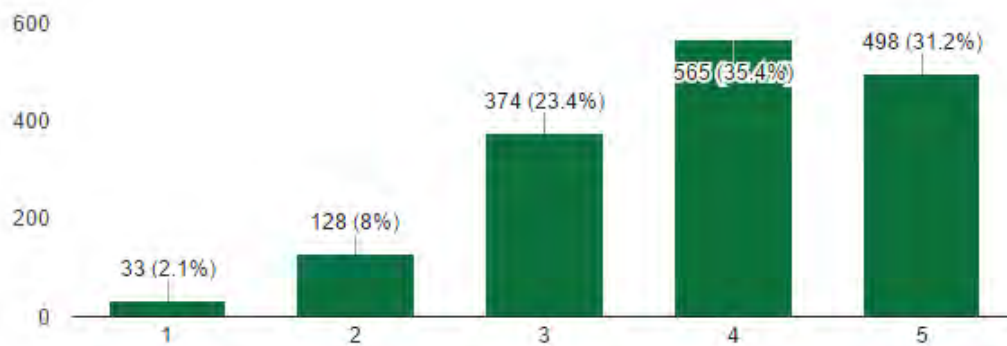
(1598 responses)



5. Assignments, grades and other necessary class materials can be found on School Loop: 89.9% agree.

5. Assignments, grades and other necessary class materials can be found on School Loop.

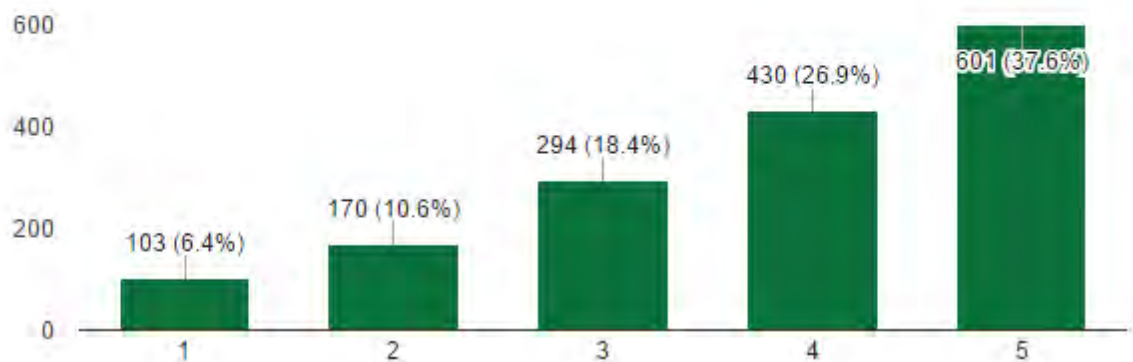
(1598 responses)



6. Tesoro staff have explained the graduation requirements to me: 83% agree.

6. Tesoro staff have explained the graduation requirements to me.

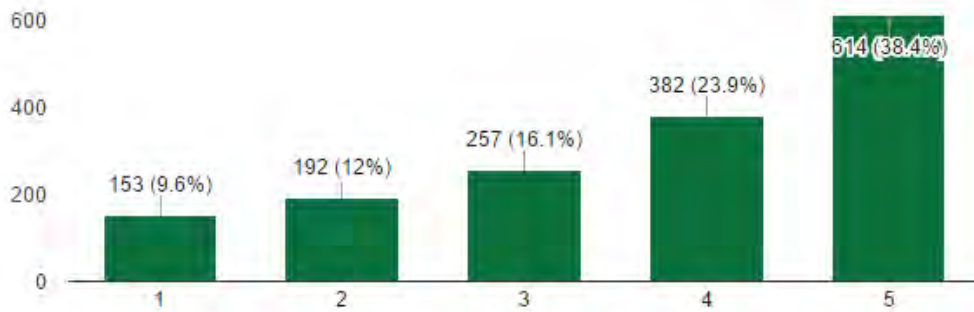
(1598 responses)



7. Tesoro staff have explained the University of California (UC) and California State University (CSU) A-G requirements to me: 78.4% agree.

7. Tesoro staff have explained the University of California (UC) and California State University (CSU) A-G requirements to me.

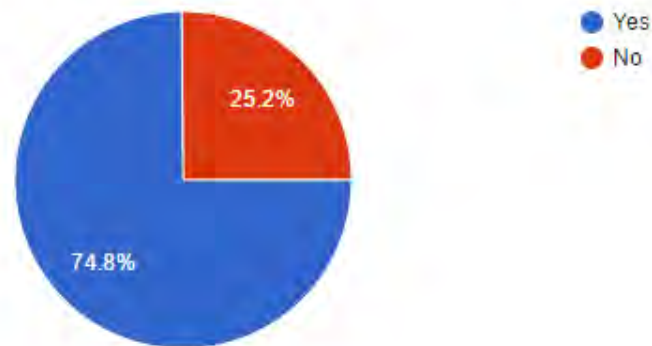
(1598 responses)



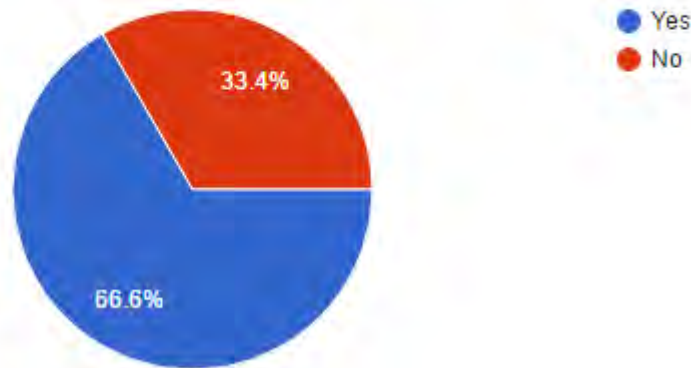
Part A

1. Are you aware of the schoolwide learning outcomes (formerly ESLRs)?

(1598 responses)



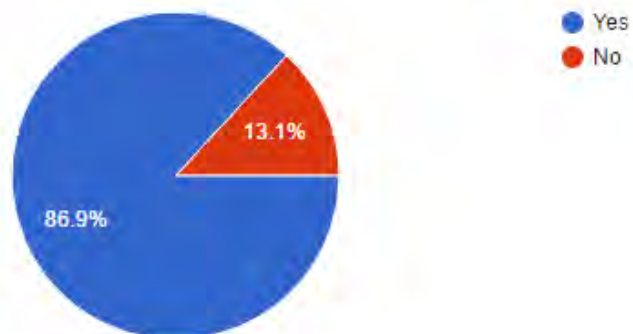
2. Are you aware of our vision statement? (1598 responses)



Part B

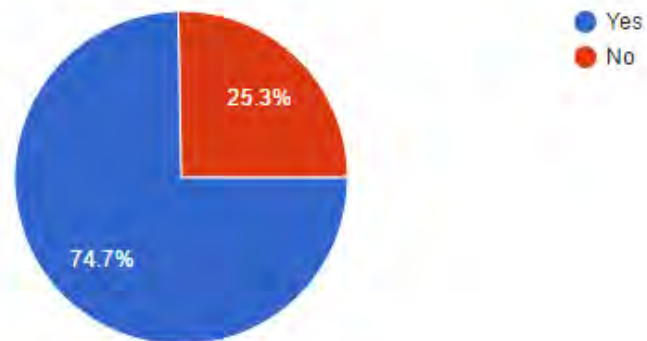
1. Do you feel you participate in a rigorous, relevant and coherent standards based curriculum that supports success in college?

(1598 responses)



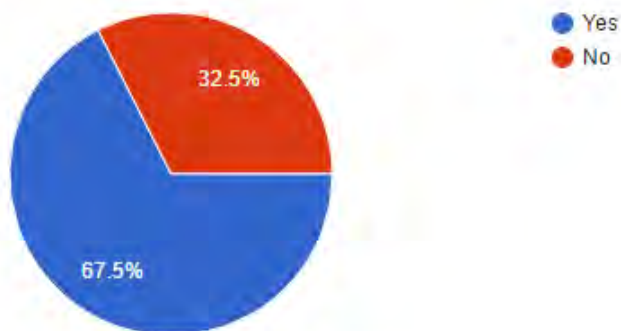
2. Do you feel you participate in a rigorous, relevant and coherent standards based curriculum that supports success in career-readiness?

(1598 responses)

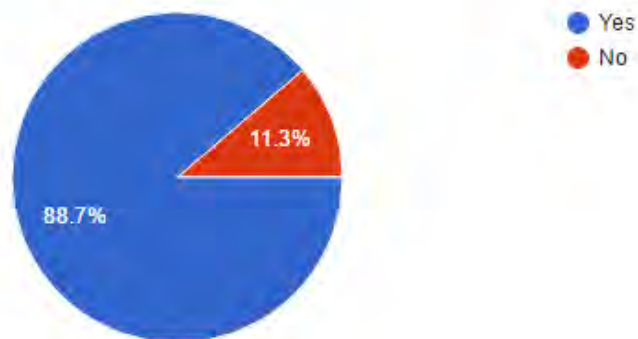


3. Do you feel you are provided assistance at Tesoro with a personal learning plan to prepare yourself for the pursuit of your academic, personal and career goals?

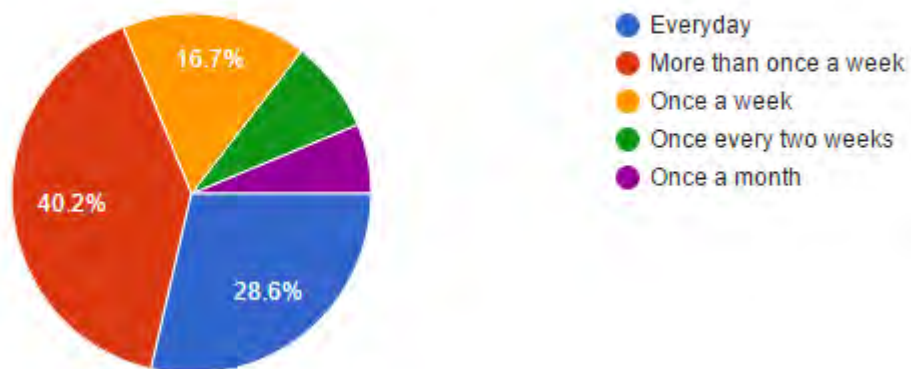
(1598 responses)



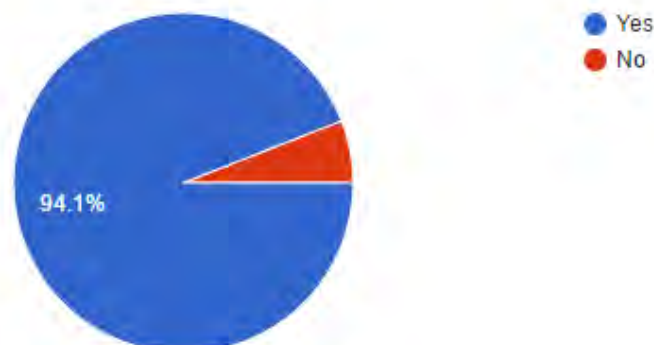
1. Are the learning objectives clearly posted in your classroom? (1598 responses)



2. How often is technology utilized in your classes? (1598 responses)

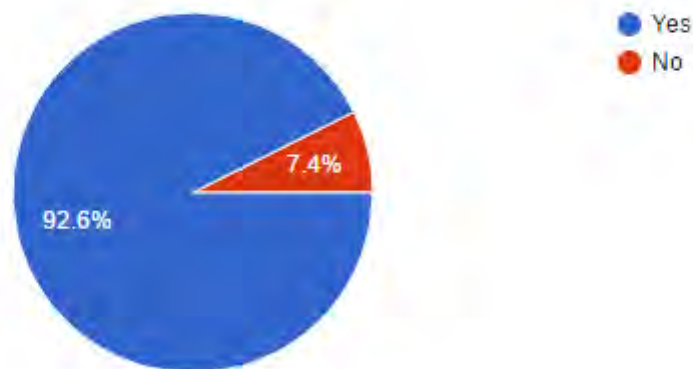


3. Do your teachers use strategies other than straight lecture? (1598 responses)

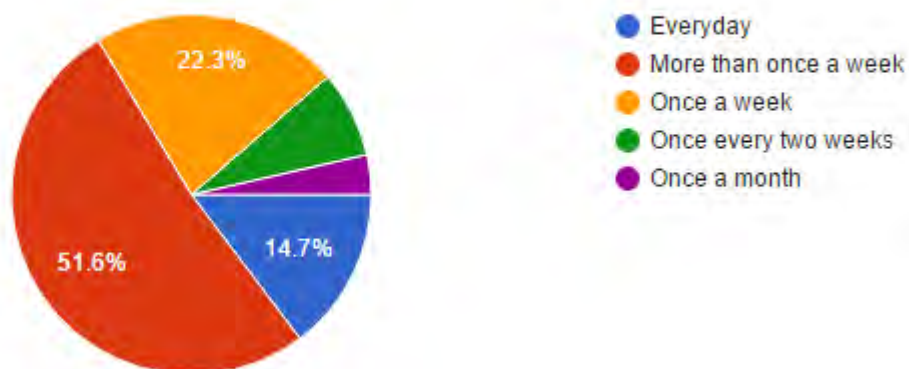


4. Are you given projects to assist your learning that goes beyond the textbook?

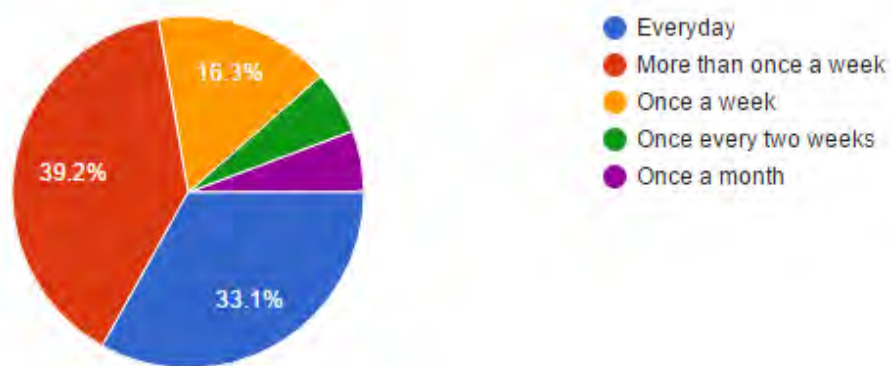
(1598 responses)



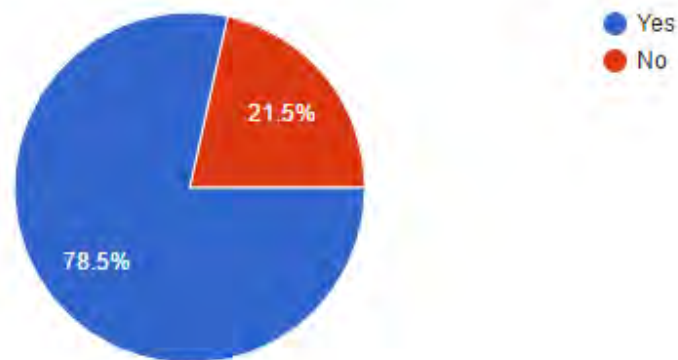
5. How often do you work in groups in a classroom? (1598 responses)



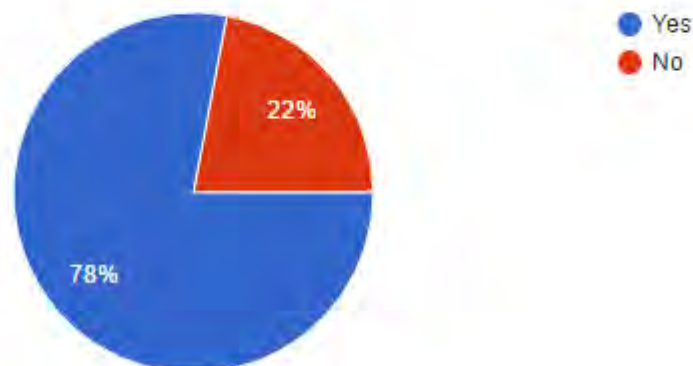
6. How often do you get out of your seat in the classroom? (1598 responses)



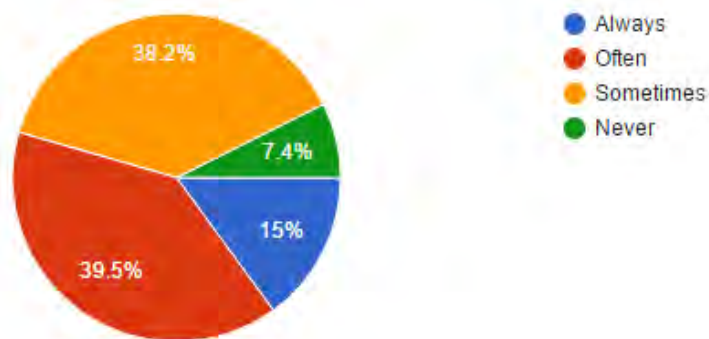
7. Do you discuss concepts in your classes that apply to the real world?
(1598 responses)



8. Do your teachers encourage reflection and self-assessment after a project/activity?
(1598 responses)

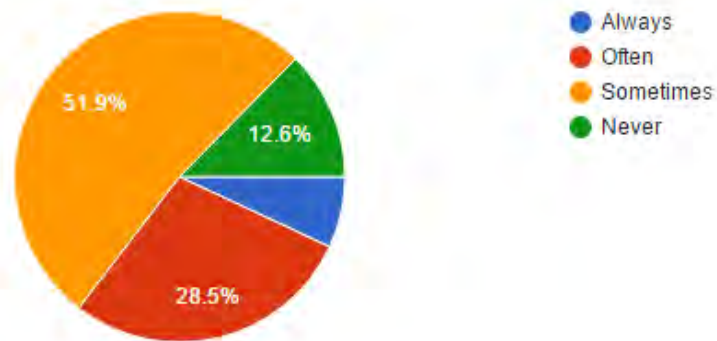


9. How often are you given opportunities to re-learn a concept after you have been taught?
(1598 responses)

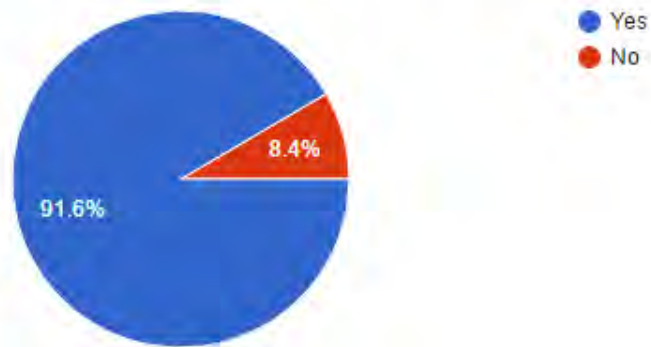


10. When you are given a project, how often are you given the opportunity to choose your topic?

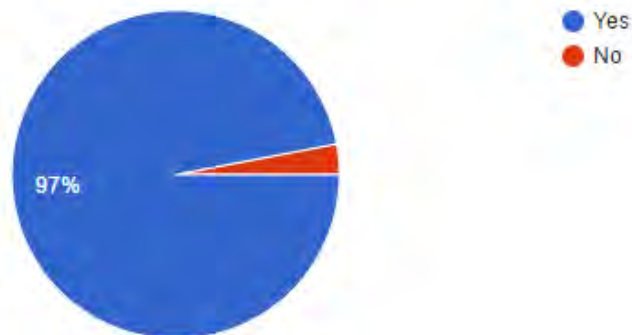
(1598 responses)



1. Have you taken online assessments in any of your classes? (1598 responses)

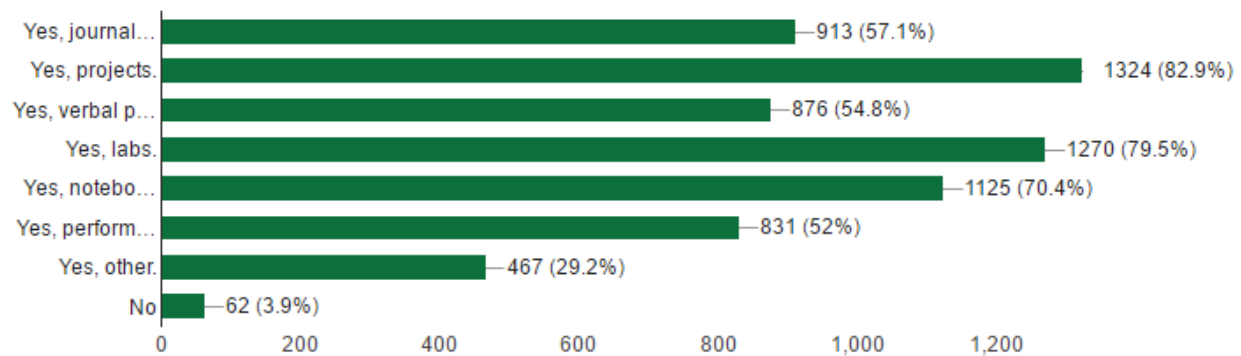


2. Have you taken tests that require multiple response answers? (1598 responses)

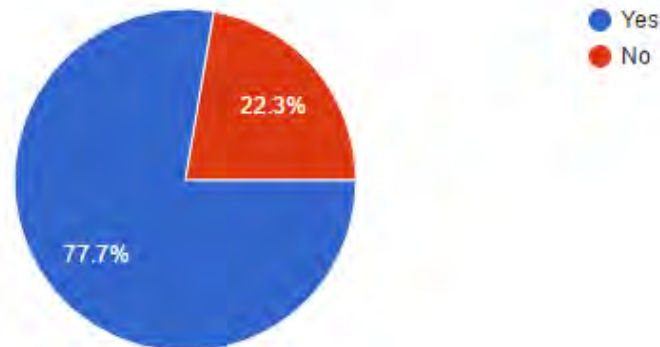


3. Do your teachers ever evaluate your performance with something other than a written test and/or multiple choice test?

(1598 responses)

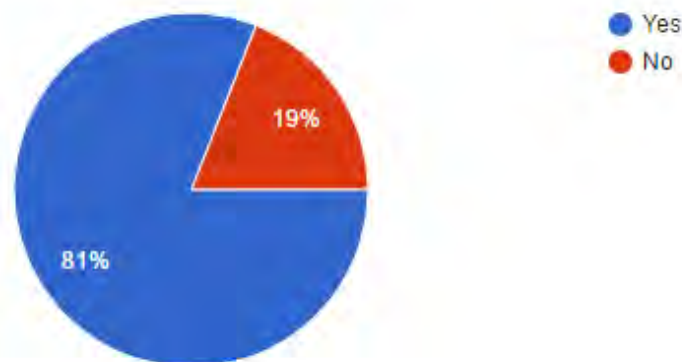


4. Do your teachers debrief/review your assessment results? (1598 responses)

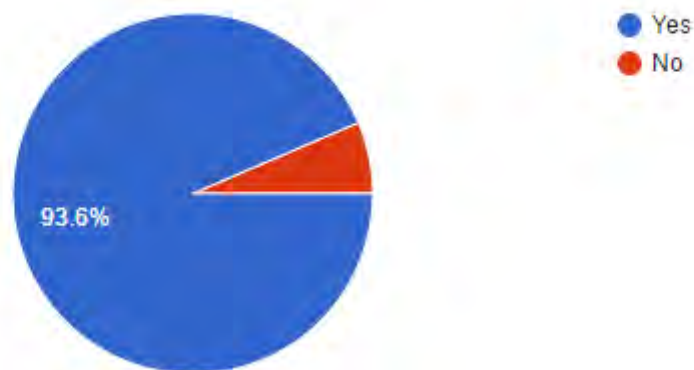


5. Do your teachers review test directions with you when giving a test?

(1598 responses)

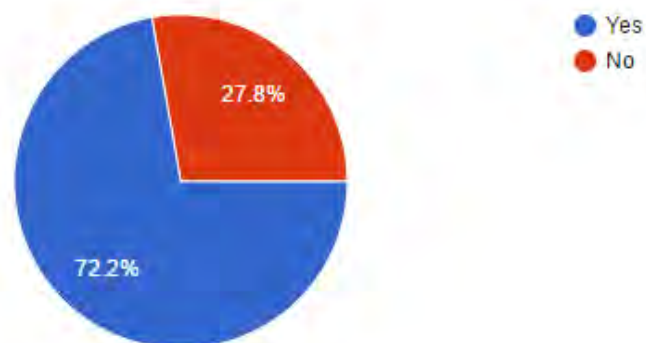


6. Are there a variety of test questions on your tests? (1598 responses)



7. In general, do you feel that homework accurately reflects the information on the assessments?

(1598 responses)



PROGRESS REPORT



Chapter II

Chapter 2: Progress Report--Summary of Progress Since the Previous Full Self-study

1. Significant School Changes and Developments

Change in Administration

After 10 years of a fairly consistent administrative staff, in 2013 Tesoro welcomed its new principal, Marc Patterson, along with two new assistant principals, Bill Mocnik in Guidance and Michael Hatcher as activities director. In 2015-16 school year, administration changed again, with Bill Mocnik becoming our new principal, Michael Hatcher our guidance assistant principal, Diane Turpel and Dian Johnson as our new assistant principals, and Ryan Schreiber as our activities director. In 2016-17, Christina Migge replaced Ryan Schreiber as our activities director. The focus during collaboration time has changed to instructional improvement. Many of the All Staff meetings have focused on ADD-SIOP strategies, and have been centered on professional development. The new administration has also encouraged the sharing of best practices by sending weekly emails with ideas, as well as typing and sending examples that have been collectively shared by the faculty. Classroom visitations have also increased significantly.

Organizational Changes

- Implementation of ADD-SIOP Initiative.
- School and districtwide training on Common Core and Common Interim Assessments (CIAs).
- School and districtwide development of Curriculum Alignment Guides (CAGs).
- Structured PD plan for all departments.
- Creation of Common Interim Assessments districtwide.
- Restructuring of our Advisement Program to Homeroom.
- Consistent recycling program through Special Education and Golf.
- Implementation of Schoolwide Learner Outcome lessons in freshman English.
- Training for Turnitin.com and Illuminate.
- Improved alignment between the Single Plan for Student Achievement and WASC Action Plan.
- All assistant principals work collaboratively on the schoolwide instructional focus.
- Coordinated Science (non A-G) is no longer offered.
- Algebra 1A/1B are no longer offered.
- District and school training on implementing effective PLCs.
- Instructional Coaches are now on the site in each of the four core departments.
- Piloting of Assigned Tutorial.

Restructured Advisement

As a result of the WASC Action Plan, at the start of the 2012 school year, the bell schedule was changed in order to create a permanent weekly chunk of time for Advisement and the name was changed to Homeroom. Tesoro's IMPACT program works with freshmen Homeroom. The other Homerooms are used as a general tutorial to disseminate information, provide feedback on grades, and

to continue to provide all students with another adult on campus for a more personalized school experience. Staff and students were surveyed in 2014-15, the staff agreed that the Homeroom concept was something positive and should remain at Tesoro. The results showed 23 staff members wanted to keep it as is, 21 wanted to continue to modify it, and 32 wanted to disband it. In a student survey, 772 of the students wanted to keep it as is, 264 wanted to modify it in some way, and 321 wanted to disband it. The staff has agreed to continue to refine Homeroom.

Faculty Turnover

Since our 2011 WASC visit, 30 teachers have retired, transferred, or been non-re-elected; 39 new teachers have been hired since 2011. The significant increase in teachers is due to a growing student population. There has been an increase in School of Choice students and there has been significant new housing development within our boundaries. Tesoro has carefully selected new staff members who were ready to embrace a collaborative culture and were versed in sound instructional strategies.

Transition to Common Core

The transition to Common Core looks different from state to state, district to district, school to school and department to department. Although the school district, and therefore, Tesoro have been given training opportunities, the training and progress looks different in each department. All departments have been provided extensive training. Teacher training started with Instructional Strategies/Student Engagement, transitioned to ADD-SIOP, and lastly, moved to Common Core. Beginning in the 2013-14 school year, Tesoro teachers participated in two all-district staff development days where they were trained on Common Core practices. Teachers learned techniques for increasing Depth of Knowledge (DOK), using Gradual Release of Responsibility: I do, We do, You do, incorporating and increasing the use of technology (Chromebook training), and incorporating more Document Based Questions in Assessments. These All District staff development days have continued for the 2014-15, 2015-16 and 2016-17 school years. In addition, at our school site, each department has been given 3 “pull-out” days where teachers continue their training and collaboration toward Common Core. These pull-out days varied from department to department depending on need. Some of the days were used to give Chromebook training, some were given direct continued instruction from their TOSA, some were used for teachers to begin creating common assessments and rubrics, and some were used to begin analyzing data. Teachers continued this work in our PLCs on Late Start days which we attend every Wednesday. Lastly, our All Staff meetings have changed their structure in order to move away from disseminating information that can be sent in an email, to having meetings with an instructional focus.

2. Schoolwide Critical Areas for Follow-up

The following are critical areas for follow-up from our last full WASC visit:

- a. Character development—academic dishonesty, campus cleanliness, and conservation.
- b. Continue to examine, formulate and use data/research to drive instruction and programs.
- c. Continue to expand opportunities in order for all students to find a way to connect to Tesoro while having their academic needs met.
- d. Develop methods for more visibility, teaching, and measurement of attainment of the Schoolwide Learning Outcomes (formerly ESLRs).
- e. Critically analyze and refine the schoolwide action plan so that it aligns with the SPSA.

The following are the critical areas for follow up from our midterm visit:

- a. Create a structured professional development plan.
- b. Strengthen PLCs to use data to drive instruction and share effective instructional strategies; develop common formative assessments.
- c. Effectively use Late Starts for PLCs to do their work.
- d. Continue to provide PD opportunities for technology implementation in the classroom.

3. Ongoing Follow-up Process

One of the critical areas for follow-up not in the action plan after our last full visit was the recommendation to align our schoolwide action plan to the SPSA. Since our last full WASC visit and in an effort to address this area, Tesoro High School has created a Single Plan for Student Achievement to reflect those suggestions.

Each staff member was able to choose the “Action Plan committee” on which to serve and met with that group in order to implement changes needed to meet the goals of the Action Plan. Each year a significant portion of our Late Start days have been devoted to our critical areas of need. As we headed into our WASC mid-cycle report, Focus Groups met in order to assess the status of the school in meeting the suggested goals. The focus groups created the third year report and have since assisted in the continued monitoring of the needs.

4. Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals

Character Development

Since the last WASC visit, the culture of Academic Integrity has been addressed through Turnitin.com and discussions with parents and the school community. In the school year of 2009-10 there were 11,324 Turnitin.com submissions. In 2014-15, there were 17,368, and in 2015-16, there were 25,217 with 35 teachers currently enrolled which is a significant increase from our last WASC visit. Additionally, teachers now incorporate the Academic Integrity policy in their syllabus and discuss it with the students regularly.

A concerted effort was made back in 2011 to create an environmentally conscious campus and a cleaner campus. All classrooms and offices now have blue recycling bins. Tesoro created a committee in the fall of 2011 to address and organize the trash/recycle issue. This committee consisted of interested staff members who wanted to make a difference and teach their students the same. The Special Education department was the department that spearheaded the development of a program.

PD, PLCs, and Data Use to Drive Instruction

Since our last full WASC visit, we have created a structured professional development plan which includes district, site, and department professional development days in order to increase our best practices in the transition to Common Core, increase the use of technology in the classroom, create departmental formative assessments and rubrics, and begin to analyze data. Additionally, teachers are

working with the district to create Curriculum Alignment Guides (CAGs) so that every teacher will have a guide for their particular subject area. Lastly, teachers are working in the district to create Common Interim Assessments (CIAs) to be given at different times in the four core departments and act as benchmarks for each subject area. The 2015-16 school year English and Math piloted these assessments. The expectation is that all four core departments will have 2-4 CIAs in 2016-17.

At this point, in our core departments, teachers are working together to create common summative assessments after each unit. However, while we do give common formative assessment, departments are at different levels as to how often and how in-depth. We are analyzing the data to modify and adjust instruction. In addition, in the department pull-out days, teachers are analyzing data from a variety of areas, including but not limited to: 1. assessments within a team/subject area, 2. SBA results, 3. AP results, 4. 6-week grades. Again, the quantity and in-depth analysis varies from department to department and this continues to be one of our goals during PD days.

Expanded Opportunities for All Students

In 2013 Tesoro began collaboration with Saddleback College in order to have a course offered on our campus. The course is called Counseling 100 and helps to provide students with what they need to know in order to make a successful transition to college and also contains a counseling component. In addition, enrollment in this course provides students with priority registration next fall—virtually guaranteeing these students the courses of their choice.

Tesoro has expanded ROP (CCA) offerings and now have multiple on-campus sections (offered during the school day) Sports Medicine, Art of Animation, Robotics, and Small Business Management. We are exploring a CTE pathway in Environmental Science. In 2014 two sections of Academic Intervention (AI) were made available to provide students the opportunity to both make up credits and to remediate “D” grades.

The following courses have been added since the midterm visit in 2014: Earth Science, Psychology, Sociology, AP Physics C, Commercial Music, Drawing & Painting, Dance, Honors Physics, and Honors Anatomy, Honors Biology, Honors Chemistry, Robotics, and Art of Animation.

ESLRs (Schoolwide Learning Outcomes)

The Schoolwide Learning Outcomes are now embedded into the culture at Tesoro, specifically with our Homeroom/Impact program. Each 9th grade student, in their Monday Homeroom, has the opportunity to be taught by an Impact Mentor who implements lessons regarding the Schoolwide Learning Outcomes. In addition, each 9th grade English teacher integrated the Schoolwide Learning Outcomes into a common lesson where the students create a “Coat of Arms” integrating the Learning outcomes. These are then presented and shared. Staff also has the opportunity to hand out, “ESLR Tickets” when they see students demonstrating one of the ESLRs and students can place them in a box in order to win a prize. Lastly, teachers use ESLR stamps to place on lessons/copies in order to demonstrate the Learning Outcome being used.

Technology

In the 2014-15 school year, Tesoro received 15 Chromebook carts which were given to teachers who applied for them with the rationale of how they were going to use them in their classroom. In the 2015-

16 school years, we received an additional 6 Chromebook carts that could also be shared. All teachers have had mandatory training on the Chromebooks. In addition, through the ADD-SIOP and Common Core training, teachers have been in-serviced on additional strategies to incorporate technology. Teachers will continue with this training.

5. Critical Areas for Follow-up not currently in the Action Plan

The 2011 Visiting Committee noted several areas of need in their report that have been or are currently being addressed that were not included in the schoolwide action plan.

Walkthroughs

It was noted during the last visit that the administration did not spend a significant amount of time visiting classrooms to view instruction. Beginning three years ago a concerted effort was made to have all administrators spend more time in classrooms to observe teaching and learning. Additionally, classroom walkthroughs have begun at the district level with monthly walkthroughs at each high school by site administrators, district administrators, and instructional coaches.

Tutoring

Our National Honor Society has always provided afterschool tutoring for students. Beginning in the spring of last year we began paying a teacher to help facilitate, oversee, and tutor students as well. Teachers are tutor students after school for extra pay. Our football program has a tutoring program where teachers, NHS students, and parents volunteer to tutor the athletes.

Learning Objectives

Five years ago with the introduction of SIOP strategies, Learning Objectives were introduced to the staff however they were only used sporadically across the campus. Beginning last year Learning Objectives were reintroduced to the staff and now most classrooms have Language and Content Objectives posted in their classrooms and teachers are reviewing them with their students. This is a continued area of focus and is also a district priority and focus now.

Peer-Observations

While there have been opportunities for peer-observation the last few years, particularly during department pull-out days, the opportunities for peer-observation has now grown exponentially with the addition of our instructional coaches. Not only are the coaches able to get out and visit classrooms, but they are also covering teachers classes so those teachers can go out and watch their peers, both in and out of their departments.

SchoolLoop

It was noted during the last visit that there needed to be a more consistent use of SchoolLoop to communicate student progress. While teachers were asked three years ago to post assignments at least every two weeks, there is still inconsistency among the staff. Last year the school district and teachers union negotiated this issue and agreed all unit members would use SchoolLoop to

communicate progress. Each school site has been directed to come to consensus on what this will look like for their school. We are currently having this discussion among departments.

GFI Implementation

There have been many CUSD initiatives in recent years and in 2015-16 the district wanted to narrow the focus and all stakeholders across the district were asked to come to consensus on what research based practices would result in all CUSD students demonstrating disciplinary literacy at a DOK level of 3 or higher. All school sites met with their stakeholders and came to consensus by site of their top five practices. After much deliberation, it was decided to continue with the SIOP model that was initially introduced several years ago and focus on the following four components:

- Lesson Preparation—Content and Language Objectives
- Strategies—Scaffolding, GRR
- Interaction—Frequency, Grouping, Opportunities for Student Talk
- Review & Assessment—Formative Assessments in the Classroom

STUDENT/COMMUNITY PROFILE

OVERALL SUMMARY



Chapter III

Chapter 3: Summary of Student/Community Profile

Our self-study process began in the fall of 2015 with the selection of the self-study coordinator as well as the Focus Group Leaders. The staff was then placed in a Focus Group by their 1st, 2nd, or 3rd choice. We also created a Profile Committee to gather data and create the profile. Fall of 2015 we began our work in our Focus Groups by reviewing our Vision Statement and Schoolwide Learning Outcomes. Throughout this time, the self-study coordinator, administrative team, Focus Group Leaders and Profile Committee met often to discuss progress, attend trainings, gather data and write. In early 2016, as soon as the profile was complete, it was given to the Home Groups (Departments) in order to analyze the data and provide feedback. The next week, the same process was completed in Focus Groups. After the Profile was analyzed, trends and learner needs discussed, the writing of Chapter 4 continued. By the end of the school year in 2016, after spring work in Focus Groups, each group had a rough draft of their section, along with strengths and weaknesses. This work continued in the fall of 2016, with the addition of a student survey as many groups needed more data. With the feedback from all groups, and discussing commonalities with Focus Group Leaders between the groups, the self-study coordinator and administration drafted Chapter 3. Wanting to make sure we had clear feedback from all groups, during our January 18th late start, we had Home Groups also (as a refresher) read Chapter 1 and 2 again, share information from their individual Focus Groups and list, in a shared Google Doc, what they feel are our 2 to 3 learner needs and any questions they have from the data. Here, all stakeholders were encouraged to share input they felt may not have been addressed in the formal meetings or something we may have missed. After receiving the information from the Home Groups, we adjusted Chapter 3 and the Focus Group Leaders wrote Chapter 5. Chapter 5 was then shared with all stakeholders, again asking for feedback. Once approved, it became our Action Plan. Lastly, we have a “mock” WASC planned for March 8th in order to prepare and give our staff an opportunity to see the process.

Side note: As progress moved forward, all data and drafts were shared with the stakeholders almost weekly.

Based on the examination of the student/community profile and the progress report, the following critical learner needs have been identified:

- I. **Continue to refine our PLC work in order to provide the best Great First Instruction (GFI) for all students. Included in this work will be the continued development of common assessments among all PLCs and the formalization of data analysis protocols among all PLCs.**

Tesoro began implementing and providing staff with PD in the area of SIOP in the 2013-14 school year with an emphasis on the Interaction Component, and has moved forward considerably in this area, there is a need to continue our work in this area with the renewed reinforcement that SIOP is best for all district students. With the roll-out of GFI at the end of the 2015-16 school year and the addition of three more SIOP components (Lesson Preparation, Strategies, and Review/Assessment), there is a need to continue our PLC work.

We currently have only two years of comparison data for the new SBA assessments. Our SBA results in the second year of administration increased overall by 8% in mathematics and 4% in ELA. Additionally, the claim areas in both subject areas increased overall as well; however there is room for growth across all claim areas. In particular, Communicating & Reasoning in mathematics and Listening in ELA show 52% of our students scoring nearly proficient on the standards, indicating considerable room for improvement. Overall, our Hispanic students scored 6% less than the schoolwide average in ELA and 16% lower in mathematics as compared to the schoolwide average.

Other standardized testing data such as AP, ACT, and SAT scores indicate that our students are performing well as compared to students at the state and national level but there is still room for improvement. With a schoolwide increase in AP enrollment of 417 students since the 2012-13 school year it is important that we provide all of these students the necessary instructional supports.

Our A-G completion rate has remained flat between 2013–15 at approximately 63% during each of these three years and the NSC college-going trend data of students attending two and four-year institutions remained mostly unchanged as well, even though they exceed CUSD averages.

Emphasis on improving our GFI through collaboration in our PLCs will better help us to prepare our students to be college and career ready in an increasingly competitive world. Additionally, while much is being done at the district level with the development of pacing guides and assessments, the collaboration at the site level on common assessments, the data they provide, and how that data can improve instruction is crucial in assisting our students. This aligns with our LCAP and the following schoolwide learner outcomes: effective communicators, collaborative workers, and independent learners.

II. Better meet the needs of our struggling students, particularly our 9th grade students, and continue to provide other options for our “students in the middle.”

A schoolwide critical area of follow up six years ago was to expand opportunities for all students to find a way to connect to Tesoro while having their academic needs met. Eleven new courses have been added since the 2014-15 school year, including two CCA offerings (Robotics and Art of Animation). While well over 90% of our students attend a 2 or 4 year college or university, there is a continued need to look at the development of pathways for “students in the middle” that could end in a certificate or provide the skills necessary to enter prepared for the workforce. In 4 of the 5 Focus Groups, and 6 of the 8 Home Groups, there was discussion on continuing out movement toward assisting our struggling students and our students in the middle. In those groups, they discussed the idea of bringing back our Freshman House. We implemented Freshman House and used a district reading assessment in order to place the students their freshman year. When the numbers dropped to single digits, the program dropped. We discussed using different criteria in order to place the students. Additionally, in terms of career focus, we are currently anticipating on opening up an environmental science pathway.

An analysis of grades through three consecutive semesters ending with spring 2016 shows that Tesoro has a fairly modest D/F rate that is slightly above 7%. However, a closer analysis of the 15-16 school year, the D/F rate (1st semester/2nd semester) is substantially higher in the following courses consisting mostly of 9th graders: Algebra I (18%/22%); Geometry (19%/22%); English I (25%/21%); Biology

(22%/13%); Spanish I (7%/15%). Algebra IA/B was phased out two years ago and all students are now enrolled in Algebra I. In addition, Coordinated Science (non-A-G) is no longer offered at Tesoro (and now CUSD). All 9th grade students now take Biology. 10th grade students either take Chemistry or Earth Science, which is usually determined in large part to math proficiency.

SELF-STUDY FINDINGS



Chapter IV

SELF-STUDY FINDINGS - A ORGANIZATION



Chapter IV

A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources

A1 Leadership & Organization

A1. The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

<i>Findings</i>	<i>Evidence</i>
A Vision for THS a) The Tesoro High School vision statement and schoolwide learner outcomes can be seen on posters in classrooms, across the athletic fields, and on the tesorohighschool.com website. The ESLOs are explicitly taught in our classes. For instance, all freshmen students complete an assignment at the beginning of the year that introduces them to the ESLOs. It's a coat of arms divided in 4 sections and students have to show how they are beginning to exhibit behaviors in each of the four ESLOs. Stakeholders agree that these principles found therein systemically drive our curriculum and instruction. Through the 18 workshops that engaged 283 stakeholders from 14 groups in the last year alone, CUSD and THS have informed, consulted, and involved stakeholders in the educational process and creation of the LCAP. Some of the Tesoro stakeholders include current WASC parent focus group participants, PTSA and EFC members, the school site council, and members of the Tesoro Titan Foundation. Our mission statement ("<i>to provide a community that fosters balanced, responsible individuals through high academic standards and strong curricular programs while valuing diversity, promoting effective communication skills, and demonstrating mutual respect in collaboration with parents and the local community</i>") affirms the belief that our purpose is to help the whole student. As much as we focus on academics and practical, applicable learning, we also believe that all students should be afforded opportunities to flourish outside the traditional classroom. Our large number of co-curricular options and clubs combined with their successes and participation rates, demonstrate this commitment. Our vision statement ("THS is a place where all students' needs are met in an environment where the Titan community consistently does the right and proper thing by demonstrating Wisdom, Strength, and Honor") was carefully crafted by the stakeholders of Tesoro. It's our goal that every stakeholder fully understands our vision, purpose, and schoolwide learner outcomes.	THS Mission Statement, ESLOs, SPSA, LCAP, Survey, Staff Meeting Notes SPSA, LCAP, Survey SPSA, LCAP, Classroom Observations

<i>Findings</i>	<i>Evidence</i>
Tesoro's Schoolwide Learner Outcomes are that Tesoro High School students will be... 1. RESPECTFUL AND RESPONSIBLE CITIZENS who participate in the economy, demonstrate integrity by obeying rules, following laws, and doing the right and proper thing, take responsibility for their own actions and accept short and long-term consequences, appreciate, value, and respect the work and property, and exhibit cultural awareness and tolerance. 2. EFFECTIVE COMMUNICATORS who articulate thoughts and opinions in an organized and logical fashion, both orally and in written form, whether in a standard conversation, a presentation, or in a debate. They will receive, analyze, and interpret information by listening to others, reading, and recognizing the role of non-verbal communication. 3. COLLABORATIVE WORKERS who demonstrate appropriate social skills, support their own opinion while at the same time appreciating the opinions of others, are driven and focused to create a meaningful product, fulfill commitments to the group through individual accountability, identify strengths in themselves and others, and assume responsible roles. 4. INDEPENDENT LEARNERS who think critically and are able to synthesize, organize, analyze, and draw conclusions from information, solve problems by using resources effectively and to develop relevant questions and display competence in a variety of assessments, including content areas, and to be able to apply it to real life situations. They are self-directed, confident, and can self-monitor by evaluating personal progression through long-term and short-term goal setting, including thinking ahead to future endeavors in schooling or vocations. They demonstrate technological proficiency in word processing, spreadsheets, communication, presentation, and are able to effectively manage time and apply organization skills. b) Our school's vision and mission align with the district's recently introduced vision and mission, as well as the district's Wildly Important Goal (WIG) for teaching and learning (see below): <u><i>Vision:</i></u> <i>An unwavering commitment to student success.</i> <u><i>Mission:</i></u> <i>To prepare our students to meet the challenges of a rapidly changing world.</i> <u><i>Wildly Important Goal for Teaching and Learning:</i></u> <i>Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.</i>	Posted in Classrooms Teacher survey demonstrating how they incorporate the ESLOs. See page 60 of the Profile. Discussion in Focus Groups District Website

<i>Findings</i>	<i>Evidence</i>
The district supports our mission and engenders educational research by emphasizing the alignment of curriculum with CCSS (Common Core Standards) and has developed professional growth days each school year that allow teachers from across the district to collaborate and learn new strategies to meet the needs of our students. At these conferences and professional development days teachers use data to determine curriculum direction and the need for additional intervention in student learning. Teachers also benefit from speakers and presentations that highlight current methods for improving teacher effectiveness. THS students are encouraged to challenge themselves academically and to enroll in courses that, upon graduation, will enable them to qualify for the UC system of universities. The majority of courses are UC-approved, thereby giving students the best chance at continuing their education after graduation, regardless of their path. In addition, many of our students take advantage of the large number of AP and honors classes that we offer, adding to the rigor of the average student's coursework. We also provide a range of CCA (ROP) classes to fulfill student needs.	CUSD Professional Development SPSA, LCAP

A2 Governance Criterion

A2. The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

<i>Findings</i>	<i>Evidence</i>
<i>a) policies and by-laws</i> <u>Capistrano Unified and Tesoro</u> CUSD's vision is "an unwavering commitment to student success" and its mission is to "prepare our students to meet the challenges of a rapidly changing world." Besides Tesoro's vision and mission statements mentioned in A1, the Capistrano Unified School District has recently established three WIGs (Wildly Important Goals) which clearly align with our school's purpose and support the achievement of our expected learning outcomes.	District Website

<i>Findings</i>	<i>Evidence</i>
<u>CUSD Wildly Important Goals (WIGs):</u> <u>Teaching and Learning</u> <i>Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.</i> <u>Communications</u> <i>Communicate with and engage students, parents, employees, and community members in District-wide and community-specific decisions.</i> <u>Facilities</u> <i>Optimize facilities and learning environments for all students.</i> <i>b) delegate implementation of policies to staff</i> <u>Site-based management</u> Our school's Leadership Team, comprised of department chairs and administrators has adopted Tesoro's vision to make schoolwide decisions and share input in a collaborative style of management within the team and also based on input from teachers as the result of department meetings. Our School Site Council--comprised of our principal, four teachers, one classified staff member, three parents and three students--meets to discuss key issues and offer input regarding purchases from site funds. In addition, Tesoro has an extensive network of parent volunteers who provide valuable input into the status of school programs. Policies are communicated to staff through online policy acceptance protocols, emails, and at staff meetings. Committees comprised of shareholders are formed to fulfill the Tesoro mission in planning academic programs. <i>c. monitor school wide plans</i> <u>Single Plan for Student Achievement</u> The SPSA, as adopted by the School Site Council in May 2016, is also monitored regularly by the school board who reviews our results and approves the Single Plan for Student Achievement each year. SPSA is now aligned with our WIGS and our WASC areas of growth from the midterm visit. <u>Local Control and Accountability Plan</u> To facilitate alignment between LCAP and school plans, the LCAP identifies school goals as they relate to state and local priorities.	SPSA School Site Council Agendas PTSA Meeting Notes Input from Parent Boosters, EFC, Titan Foundation, and WASC. Employee/District Website District Website

<i>Findings</i>	<i>Evidence</i>
An LCAP planning team consisting of District Office certificated and classified staff and principals was convened to help guide the LCAP work. Stakeholder input meetings were held and included a student advisor to the Board, a parent advisory committee, an English learner advisory committee, district PTSA council members, elementary, middle, and high school principals, CSEA and CUEA bargaining unit members, school site council members, and school staff members. Input from all groups was taken in consideration based on trends identified in a 3/16 survey. Over 10,000 surveys were collected: 7,554 student, 1,984 parent, and 898 staff. Stakeholders provided feedback on goals, actions, and strategies for the 2016-2017 goals. <i>d. complaint and conflict resolution procedures</i> All complaints are first handled at the site level and must go through the principal before moving to the district. Complaints not resolved at the site are then referred to the CUSD school family representative. Complaint procedures are located on the district website and posted in all classrooms.	LCAP Annual Update Template (p. 8-9) Results of District-wide Survey District Website

A3 Leadership: Continuous Planning and Monitoring Criterion

A3. Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

<i>Findings</i>	<i>Evidence</i>
Through Leadership Team meetings, department meetings and subject area meetings, leadership and staff <i>routinely</i> make decisions and address concerns that impact student achievement. Examples of instances where input from teachers and staff have driven decisions are bus schedules, tutorial structure, advisement/homeroom, open house/BTS night, and late start agendas. We have structured the school calendar to optimize teacher collaboration through late start every Wednesday. Most meetings are devoted to productive department and team collaboration, to the dissemination of information, or to curriculum planning. The focus of some late starts is determined by leadership or district directives such as technology or common assessment training.	Agendas and Notes from Leadership Team Meetings, Department and Content Team Meetings School Calendar

<i>Findings</i>	<i>Evidence</i>
Three department release days are distributed throughout the year during which teachers review student data including district/state test results (CAG, CIA), review student grades, receive technology training, clarify teaching goals, share best teaching practices, create common assessments, review common assessment data, and implement district directives. The district has created a new position at each school site for a peer <i>Instructional Coach</i> in each department. The coaches facilitate improvement in student achievement by providing teachers with necessary resources to improve lesson preparation, teaching strategies, student interaction, and the use of assessment. Our Leadership Team meets once a month during the school year. Curricular, scheduling, and instructional decisions are made with input from department chairs and administrators. Department chairs consistently ask for input from their members and then share that information with the Leadership Team. Likewise, information from the administration is given to the department chairs and then distributed to the department members during the late start department meetings. The principal holds biannual Stakeholders Roundtable meetings during prep periods to receive input about what is working, areas of concerns, and possible resolutions to concerns. School staff and leadership meet regularly to initiate activities that identify and mitigate the needs of all students including critical learners. Administration has a high degree of input from classroom teachers, academic advisors, discipline and attendance staff, case-carriers, school counselors, and parents that results in actions designed to meet student academic and emotional needs. Examples of these conferences are 504, IEP, and SST meetings, individual parent/teacher meetings, phone and email communication with parents and students, scheduling committees, conferences with EL teachers, and guidance meetings with students regarding A-G requirements, college planning, course requests, and progress checks.	Observations and Feedback from Instructional Coaches Leadership Team Meeting Agendas and Minutes Agendas and Minutes

A4 Staff: Qualified and Professional Development Criterion

A4. A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

<i>Findings</i>	<i>Evidence</i>
Tesoro is staffed by a dedicated team of administrators, teachers, and classified staff members. The administrative team is comprised of the principal, three assistant principals, the activities director, and two student teaching assistant principals. There are 65 classified staff members that provide a variety of services for the school, such as managing the front office, attendance, and health services. Tesoro has 5 academic advisors, 2 psychologists, and 2 school counselors to help with students' academic and emotional needs. For the 2016-2017 school year, there are 96 certificated teachers at Tesoro. Of the 96 teachers, 43 have been trained as BTSA mentors to provide support to new teachers in the district. Sixty-two teachers are currently, or have been, master teachers in a student teacher credential program while at Tesoro. Eighty certificated staff members have their CLAD, BCLAD, or EL certification and 11 have their RIC. The average number of years teaching is 17.40 years, with an average of 14.25 years with the Capistrano Unified School District. Over the past three years, our district has adopted SIOP and GFI and has provided professional development days to improve best teaching practices and/or allow content teams from different school sites to share materials and/or detailed instruction. This 3-year program is related to the introduction, implementation, and integration of the Common Core State Standards. In addition, a number of teachers attend district and non-district sponsored seminars and conferences outside the school day, sometimes paying for them personally. The district recently added instructional coaches, staffed teachers that are given a prep period to observe colleagues and discuss instructional standards and best practices. The district also provides release days for content teams to develop common assessments, review and analyze data, and technology training (SBAC, Chromebooks, DBQs, curriculum mapping, essay norming, and CAG input). Performance Goals (PGs) are written each year. A teacher can write individual goals that meet professional standards, but content teams may also create goals together. These goals are agreed upon between teachers and administrators.	CBEDS SARC BTSA Guidelines Teacher Feedback Performance Goals

<i>Findings</i>	<i>Evidence</i>
As a result of our district's ADD/SIOP instructional strategies initiative, teachers are expected to write two-part learning objectives on their white boards each day so students are informed as to what will be presented and expected in each class. These objectives delineate the standard or focus of the lesson, the level of cognition practiced, as well as how students will demonstrate successful mastery of concepts. All staff are provided a handbook at the beginning of the school year that outlines responsibilities, operational practices, and the instructional focus for the school year. In addition to Late Start time for professional development/learning by staff, all departments are provided three release days annually to work as a department and/or in course-alike teams to analyze grades/data, to learn instructional strategies, to plan lessons, etc. Release time is also provided by the district for the development of CAGs and CIAs.	Classroom Observations Handbook Agendas

A5. Resources Criterion

A5. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

<i>Findings</i>	<i>Evidence</i>
As the economy has improved since the recession of 2008, we are starting to see more money funneling into the district to provide much-needed resources for staffing, materials, and facilities. Most community stakeholders agree that the resources are adequate to meet the Schoolwide Learner Outcomes. In the recent survey, 87% of students agreed that Tesoro has prepared them for success in college. Though many of the resources the school receives have a designation attached to it, there are a few funding sources the school can access that allow more flexibility. Education for the Children Foundation, PTSA, and Tesoro Titan Foundation all provide grants and other funding for teachers to accomplish the academic goals of the school. In addition, many teachers have applied and received grants from outside sources to augment the curriculum in unique ways. Extracurricular booster clubs provide much-needed funding to support programs that meet the needs of Tesoro students, which in turn support academic learning outcomes. It is clear that the financial resources from the district are being utilized to meet the goals of CUSD and THS. Post-secondary options have	Student Survey EFC, TTF, SSC PTSA Minutes LCAP

<i>Findings</i>	<i>Evidence</i>
been increased for all students, including critical learners, leading to increased SBA proficiency scores and EL reclassifications. Interventions for at-risk students have lead to a decrease in the SPED referral rate, suspensions, expulsions, and chronic absenteeism. The course of study for all students is broader with an increase in A-G course completion, graduation rate, AP class enrollment and pass rate, and CTE pathways. Students are learning in a 21st-century environment due to the increasing amount of technology available, expansion of the classroom 1:1 device program (including 21 Chromebook carts at Tesoro), and the implementation of an anti-bullying/cyber-bullying curriculum. THS has utilized resources to meet the challenges of increased enrollment and ongoing professional development. Students and staff enjoy a clean and orderly environment for learning. The addition of a technology liaison on campus has led to timely response time for repairs and more efficient use of technology. However, funding is not where it needs to be in the state of California (46th of 50 states), and we have funding shortfalls resulting in large class sizes, facilities issues with space and portables, outdated textbooks, low supply budgets, and inadequate extracurricular budgets. Overall, as monies have begun to return, we are in the process of prioritizing and addressing these shortcomings. As has been our habit, THS faculty and staff will continue to deliver quality instruction even when budget constraints and other challenges make that more difficult. The district has enacted procedures to ensure that the school site is able to hire qualified staff. This past year the hiring process was completely revised and started much earlier in the spring so that qualified teachers could be hired in a timely fashion. The district made an effort this past year to align all schools' SPSAs, WASC goals, and district goals (WIGs) so that all resources are effectively and appropriately used.	Staff Meeting Notes HR Manual SPSA

Areas of Strength

1. Tesoro teachers' dedication to meeting and exceeding Common Core standards, to student learning outcomes, and to preparing students for college
2. Intervention programs that identify the academic and emotional needs of all students – SST, 504, and IEP – and increased number of school counselors and psychologists.
3. Commitment to Tesoro's vision through programs that meet the needs of all students such as IMPACT, TNT, Tutorial, afterschool tutoring, School Loop, and a comprehensive SPED program.
4. Effective use of state funding for technology advancements, site facility maintenance, hiring, and professional development.

Areas of Growth

1. Continue to get increased funding
2. Increase timely communication with students and families through School Loop (30% strongly agree, 33.4% agree)
3. Increase student participation in rigorous, relevant, and coherent curriculum for career readiness and improve student goal planning. (Q 2,3 part B survey)
4. Air Conditioning and district facilities maintenance.

SELF-STUDY FINDINGS - B

STANDARD BASED LEARNING: CURRICULUM



Chapter IV

B. Standards-based Student Learning: Curriculum

Process

This focus group is comprised of eighteen teachers representing all subjects: math, English, visual and performing arts, special education, science, world languages, social science, and physical education. There are eighteen teachers, nine instructional aides, two parents, two students, one academic advisor, one attendance clerk, and one assistant principal involved in this focus group. All focus meetings were held during Late Start staff development mornings. The group work and research has benefited from student and classified staff input.

The focus group started working on the origins of this report in the spring of 2016. The focus group co-chairs were selected by the site administration and the WASC coordinator based on their knowledge and strengths within the curriculum, instruction, their site leadership qualities, and prior experience. Focus group co-chairs, site administration, and the WASC chairwoman met several times to develop a timeline and set tasks for the focus groups. Focus members spent time gathering evidence from each discipline, and researching the criteria questions.

During the Focus Group Meetings, the members were divided into cross-curricular sub-groups which addressed all of the criteria. The sub-groups then reported to the focus group about the evidence gathered. Evidence was also gathered through email discussions which allowed the focus group to include the entire staff in their research. Each person in the curriculum focus group received a written report of all of the evidence gathered. A rough draft was produced based on the evidence and then each focus group member reviewed the document for further recommendations and clarification. Once a consensus was reached, the focus group identified school-wide areas of strengths and needs in curriculum and instruction.

B1 Rigorous and Relevant Standards-Based Curriculum Research Criterion

All students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards, the college and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

<i>Findings</i>	<i>Evidence</i>
Rigorous and Relevant Standards-Based Curriculum There are several educational research strategies that our district is currently supporting in all our schools; one is ADD/SIOP. The district began training teachers a couple of years ago. ADD/SIOP stands for Academic Achievement and Development and Sheltered Instruction Observation Protocol; this is currently known now as Great First Instruction. Our school was one of the last to be trained in the district, and then the program was eventually cut without all of our staff being trained. For the last two years, our school decided to use some of our Late Start time on Wednesday mornings to continue training with the ADD/SIOP techniques, which, although designed specifically for English Language Learners, can be implemented to help increase students' content knowledge and college and career readiness skills.	Staff meeting, department meeting, and ILT meeting agendas

Findings	Evidence
Across all subjects, teachers use a variety of ADD/SIOP strategies such as pair/share, total physical response, table discussion groups, and exit tickets to address different learning styles and increase student comprehension. In addition to ADD/SIOP, teachers are continually being trained to recognize and implement California's Common Core State Frameworks which emphasize reading and writing for college and career readiness; this includes the ability to support claims while understanding complex texts, and the ability to write informative texts as well as narratives. Students will utilize technology to research information, produce results, and then publish their findings. In order to support the new technology in the classroom, twenty-one teachers have been given a class set of Chromebooks and have been trained to integrate technology, along with the Common Core Standards, into their lessons. Additionally, all CUSD students are required to take an applied technology course (College and Career Planning) typically during their freshman year. The entire history department has been trained to use and implement into their lessons the DBQ Project curriculum, which emphasizes the use and understanding of key primary sources to create a viable argument supported by these documents. This process is also an essential element of all AP History, AP World Language and English classes, from AP European History to AP Language and Literature. Several of our English teachers have attended the UCI Writing Project and have used the research learned to develop close reading strategies and to create research-based learning projects. Teachers have also attended professional development programs where they have learned to create learning experiences, such as the <i>Romeo and Juliet</i> Workshop for English I students. Our science teachers have also attended UCI workshops on how to create a flipped classroom using interactive notebooks as well as online sources like HHMI, the Howard Hughes Medical Institute. Some world language teachers have attended AP by the Sea to understand the process of teaching and learning the Free Response portion of AP exams. Most of our AP teachers have attended at least one AP training workshop in the last few years. Finally, our district is also supporting 21st Century Learning Skills which help students succeed in a globally connected world. The standard subjects are still viable in this curriculum, and also include life skills such as health, college and career planning, and environmental literacy.	Chromebook carts, CCP Curriculum PD Agendas

<i>Findings</i>	<i>Evidence</i>
Last year, teachers from throughout the district collaborated to create the Health Curriculum Alignment Guide and two Common Assessments to ensure that Health students throughout the district are getting standards-based instruction. In Health class, students learn key life skills such as refusal skills, decision making, stress management, and goal setting, to name a few. They participate in weekly lessons called Transitions presented by The Orange County Health Care Agency. Using the computer lab, students are required to research current and relevant information regarding physical fitness, nutrition, and e-cigarettes. To add to the curriculum, students hear presentations from Narconon, Next Step, Human Options, and Shanti O.C. Instruction in Physical Education has changed greatly over the last few years, and teachers are now using a standards-based approach. No longer are the students learning the fundamentals of team sports. Instead, the objective is for the students to be moving and conditioning for a portion of each physical education period. Students are learning the exercises to work each of the different muscles. They workout with TRX suspension training, body bands and body bars, jump ropes, agility ladders, fire hoses, tires, battling ropes, and more. Technology is also being incorporated into the PE classes as students workout while connected to Polar heart rate monitors that pair with the iPad. Power walking students also use pedometers. In dance, the students use iPads, Youtube, and Bluetooth speakers daily. Many of our world language teachers have been trained to use and implement Total Physical Response and Teaching Proficiency techniques to help students use authentic materials to elicit oral and written responses. Additionally, Spanish II is vertically aligned to teach skills geared for students to be successful in the free response assignments in the AP Language and Culture Exam. Many of our world language teachers have been trained to use and implement Total Physical Response and Teaching Proficiency techniques to help students use authentic materials to elicit oral and written responses. Additionally, Spanish II is vertically aligned to teach skills geared for students to be successful in the free response assignments in the AP Language and Culture Exam. Academic and College and Career Readiness Standards Students are required to complete 220 credits for graduation. Most every course offered at Tesoro is A-G approved, and we currently offer twenty AP courses. These courses are submitted for approval annually; additionally, our science facilities meet the requirements for	Curriculum guide

Findings	Evidence
“wet labs” for all of our science courses. Many of our courses that were previously designated as Accelerated courses have now been approved as Honors courses and are weighted through CUSD. Students who are remediating coursework have an option to do so online. Our goal is to keep them on our campus so students can graduate with a diploma. The Academic Intervention class, using the APEX Credit Recovery Program, is an elective class built into the Master Schedule that allows students to make up failed classes online at their own pace. Work can also be done online at home. The APEX Credit Recovery Program is also offered in sessions before school, after school, and at lunch. These sessions are not a class, but allow students to make up credits. Students can use this program for remediation, elective credits, and grade improvement. Students take exams in class, but papers and quizzes can be done online at home. Papers are sent to the district to be graded. Security issues about who actually completes the work are a concern for the teachers involved in this program. The quality and depth of the classes offered online is not congruent with the depth and complexity for those same classes offered on campus. Students who take the Academic Intervention class have the opportunity to earn an additional 5 elective credits for the class if they complete at least two classes in the semester.	Master Schedule
Congruence Besides the summative and formative assessments in each individual classroom, the best indicators between concepts and skills taught, based on the academic standards and college and career readiness standards, would be the results from standardized testing and overall improvement in these scores. Our SBA scores rose 4% in English and 8% in mathematics this past year. Our graduation rate has held steady at 98%. Nearly 50% of our students attend a 4-year university upon graduating from Tesoro, and the ACT college readiness benchmarks indicate that our students are extremely well-prepared, particularly as compared to the state. Our A-G rate has held steady the last 5 years at approximately 63% as has our AP pass rate which is at approximately 80%. Our schoolwide learner outcomes are designed to help students become effective communicators, collaborative workers, respectful and responsible citizens, and independent learners. These same end result skills can be found in the Common Core College and Career Readiness skills which are taught in every discipline in the school. With the increased use of the Chromebook carts found in many of our classrooms, more students are able to work together on Google	Performance Data

Findings	Evidence
documents and collaborate in real time. The use of the Chromebooks also allows students to complete independent research in the classroom with direct access to the internet during class time. Integration Among the Disciplines In order for a teacher to be effective in any discipline, the students must see the connection between other classes and life skills. Designed to meet the students in the middle, American Cultures was developed to integrate both English III and American History. It has been part of Tesoro's class offerings for the last decade. While students are studying the Great Depression in US History, they are also reading <i>The Grapes of Wrath</i> in American Cultures English. Both teachers integrate each other's curricular area into their own teachings. During our Late Starts, teachers meet in their departments and team groups where this type of integration and vertical teaming can be developed. Many of the skills needed in any level of both Chemistry and Physics require math skills from previous classes like Algebra II, Precalculus and Calculus, so those science teachers are constantly integrating the disciplines. In all levels of mathematics, students are required to explain in writing the logic of their work. In Spanish and German, students use their language skills to also explore cultures and the history of those cultures; it is a required component. In AP Art History, an essential element of a piece is the context, the history of the group of people who created the piece. For English, as part of any unit or novel study, the teachers incorporate historical background to provide depth to the students' understanding. They also incorporate math to help students calculate the equivalence to present-day economic value when considering the opulence of the Roaring Twenties (<i>Great Gatsby</i>), or the poor living conditions for farmers in <i>Of Mice and Men</i>. These are a just a few examples of the connections between the disciplines at Tesoro. We use outsourced material for ERWC, the Expository Reading and Writing Course, which is offered as an English option for seniors who earn a 2 or 1 on the SBA English portion of the exam. This class was created about five years ago in conjunction with the California State University system. The purpose of this class is to help students matriculate when at a Cal State. Many of our teachers use technology in the classroom, especially with the twenty-one Chromebook carts found throughout the school. In English classes, students use the Chromebooks to collaborate and coordinate their writing, and the teacher can observe remotely, making real-time comments as they produce their work. Students also take some exams and quizzes using the Chromebooks. This	Late Start/PLC meetings and agendas Curriculum Guide Chromebook Teachers

<i>Findings</i>	<i>Evidence</i>
makes data collection and analysis more efficient. History and English teachers also use Google software for instruction on MLA, research and essay construction. Many teachers use Google forms to take quizzes and to create class surveys. Others use interactive tools such as Kahoots for exam review. Since not all students have smart phones, the Chromebooks provide the means to equitable participation. The Science Department uses Chromebooks to create templates for lab reports. The students collaborate on one document and submit their work via Google classroom. Students also use Chromebooks for research and to complete formative assessments using Google forms, padlet, and other platforms. Chromebooks are used for collaborative work using the Google Suite, especially when creating a group presentation. Webquests and independent research give students the ability to gather more information to supplement in-class learning. In science especially, simulators and virtual labs give students the opportunity to perform experiments that are beyond the capabilities of a high school lab. In Special Education the teachers use them on a daily basis to allow students to access our curriculum. In Special Education, the curriculum is all digital; it is called Unique Learning System. The Chromebooks allow the teachers to differentiate instruction for each student by leveling their reading and providing interactive modalities for reading. For Special Education, students who are unable to read, receive headphones, and the passages are read aloud in order to help them through the program. The students are also able to answer interactive comprehension questions at their instructional level; level 1 is symbols paired with pictures, level 2 is elementary vocabulary, and level 3 is full sentences. The students enjoy the interactive features, and it helps the teacher provide accessible curriculum to all students regardless of their academic level. All of the new Next Generation Science Standards (NGSS), which have recently been adopted, incorporate some aspect of science and engineering practices. Students are working through the design and engineering processes by asking questions, developing solutions to problems, and refining their proposed solutions. This is taking place with both large and small scale projects in many different forms throughout the school year. In Physics and AP Physics (and now Honors Physics), students complete projects including an end-of-year project where students build something physics-related and demonstrate it for the class. That particular project is very independent, and students choose a specific project in an area of interest to them, so different students are working on completely different endeavors. Other projects over the course of the year are designated for the class as a whole – for example, the projectile	Course Syllabi, Materials

Findings	Evidence
launchers that AP students are constructing this year. In AP Environmental Science, students learn to use and develop projects using hydroponic and aquaponic systems. We also have projects where students design and build solar ovens and water purification systems. There is a need to work on integrating engineering projects more consistently into the content, and integrating engineering concepts into lessons, not just through projects in all science content areas. We are working district-wide in science to incorporate more engineering-based activities, projects, and labs. Articulation The articulation between the middle schools begins, and is constantly adjusted, during the district-level professional growth days where a significant amount of time is given for teachers with common subject areas to discuss changes in curriculum and skills being taught. We are often placed with our vertical teams during these days. The district has TOSAs whose job is to coordinate between the grade levels. TOSAs plan the district professional days. Department chairs at both the middle and high school levels also meet regularly to discuss the curriculum and skills taught, and to discuss the CAGS for each grade and subject level. Our Eighth Grade Parent Night, usually held in February, is followed up with visits to the middle schools to explain the curriculum and high school experience to both parents and students. We also have district-wide placement guides used to help incoming freshmen find the best fit for their classes. Our school is a member of the Saddleback High School Partnership. Because Tesoro is a member of this partnership, our students can take classes at Saddleback Community College and receive high school or college credit. The Counseling 100 program allows students to be enrolled at both campuses, and this gives them priority registration for the next year. During our weekly tutorials, many colleges send representatives to speak to students interested in their programs. Guidance counselors at our school attend CSU and UC conferences to better understand all the necessary admission requirements and any changes to admittance procedures. With our STEPS program, specialists help seniors get priority registration materials and texts to help with the transition from high school to college.	District PD Agendas, Department Chair Meeting Agendas, 8th Grade Parent Nights, Middle School Visit Agendas Partnership Agendas

B2 Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

<i>Findings</i>	<i>Evidence</i>
Variety of Programs – Full Range of Choices All Tesoro students are required to take the semester-long College and Career Planning (CCP) course in which they are introduced to Naviance, an integrated computer program which offers a plethora of information on career opportunities, college options and information, and a high school planning module. All of the Naviance-based modules and activities are designed to identify and integrate the student's personal traits and preferences with suggested potential careers, majors and colleges. During the CCP class, students have the opportunity to develop and improve their academic and technical skills, prepare a detailed 4-year Academic Plan with the help of our Academic Advisors, learn about their unique personal SHAPE (Specific intelligences, Heart and values, Abilities and skills, Personality traits, and Experiences) through various assessments and surveys, and explore various college opportunities, majors, and career pathways that are well-suited to their SHAPE. Most of this exploration and research is conducted with the Naviance software and activities. Tesoro students have access to their academic advisors throughout their time at Tesoro. There has been a challenge to meet all the students' needs through Guidance, especially as we have three new academic advisors in the past one to two years who are quickly learning and acclimating to Tesoro, but we have made improvements in this area. There is a new counselor and a new academic advisor. The Guidance office is open for walk-in appointments everyday from 7:00 a.m.-3:30 p.m. They meet with every student in the spring to talk about their classes for the following year, and they send letters home to communicate with students about upcoming deadlines and to give them every opportunity to respond with what their needs are. Also, each student now meets with their Academic Advisor individually at least two times per year. Tesoro opened its doors in 2001 with a weekly Advisement program, which transitioned three years ago to a weekly Homeroom program for freshmen that meets for 20 minutes every Monday morning. The goal of Homeroom remains the same as Advisement, which is to create and establish a sense of community and connectedness to the school, to have the Homeroom teacher and mentor provide academic and personal support to the students, and to help students navigate through the transition to high school life. In addition to the teacher	CCP Curriculum, Naviance Activities IMPACT Curriculum

<i>Findings</i>	<i>Evidence</i>
providing support to the Homeroom students, Tesoro has continued the IMPACT mentoring program, where sophomore, junior and senior IMPACT mentors organize and meet with their assigned freshman Homeroom class. Homeroom has, therefore, become an IMPACT, student-led class to help support the freshmen. Also, the teacher is there to provide support to both the IMPACT mentors and the freshmen students. There is also a separate Homeroom class offered for students whose grades have dropped significantly and are receiving at least one “F” in a class. This tutorial is hosted by our Academic Advisors who work closely with the students to help improve their study and learning skills, and to help raise the students’ grades to a passing level.	
Tesoro’s health curriculum also includes a company called Transitions which meets with first semester freshmen 12 out of 18 Mondays. The lessons are interactive (including role play, personality surveys, decision-making, drugs and alcohol, peer pressure and self-esteem). Additionally, meetings are offered to aid parents in understanding, and to guide families in making the transition from middle school to high school.	Health Curriculum
Another program in place at Tesoro that helps any new 10th through 12th grade students is Tesoro’s New Titan (TNT), which combines Guidance, PTSA, ASB, IMPACT and teacher roles to help transfer-students transition more smoothly into their new environment. New students will learn about registration and academic placement, School Loop, social interaction at sports events and during lunch, and information about campus clubs. They will have opportunities to meet other TNT participants. The TNT teacher will be able to refer the student for intervention while mentoring and monitoring student academic progress and make parent contact if needed.	TNT Curriculum
Tutorial is one of the strongest academic resources available to all students in every discipline at Tesoro. This 33-minute Tutorial which meets three times per week, provides students valuable time to meet with teachers and other students for assistance, guidance, and to make up exams, quizzes and laboratory experiments. Tutorial is also a time when all students have extra time to meet with teachers for extra help, make up missing work, and to get tutoring from student peers. *Beginning this school year (2016), Tutorial will transition from free-choice to an assigned Tutorial class, where students will go to the tutorial that’s designated for a certain class period. Therefore, each week students will go to two different teachers’ tutorials on their schedule, and once a week they will still be able to go to a tutorial of their choice. This will ensure that all students see all of their teachers	School Calendar

Findings	Evidence
outside of the class period at least once every three weeks, and students will be held responsible for making up missing work in a more timely and consistent fashion. During student choice Tutorial, students are able to meet with other student tutors for extra help. The Guidance office posts a list of student tutors in their front office, and most departments, such as Science, Math, and World Language, also provide a list of available tutors to students in class. The National Honor Society (NHS) offers free weekly tutoring in the library for specific classes. Teachers are also available for tutoring in this after-school program. During the football season, several teachers and students volunteer to tutor the football players at night as well. There also will be teacher-managed tutoring in the library from Monday – Thursday from 3:00-4:00. <i>*At the semester, teachers voted to eliminate assigned tutorial and return to a student choice tutorial. We may revisit this in the future.</i> Tesoro offers a wide variety of curricular options for all students, as most Tesoro students will go on to attend a two-year or four-year college or vocational school directly after high school. Students are placed into the following year's classes in the spring based on teacher-referral. For instance, an English teacher will use the student's transcripts, SBA scores, personal input, and grades to determine the student's placement in an AP English class, Accelerated American Cultures English, ERWC (Expository Reading and Writing Course, which is an English class for seniors that provides training for college writing), or College Prep English. There are AP courses offered in many disciplines, including World Languages, Social Sciences, Mathematics, Sciences, Fine Arts, and Language Arts. Tesoro offers honors courses in areas for students who do not want to take an AP course but want to accelerate their learning. Additionally, students take honors courses in preparation for future AP courses; students may select American Cultures (a cross-curricular English and history course), Honors Anatomy & Physiology, Honors Biology, Honors Physics, Honors Chemistry, and Honors Pre-Calculus, along with Honors Algebra II. There are also a great deal of elective visual and performing art courses offered at Tesoro which help prepare students with career exploration possibilities, including Video Production, TV Broadcast Journalism (where a student may accompany the teacher to the Oscar's show in Hollywood every year), Digital Photography, Digital Multimedia Design, Ceramics, Drawing & Painting, Drama, and Stagecraft. Tesoro more recently gained recognition in the music program by becoming a Grammy Signature award-winning school as a result of all of their accomplishments.	Library tutorial Sign-in Sheets Curriculum Guide

Findings	Evidence
In addition to traditional classes offered during the day at Tesoro, students may take a College and Career Advantage (CCA) class. The CCA program is an updated and rebranded version of ROP. Many CCA classes are offered during the traditional bell schedule as electives, while others are offered in the afternoon or evening, as well as across the district at various schools. For instance, Culinary Arts is offered at Aliso Niguel High School. The other areas of CCA classes include Arts and Design, Business and Marketing, Automotive Mechanics, Science and Applied Technology, Health Sciences, Animal Science / Vet Tech, and Public Services. Students may also concurrently enroll in courses at Saddleback, the local community college. Tesoro also has a Higher Education Center that is available to all students, where many college representatives come and visit throughout the year (for example, from FIDM, Fashion Institute of Design & Merchandising, UCLA, and many more), as well as military personnel from all four branches of the military. Guest speakers are often hosted in the HEC and in classrooms to give students the opportunity to hear and learn about post-high school learning and career choices. Other guest speakers come and talk on topics such as CPR / First Aid, STDs, Next Step, drugs and alcohol education, the police department, and alumni perspectives. Students can also do testing in our HEC, such as the ASVAB, and field trips to local community colleges can also be arranged through the Career Center. Tesoro offers college application courses after school as mentioned in the listserve. Tesoro offers special curriculum services for students with special needs. In addition to their general curriculum courses, English learners receive English Language Development instruction; this program provides in-class support and tutoring, and monitors progress throughout the school year in their core subjects. Students who have 504 plans are closely monitored at Tesoro. Our 504 coordinator receives grades via email and School Loop from teachers of students who have 504 plans and verifies that teachers are aware of the students' specific plans and accommodations. The 504 coordinator meets with students and parents for annual and tri-annual reviews. Special Education is offered for students requiring Special Education services. Many students in the resource specialist program are in general education, collaborative classes, and/or small group math and English classes according to their IEPs. Students who are more severely disabled are integrated into general education classes where appropriate as determined by their IEPs.	CCA Offerings College Visitation Schedule Master Schedule

<i>Findings</i>	<i>Evidence</i>
This year, on October 19th, sophomores and juniors took the PSAT at our school campus courtesy of the district. Students also have their own opportunity to take seven SAT I exams for grades 11 or 12, and the SAT II exams recommended for grades 9-12. Six ACT exams are offered for grades 11-12. These exams are offered at the Tesoro campus on Saturdays throughout the year. Upon completion, seniors are encouraged to meet with the school's college and career coordinator for individual assistance with UC and Cal State admission applications. Most students are aware of the CSU/UC eligibility requirements due to the CCP class taken during freshman year, as well as the A-G requirements posted in most teachers' classrooms. Accessibility of All Students to Curriculum Tesoro students have access to rigorous, relevant and coherent curriculum, much of which includes real-world application. Many teachers at Tesoro have Google Chromebooks in their classrooms, which are used on a daily basis in many classes. There are currently 21 carts on campus. Students may also use the Chromebooks with special permission during Tutorial to make up work and catch up on materials that they might have missed. Students are also often able to access Wi-Fi on their personal devices which enables them to do research and garner knowledge of the world outside of school, especially in regards to their work and assignments for various classes. Many of Tesoro students are enrolled in AP and Honors courses, which add much rigor to their academic schedule and provide real-world application that helps prepare students for college. They can also potentially get college credit from taking these courses. Not only do the AP and Honors courses provide instruction for real-world application, but many of the standard courses offer such opportunities as well. In the Economics class, students are given assignments and projects to teach them about real-life situations. These assignments range from projects about the stock market, the process of buying their "dream home", and they are also taught becoming entrepreneurs by creating, marketing, and selling their own product called 'Greebies'. In Psychology class, they are given the "Norms" project, where students break some sort of social norm, see the reactions they get, and then write a response to it, including the types of reactions they received, and how they processed it. In Government class, students do various simulations, including walking through the legislative process, and they also do their own research on specific court cases. They also have a discussion of California history post WWII where the building of highways, waterways, and the structure of the UC system are discussed in detail. Mock trial is practiced at our school with attorneys who donate their time, and then the mock trials are conducted at the	Testing Schedule Guidance Registration Presentations and Materials Curriculum Guide, Course Syllabi, Course Outlines

Findings	Evidence
Orange County Court House in an actual courtroom where students are able to observe. English I Honors students put characters on trial in order to prove a character's innocence or guilt using the text, the California Civil Code, and federal laws. Many English students are also responsible for producing and presenting lessons for the class at least twice a year. In English and Social Studies classes, students are taught how to give speeches and how to participate in debates, whereby they are given real-life topics that are currently being discussed on a national and international level. Students can take classes online, and there are many CCA courses that are offered both at Tesoro and at other campuses throughout the district which will help students explore various types of careers and gain understanding of real-life jobs. The Higher Education Center offers many opportunities to all students, ranging from resume writing, narrowing down career choices, creating a personal statement, writing a cover letter, completing surveys, and selecting a trade school / college / university that best suits their desired occupation. The TV Production class also offers a rigorous real-life experience where students learn how to interview people and practice working both behind and in front of a camera and audience, and the technical aspect of working in a news station. The Math Department recently adopted new textbooks to more closely align with Common Core standards as well. In the World Language Department, the German program has a partnership / exchange program with a sister school in Southern Bavaria, Germany since 2004. This program allows 16 students who are currently enrolled in German to host a student from Gymnasium Raubling (the partner school) in their home for three weeks, and the homestay is also reciprocated the following summer when Tesoro students stay with their exchange partners in Germany for three weeks. During both homestays, the visiting students attend all classes with their exchange partners, go to many events with the families and immerse themselves in the "American lifestyle". This program does not just benefit Tesoro students who are hosting a German student, but rather all students, both in and out of German class, who have the opportunity to get to know these exchange students, learn about life in another country and explore the possibility of what it would be like to live in another culture and possibly even study abroad as well. We have discovered what a rich experience this is for all involved, and many friendships have been formed between students and families over the years, even those who were not active participants in the program. Student – Parent – Staff Collaboration During a student's four years at Tesoro, much collaboration between staff, students and parents is done to help develop, monitor and	Curriculum Guide, Course Syllabi, Course Outlines Curriculum Guide, Course Syllabi, Course Outlines CCP, Naviance, 4-year plan

<i>Findings</i>	<i>Evidence</i>
revise a student's personal learning plan and to help them develop their college and career goals. Every school year, within 3-4 weeks of school starting, Tesoro hosts Back to School Night for parents and students. Parents follow their child's academic schedule and visit each teacher's classroom, where they hear a 13-minute presentation by the teacher of what is taught in class, what the expectations are, and how the student can best succeed in that course. As a follow up, Open House for students and parents is held at the beginning of the second semester (which often coincides with 8th grade parent night), and both parents and students can visit teachers' classrooms, see student work examples and possibly even performances, find out what is being taught and learned in various classes, and explore academic possibilities of classes for the following school year. Our PTSA, in conjunction with the guidance office has set up monthly meetings to discuss the different aspects of college admission. These are called Monthly Titan Parent Meetings, and discussion topics such as the PSAT, SAT, AP exams, teens and driving, etc. Each month there is a different topic to help parents become more informed and work with their children. The PTSA has the college admission panel as well. Many teachers also have the A-G requirements posted in their classrooms where both parents and students can see them displayed, and ask questions as they arise. The College and Career Planning (CCP) course, is an introductory, technology-oriented semester class which allows students, parents, teachers and academic advisors to collaborate through the four years at Tesoro on academic and college planning, career exploration, and four-year high school academic plans through the use of Naviance. All invested stakeholders (students, parents, teachers, academic advisors, and administrators) have access to the wealth of information and resources within the Naviance portal. Students create accounts, learn to input their unique information and preferences, and navigate through Naviance in the CCP course. Some students have chosen to take CCP online during the summer, which could contribute to a student not getting the full worth of the class due to not being able to take advantage of the entire course content and activities. Digital progress reports are sent out every six weeks within each semester to show student progress in classes, and teachers are required to mention if a student might fail the class and the reason(s) why if the student is receiving a "D" or "F" in that particular class. Digital progress reports are sent out every six weeks within each semester to show student progress in classes, and teachers are required to mention if a student might fail the class and the reason(s)	School Calendar PTSA Meeting Schedule A-G Posters Schoolloop Accounts

Findings	Evidence
why if the student is receiving a “D” or “F” in that particular class. Oftentimes in the PLCs on Wednesday mornings, teachers discuss how to best be in communication with parents to make sure that a student doesn’t fall further behind and how to best support students in their classes. Emails are sent out regularly from the school administration on List Serve which chronicles events taking place at school. Parent feedback said that listserve has been an invaluable source of communication for families. One of the most important ways in which students and parents are notified by staff of student progress is via School Loop, whereby it is Tesoro’s policy that grades are updated at a very minimum of every three weeks, but preferably every week, so as to make sure that students and parents are made aware of work that the student has possibly missed or not performed well on. One of the most important ways that students are assisted by staff with planning is by meeting between 1-3 times per year individually in the guidance office with their academic advisors. Students review their grades, their required classes that must be taken, their academic and career wishes and goals, their four-year plan, etc. Some of the feedback received by parents indicated frustration on their part due to lack of help with the guidance department in counseling the students, and some have stated that they paid for outside advice to make sure that their children received the proper counseling needed for college and career preparation. Due to the loss of two long-term academic advisers and the hiring of three new academic advisers in the guidance office, there has been a certain degree of change that has taken place in Guidance, with the new academic advisers getting acclimated to Tesoro, which may have contributed to some of the confusion that parents and students experienced. Also, some parent feedback also indicated that teachers are not as involved in academic and career / college planning directly with parents and students as they’d like to see. Serra Continuation School allows students who were struggling to work through some coursework in order to get them back into the mainstream school setting, should they wish to go that route academically. Post High School Transitions Every year, at the conclusion of their four years at Tesoro, all seniors complete an exit survey in which they provide Tesoro with a list of their college choices. The school receives information from the University of California and many private colleges yearly as a follow-up on the freshmen in their system. Our guidance office and academic advisors provide students with everything they need to know with regard to college, career and post-secondary high school options. Our advisors meet with each student to make sure that their individual needs are met. Additionally, our	Late Start Agendas Guidance Calendar, Presentations Exit Survey

Findings	Evidence
academic advisors are available at various times during the college application window to assist students with their individual applications. Finally, there are many parent nights held throughout the year to assist parents with the college application process—from NCAA to FAFSA. Students who are more severely disabled are integrated into general education classes where appropriate, as determined by their IEPs, Individualized Transition Plans are developed annually for all students who have an IEP. Students in the Severely Handicapped / Special Day Class (SH/SDC) are involved in a number of activities to prepare them for the transition from Tesoro to the CUSD Adult Transition Program located in San Juan Capistrano and Saddleback College. Students who attend the Adult Transition Program are required to have transition meetings before the end of the school year to address their needs. The goal of this is to provide for them a smooth transition from high school to the adult program. Severely disabled students at Tesoro are taught many self-care lessons, including laundry, cooking, handling money, etc. They spend one day per week in the community learning how to behave in public, advocate for themselves and how to be safe. There appears to be a need to expand the strategies and programs at Tesoro to help students have the greatest degree of educational opportunities before they leave Tesoro. One of these needs include community influence on curriculum offerings, which parents and students feel could allow for more local business involvement at Tesoro and even internships that students could partake in.	School Calendar ATP Materials CBI Calendar

Areas of Strength

1. Tutorial time with struggling students, less stressful since you know you will have a spot
2. Subject specific positives: Math is working on Common Core lessons, units (We adopted Common Core-aligned textbooks for Algebra I, Algebra II, and Geometry), number of students taking World Language, ERWC Classes preparing students for Cal State English
3. Work ethic and standards of both teachers and students, and the use of Professional Development
4. Increase in preparation for College and Career: A. Trying and improving types of elective classes for all types of students. B. Naviance. C. Homeroom with Impact D. Counseling 100 through Saddleback and more Saddleback courses E. Credit Recovery online. F. Honors and AP Classes. G. Vocational Courses, increase during the day on campus and more off campus.
5. Norming papers and class standards so that students receive the same types of grading, feedback, and homework amongst alike courses taught by different teachers.

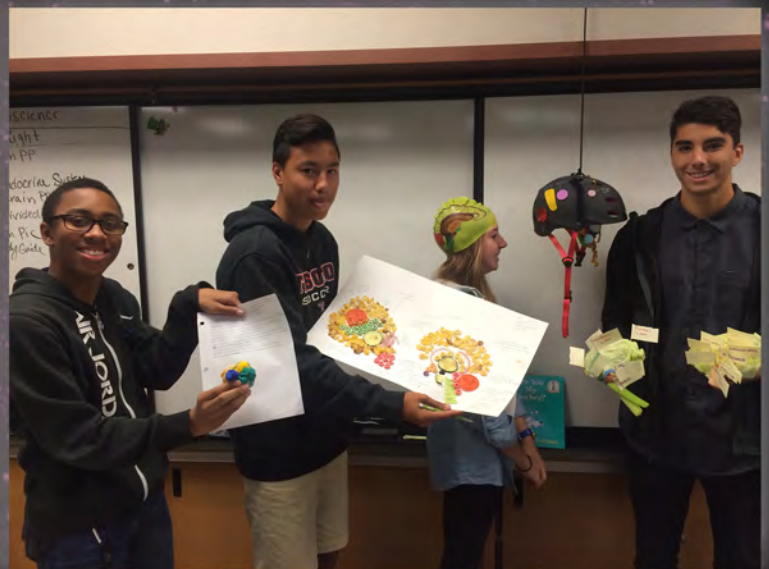
Areas of Growth

1. Academic rigor and course content significantly different for APEX-based online courses used for summer make-up (examples cited: Math and Biology courses) Also, lack of security and academic integrity in APEX-based online courses (curriculum not good).

2. Although this is a work in progress and all subject areas are in the process of this, classes not normed for all subjects.
3. Math training needed for Common Core.
4. Parent lack of knowledge and use of Naviance if student not in classroom-based CCP.

SELF-STUDY FINDINGS - C

STANDARD BASED LEARNING: INSTRUCTION



Chapter IV

C. Standards-based Student Learning: Instruction

C1 Challenging and Relevant Learning Experiences Criterion

C1. To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

<i>Findings</i>	<i>Evidence</i>
Teachers use a variety of instructional strategies and assessments to ensure that all students participate in a challenging and relevant learning experience to achieve the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. Teacher/Peer Observation forms collected provide evidence and feedback that teachers are using a variety of instructional and assessment methods, as well as incorporating CUSD's ADD-SIOP strategies (see appendix). The student survey showed 94.1 % of students said their teachers use strategies other than straight lecture. Common rubrics and assessments are used within curricular teams to establish consistent grading standards among similar courses. Teachers meet regularly in <i>Professional Learning Communities</i> during late start Wednesday, before school and lunch to share and discuss student progress. During this time, student work is analyzed using the common rubrics to gauge consistency. Common assessment scores are analyzed to identify areas of strength and areas of growth within a subject. In addition, the Professional Learning Community teams can share best practices and modify instruction and assessment as needed. District-Wide Curriculum Alignment Guides (CAGs) for each course are in the process of being designed. Within these guides, there are common pacing guides, common assessments, and links to activities, lessons, and multimedia. <i>Note- these are not fully implemented at the district level or at Tesoro at this point. However, many Tesoro teachers are creating these guides and have begun sharing and using them although they are not a finished product.</i> Course by course performance goals are covered when teachers complete and cover their comprehensive syllabus and outline the standards and expectations with students at the beginning of each course. Each syllabus contains a course outline, grading standards and student expectations. The syllabi are signed by a parent and student signature and further covered at Back to School Parent Night. Teachers regularly post their syllabus on School Loop for students and parents to reference throughout the school year. Tesoro High School teachers post the daily agendas and Learning	-Peer Observation Forms -PLC Teams -Student Survey -Common Rubrics/Assessments -student pre-registration with student/parent input -Guidance Department individual meetings w/students -A-G requirements -College and career planning -differentiated course offerings -ex. U.S. History, American Accelerated, AP U.S. History -CCP course --grade or subject level teams -common rubrics -grade level common assessments -Illuminate -common weighting -District Curriculum Alignment Guides (CAG)

<i>Findings</i>	<i>Evidence</i>
Objectives in their classrooms to focus students before instruction. The student survey showed 74.8% of the students were aware of the schoolwide learning outcomes and 88.7% of students stated the learning outcomes are clearly posted in the classroom. Using the Depth of Knowledge wheel, teachers explicitly bring attention to the daily, weekly, or unit instructional objectives. In addition, teachers use the posted Learning Objectives during and at the end of the lesson as regular check for understandings or quick “exit slips.” Many teachers also use their Google classrooms to communicate course objectives with students and as a platform to submit and review course work. Tesoro High School effectively uses differentiated instruction to address the needs of all students. Teachers use scaffolding questioning strategies, ability based groupings, varied complexity of Depth of Knowledge questions, and student collaboration to differentiate instruction. Instructional methods such as gradual release of responsibility, check for understanding, and varied formative and summative assessments allow teachers to regularly monitor and assess student learning. The student surveyed showed that 85.5% of students said they use technology in their classrooms at least once a week. The survey also showed 88.4% of students agree that Tesoro staff uses School Loop to regularly communicate with students and families. Working closely with the Special Education Department, Tesoro teachers are able to integrate all IEP and 504 modifications into their courses to improve student outcomes for all students. Multimedia platforms such as Google slides, online virtual labs, Epson Document Cams, Socrative, Kahoot, and the “flipped classroom” method allow access to multimedia and other technology to enhance student learning for all students. Approximately 1/4 of all classes at Tesoro have class sets of Chrome Books. Many teachers utilize Tesoro’s tutorial platform to reteach, modify, or differentiate instruction for students who need additional help (see Tutorial schedule in Appendix).	-posted/ highlighting Learning Objectives -daily agenda on board to focus -syllabus/individual course expectations -School Loop -Common Core- Reading, Writing, and Communication Standards -exit cards -check for understanding -Google classroom assignments - Teacher Observations - Student Survey - Teacher lists in Focus Groups and Home Groups - PLC Data -scaffolding/spiraling questioning strategies -School Loop teacher websites, calendars, and lockers -chrome books -document cameras -Google docs/slides/classroom -cell phone lessons: Socrative, Quizlet, Kahoot -CPS Clickers (Social Science) -web based lessons -Educreations -“flipped classroom” -video projects -lab demonstrations -ability based groupings -student collaboration -using DOK to build complexity of questions -peer editing

C2 Student Engagement Criterion

C2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

<i>Findings</i>	<i>Evidence</i>
Teachers use a variety of instructional strategies to meet the needs of their diverse student population. Teachers use strategies such as simulations, debates, project based learning, demonstrations, guided practice, and various direct instruction approaches in the classroom. Tesoro teachers also regularly use manipulatives, socratic seminars, "Thrash Outs," and current event analysis to present the curriculum in meaningful ways. Using the ADD-SIOP approach, teachers are integrating Common Core strategies such as Gradual Release of Responsibility, the close reading of complex text, Document Based Question (DBQ) writing strategies, and various Google classroom lessons. The student survey showed 94.1% of students feel that teachers at Tesoro use strategies other than straight lecture, and 88.6% stated that group work was used at least once a week. The technology infrastructure allows teachers to bring in multi-media presentations including video, PowerPoint, and interactive websites to deliver the curriculum. Most classrooms are equipped with a projection system where various technology such as Google slides, PowerPoint, Prezi, and other streaming video formats can be presented to students. In addition, many teachers are fully integrating Google classroom using their chrome book carts. In these classes, students can create and submit individual and shared documents, explore online virtual labs, analyze real time data, and present student created projects using Google slides. Using their cell phones, students participate in web based review games such as Quizlet, Socrative, and Kahoot. The student survey showed 28.6% of students stated they use technology every day, while 85.5% of student use technology at least once a week. In addition, 91.6% have taken online assessments in one of their classes. <u>Variety of Strategies</u> -direct instruction: lecture/Power point/discussion -guided practice -simulations -debates -project based learning -close reading strategies -primary source reading -Document Based Questions (DBQ) -journal writing -student presentations -demonstrations	-Student survey -Teacher lists in Focus Groups and Home Groups -PLC Data -Teacher Observations -80% of teachers completed the YouTube survey in order to have access to YouTube.

<i>Findings</i>	<i>Evidence</i>
-use of manipulatives -lab assignments -Socratic Seminars -“Thrash-Outs” -discussion groups/appt. clocks -lab demonstrations -ADD-SIOP strategies -gradual release of responsibility “I Do, We Do, You Do” -film/video clips -FRQ writing strategies -online lab activities -chrome book lessons/instruction -Word Walls -current event analysis -graphing calculators <u>Multimedia</u> -chrome book lessons -Google docs/slides/classroom -cell phone lessons: Socrative, Quizlet, Kahoots -CPS Clickers (Social Science) -web based lessons -Educreations -“flipped classroom” -virtual labs -online activities -technology based projects -Webquest -chrome book lessons/instruction -Word Walls -current event analysis -Turnitin.com -Youtube, Teachertube: video streaming -visual dictionaries Tesoro teachers use spiraling/scaffolding questioning strategies to allow students of all abilities to build on prior knowledge and add to previous layers of comprehension. Using fist to five, white boards, and the “I Do, We Do, You Do” gradual release of responsibility model, teachers are able to quickly check for understanding before they progress to more complex tasks. In this manner, Tesoro teachers are able to increase comprehension of higher order thinking skills, and create an engaging learning experience for all students. Specific equitable questioning strategies include using pair/share, appointment clock system, buddy system, participation “sticks,” and using the Randomizer app. Tesoro teachers encourage all students to take ownership in their learning. Using the gradual release of responsibility	

Findings	Evidence
model, students are given time for guided practice and independent practice to work with and process the material. Project based learning strategies such as student created presentations, music videos, and research allow students to internalize and find personal meaning to the curriculum. The student survey showed that 92.6% of students have been given projects to assist their learning that goes beyond the textbook, while only 12.6% of students have never been given the opportunity to choose their own project topic. In addition, teachers use a variety of test correction and essay revision formats to re-teach and assess student learning. Tests and assessments are regularly reviewed using the Illuminate format to facilitate discussion on frequently missed questions. The student survey showed that 77.7% of teachers debrief/review assessment results, and 92.7% of students have been given opportunities to re-learn a concept after it has been taught. <u>Questioning Strategies</u> -spirling questioning strategies -student to student inquiry -pair/share -appointment clocks/buddy systems -participation “sticks” -randomizer app. -participation points <u>Strategies</u> -gradual release of responsibility -“I Do, We Do, You Do” strategies -guided practice -independent learning -partner and small group work -project based learning -video -Google Slides -poster activities Students are provided with many opportunities to gather, organize, and apply the material they have learned. Using Document Based Questions (DBQ) and Free Response Question (FRQ) formats, teachers at Tesoro provide opportunities for students to apply their knowledge in written papers and in-class discussions. Using evidence from the text, students are encouraged to create arguments that reflect personal beliefs and are supported with cited evidence. In addition, students are given the opportunity to transform their personal inquiry into formal papers, in-class presentations, or debates. Many teachers	-chrome book research -completion of Mini-DBQ/Full DBQ -video presentations -Google slides creations/presentations -debates -simulations

Findings	Evidence
use projects that require the use of technology to research and support a position or topic of their choice. These assessments are presented in live or digital formats where students can communicate their new knowledge with their peers. Teachers use a variety of assessment strategies outside of the multiple choice format. The student survey showed 82.9% of students were given projects, 79.5% were given lab assessments, and 54.8% were given verbal assessments.	-“Act-It-Outs” -research papers -oral presentations -project based learning (student’s choice) -written research papers -current event discussions/analysis
Samples of student work demonstrate that students are able to reason, problem solve, and collaboratively explore their interests using a variety of strategies. Teachers at Tesoro use a variety of grouping strategies to foster collaborative work. The student survey showed 66.3% of students stated they use group work more than once a week. These include: pair/share, partner work, small groups, group projects, debates, Socratic Seminars, “Thrash-Outs,” inquiry-based lab groups, and interactive simulations. Students are given opportunities in all curricular areas to explore their personal interests with individual and group projects, written research papers, and in-class discussion and debates. The student survey showed 92.6% of students have been given a project that goes beyond the textbook.	-project based learning -debates -class discussion -Socratic Seminars -“Thrash Outs” -close reading -problem solving -written research papers -Google slides presentations -simulations -inquiry-based labs -poetry/literature circles -Pair/share -guided/scaffolding -questioning strategies -ADD-SIOP strategies
Using their PLC late start times, teachers collaborate in subject based groups to create, calibrate, and review common assessments, as well as share best practices. In October of 2016, social science teachers began cross-calibrating DBQs with other high schools within the district using a common rubric. Individual teacher data is shared district wide using the Illuminate program. District wide data can be gathered and analyzed across curricular areas.	
School Loop provides students access to each teacher’s updated assignments, calendars, and grades. Using this platform, teachers, students, and parents can communicate directly to ensure course expectations are being met. The student survey showed 90% agree that assignments, grades and other necessary class materials can be found on School Loop and 88.4% of students agree that Tesoro staff uses School Loop to regularly communicate with students and families.	-Illuminate data -Google slides presentation -chrome book lessons -technology based projects -music/film clips -cell phone lessons -virtual labs -video projects -movies -Webquest -School Loop lessons -CNN Student News
All students at Tesoro High School are given opportunities to use technology to achieve their expected learner outcomes. Web based projects and in-class research activities are given regularly across all curricular areas to assist students with the material. Examples include, stock market projects using real time data, group Google slides presentations, varied chrome book lessons, virtual labs, student created video projects, CNN student news, multimedia clips, and access to the Naviance program. The student survey showed 85.5% of students use technology in their classes once a week, while 28.6% stated they use it every day. In addition, 91.6% of students stated they	

<i>Findings</i>	<i>Evidence</i>
have taken an online assessment. Approximately 25% of Tesoro High School classrooms are equipped with chrome books carts. Each teacher who uses the cart has completed two days of formal training. In these classrooms, student to computer ratio is 1:1. Carts can be and are shared with colleagues across curricular areas. In addition, the world language department, the VAPA department, and the library have computer labs to give all students access to technology. Teachers encourage their students to go beyond the textbook and to explore the real world application of the curriculum. The student survey showed that 78.5% of students discuss concepts in their classes that apply to the real world and 92.6% are given projects to assist learning that goes beyond the textbook. Students have access to primary source documents and historical data using the Document Based Question (DBQ) writing strategy. The DBQ assignments allow students to analyze data and create personal arguments supported by the accompanying data/documents. Technology is used across all curricular areas to allow students to research real world material that extend beyond the textbook. Student papers, projects, and discussions are enhanced by the use of assignments that require the use of technology. The Naviance program used in our 9th grade College and Career Planning Program provides students access to the current market trends, income data, and information needed to help focus students on career and college planning. Many teachers use real world opportunities such as guest speakers and field trips to make meaningful connections with the material. Field trips to the Getty Museum, Los Angeles County Museum of Art, Huntington Library, Nixon Library, the Japanese American National Museum, and science trips to the San Diego Zoo and Knott's Berry Farm (AP Physics). Faculty members also offer traveling trips to Germany with our foreign exchange program, to Iceland with our Science program, and numerous out of state trips with the award winning music and choir departments. Real world learning opportunities from professionals such as the Los Angeles County Sheriff's Department, the Fashion Institute on Design and Merchandise, and UC Irvine staff provide informative guest presentations in small and large group settings. Students are regularly given performance based authentic assignments that allow real world exploration. These include career exploration in College and Career Planning, current event analysis in Government, real world analysis of science in the native plant garden, and real time data analysis in economics.	-primary source reading -close reading - strategies w/historical documents -current events -web based lessons -DBQ lessons -field trips -guest speakers -review games - w/Quizlet -Webquest -online labs -stock market simulation -Economic data lessons (Econ) -Turnitin.com -educational apps. -document cams

<i>Findings</i>	<i>Evidence</i>
We offer many opportunities for career and occupational exploration. Many students are encouraged to take courses in our on-campus Regional Occupational Program. These courses include fields of study in Nursing, Physical Therapy, and Criminal Justice. In addition, many students are dually enrolled at neighboring Saddleback Community College. Academic Advisors outline these opportunities to students during the registration process. The student survey showed 74.7% of students feel they participate in a rigorous, relevant and coherent standards based curriculum that supports success in career-readiness. Career and college exploration is offered in our College and Career Planning course. The on-line Naviance data base is utilized in this course to explore career opportunities, salaries and trends. In addition, these students can research their career and college matches using the extensive Naviance data base. The STEPS program offers many opportunities for special needs students to engage in real world experiences. These students regularly participate in on-the-job training, job shadowing, and local field trips to improve their real world skills. An example of this is our partnership with Blaze Pizza. Every month STEPS students go to the Mission Viejo mall and fold pizza boxes for Blaze.	-Regional Occupation Programs (ROP) course offerings -guest speakers -CCP course -Naviance data base -field trips -Career Exploration (Economics) -Real World Projects -community service requirements (NHS) -community garden – Science -Saddleback course offerings

Areas of Strength

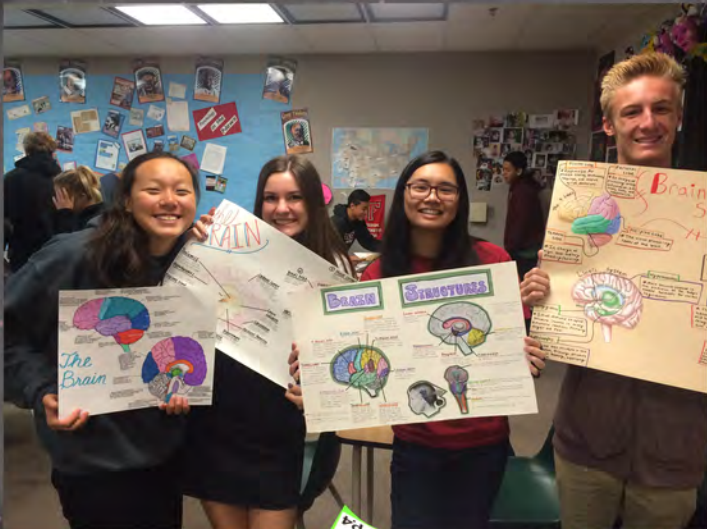
1. Use of technology/Chrome books/multimedia.
2. Variety of instructional strategies.
3. Collaboration of teachers in PLC, lesson planning, and assessment.
4. Engagement of students through innovative instruction.
5. Good modified accommodations for STEPS and students with IEPs.
6. Best Buddies pairing of students with special needs with general education students.

Areas of Growth

1. Career readiness and vocational offerings and electives.
2. Opportunities for metacognition.
3. Student awareness of objectives, reasons for instructional practices.
4. Need more checks for understanding before moving on to a new topic or unit.
5. Lack of 100% Chromebook carts for all teachers.
6. Need for stronger link to the real world.
7. Lack of practical electives – shop, metal, home economics, auto, etc.
8. More teachers accommodating STEPS students in mainstream classes.

SELF-STUDY FINDINGS - D

STANDARD BASED LEARNING: ASSESSMENT AND ACCOUNTABILITY



Chapter IV

D. Standards-based Student Learning: Assessment and Accountability

D1 Using Assessment to analyze Monitoring and Report Student Progress Criterion

D1. The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stake holders.

<i>Findings</i>	<i>Evidence</i>
Professionally Acceptable Assessment Process Tesoro uses several methods to collect, disaggregate, analyze and report student performance data. Through the use of technology and collaborative work time, teachers and staff are able to process student performance data. Performance data such as Smarter Balance Assessment (SBA) scores, grades, Common Interim Assessments (CIA) results, college test scores, and common assessments among PLCs are analyzed by teachers in several different settings. This data is shared, discussed, and analyzed at staff meetings, Late Start days, and during department release days. Analysis of the data helps teachers in developing and refining common formative and summative assessments, in addition to assisting in lesson development. Many PLCs across campus have developed and are refining their assessments on a continual basis; others are in the process of developing them. PLCs have also begun to analyze 6-week grades in the same courses to ensure that there is consistency.	PLC Team Meetings
Monitoring and Reporting Student Progress Student progress reports are provided to parents through the Parent Portal on Aeries at 6 week intervals each semester. In addition, parents and students can monitor student grades and progress in SchoolLoop and communicate with their teachers too. Teachers that use Chromebook carts can monitor their students in the Google Classroom on a daily basis. The guidance department runs various reports to monitor student progress and students who are struggling are met with in order to provide additional supports. The CUSD school board and community are provided regular updates on student performance data. Tesoro and the district also create the School Accountability Report Card and School Profile annually which are available on SchoolLoop. Performance data is also shared directly with our three parent organizations by our principal: Tesoro Titan Foundation (TTF), Education for the Children Foundation (EFC), and the PTSA.	SchoolLoop, Google SARC, School Profile

<i>Findings</i>	<i>Evidence</i>
Monitoring Student Growth Student progress and grades are monitored through SchoolLoop by teachers, students, parents, the guidance office, and the administration. Teachers analyze 6 week grade reports to check for consistencies among PLCs as well as monitor student growth. Many PLCs norm their assignments with one another to ensure consistency in grading practices. Student survey results indicate that our students do understand the standards that they must meet as 82.9% indicated they understood graduation requirements and 78.4% of students indicated familiarity with A-G requirements. The progress of our special needs students is monitored individually by their case carriers, counselors, academic advisors, and their IEP teams. Students on 504 plans are monitored by their teachers and counselors. Both play a vital role in in keeping students on track for success. While most of our English learners are mainstreamed and provided support within a general education classroom, we do offer one support class for our newcomer EL students.	SchoolLoop, PLC Agendas Student Survey IEPs, 504s in SchoolLoop

D2 Using Assessment to Monitor and Modify Learning in the Classroom

D2. Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

<i>Findings</i>	<i>Evidence</i>
Appropriate Assessment Strategies Tesoro teachers recognize the importance of assessing students in a variety of summative and formative methods. Besides the cumulative final exams given at the conclusion of the semester and unit-ending summative assessments, teachers measure student achievement through a combination of project based learning, labs, writings, simulations, and demonstrations. In a survey, 97% of students say they have taken a test with multiple response answers. In the same survey, 91.6% of students say they have taken online assessments and 93.6% of students say there are a variety of different types of test questions on their tests. Teachers use Illuminate to analyze summative assessments in order to evaluate the appropriateness and effectiveness of the assessment. Illuminate provides data to be analyzed for future	Common Assessments

<i>Findings</i>	<i>Evidence</i>
assessments. It enables teaches to make adjustments, to re-teach, and to evaluate the effectiveness or their teaching strategies. In all departments, teachers use PLC time to design common unit assessments. Additionally, specific assessment techniques are discussed. Questions in which 50% or more of the students answered incorrectly are revised and updated prior to each assessment being administered again by some teachers. Additionally, teams meet in PLCs in order to evaluate student results, compare outcomes of assessments and learn from each other how to improve instruction. Through the ADD/SIOP initiative, all Staff Late Starts, District Pull-Out Days, and PLC Late Start, teachers have been trained in and encouraged to use more formative “Checks for Understanding” strategies. Whether it be individual, small group or whole class, students participate in activities that act as a check for their learning. The student survey indicated that 88.6% of students report they work in groups at least once per week and 88.6% of students report they get out of their assigned seat at least once per week. Most report at least once per day. Additionally, 96.1% of students report teachers evaluate their performance with something other than a written test and/or multiple choice tests. Students report using projects, notebooks, journal entries and verbal performance assessments. Classroom observations, student surveys and Focus Group discussions reveal that teachers employ the following on a consistent basis: ● Think/Pair/Share ● Exit Tickets ● White Boards ● Gradual Release of Responsibility (I do/We do/You do) ● Socratic Seminar ● Fishbowl Discussions ● Kahoot ● Poll Everywhere ● Quick Summary ● 10/2- every 10 minutes stop and have students do something with what they have learned ● Response Cards ● Round Robin ● Small/Large Group Discussions ● Peer Edits ● Fist to Five ● Google Forms/Surveys ● Performance Critiques ● SmartMusic Audio Assessments	Illuminate, PLC Meetings Meeting Agendas, PD Presentations

<i>Findings</i>	<i>Evidence</i>
Demonstration of Student Achievement For the past few years, analysis of assessment to guide, modify and adjust curricular and instructional approaches has been one of the main focal points of our Professional Learning Communities. Teachers have been given time and training to analyze their own assessments and grade distribution within teams, and schoolwide AP and SBAC results. Teachers in the Performing Arts Department meet in department and District Visual and Performing Arts (VAPA) Professional Learning Communities as well as county and statewide Music and Theater Associations; California Music Education Association (CMEA), Southern California School Band and Orchestra Association (SCSBOA), Southern California Vocal Association (SCVA), and California Educational Theatre Association (CETA) to create and align performance rubrics and assessments. The teachers and their students attend Adjudicated Festivals and Contests to evaluate ensemble and individual performance. In Physical Education, teachers all use heart rate monitors, Polar Heartrate, and TRX (a band training system, in order as common assessments. With the use of our assessment program, Illuminate, teachers are able and analyze summative assessments. Teachers can evaluate the most often missed questions, standard deviation, and averages of questions within one class. Survey results found that 78% of students report their teachers debrief/review assessment results. In doing so, teachers are able to modify the assessment or the instruction for the assessment. In our PLCs, teachers use collaboration time within the same subject or department to modify curriculum and instruction in response to the assessment data. Teachers have and are currently using common rubrics for assessments. This allows for consistency in the area of teacher expectations and grading rubrics. Currently, teachers are in the process of grading together with the rubrics in order to create consistency across the discipline. Some departments are further along than others in this process. For example, in English, subject level teams graded the same essays with their common rubric in order to evaluate consistency. During department pull-out days, teachers have had the opportunity to create, analyze and use rubrics. For example, Social Science used their pull-out day to grade and calibrate the DBQs given in World and US History. Additionally, Tesoro DBQs will then be shared and calibrated district-wide. Teachers have also had the opportunity to work at the district in assisting in the creation of Common Interim Assessments, which are given by subject area within the same time period across the district. Data was analyzed within the CIAs within our departments and next, people from each department will attend a district in-service	Student Survey Illuminate Meeting Agendas CAG, CIA Document

<i>Findings</i>	<i>Evidence</i>
in order to evaluate the rubric and consistency between schools. Lastly, Tesoro utilizes standardized assessments in the form of SBAC results to evaluate overall student performance, establish placement for students, as well as evaluate performance within particular subject areas. Using data from the SBAC exams, teachers discuss the central issues of student learning which provide a basis for improving assessments, rubrics and instruction. By this process, we are working toward creating a culture of reflection and collaboration. During the last two school years, 11th grade English teachers and administration reviewed SBAC results to determine areas of improvement. Data was evaluated to discover strengths and weaknesses. This data is currently being used in subject levels to create teacher Performance Goals. The goals will be measure by the subject team as well as administration as a component of the district wide teacher evaluation and staff development process. AP teachers use AP results from their subject in order to adjust, add, delete, and alter curriculum based on those results. In addition, many AP teachers attend summer institutes to refine and improve instruction based on their test results. Student Feedback Students have the opportunity to discuss, give feedback and ask questions in a variety of manners regarding their preparation for the standards and Schoolwide Learning Outcomes. Students meet one on one with their academic advisors to plan their schedules. With the use of tutorial, students have the opportunity to meet with their classroom teacher in an informal setting in order to discuss, monitor and alter their progress. Freshmen students have Homeroom, where their Homeroom teacher will monitor their progress in all classes and inform them of their next steps and give guidance. IMPACT mentors also work with the freshmen in order to guide them toward success with the Schoolwide Learner Outcomes. In a student survey, 82.9% of students report that Tesoro staff has explained the High School Graduation requirements to them, 79% report they have learned from staff the UC/CSU A-G requirements. In terms of curriculum and assessment, 94% of students report teachers use strategies other than lecture, that they get out of their seats, work in groups, and 93% report they are given projects or another type of assessment that goes beyond the textbook. In the survey, 96.1% of students feel they have a positive learning experience at Tesoro High School. Although embedded in curriculum and instruction, 75% of students say they are aware of the Schoolwide Learning Outcomes. Teachers report that although taught, students may not be aware that it is a specific Learning Outcome, meaning it is not labeled. The	PLC Meetings Teacher PGs AP Conference Attendance, YAPA Conference Attendance AA Meetings, IMPACT Lessons Student Survey

<i>Findings</i>	<i>Evidence</i>
survey also indicated that 87% of students believe that they are part of a rigorous, relevant and coherent standards based curriculum that supports success in college and 75% say that the curriculum supports success in career-readiness.	

D3 Using Assessment to Monitor and Modify the Program Schoolwide

D3. The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learning outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

<i>Findings</i>	<i>Evidence</i>
Schoolwide Assessment and Monitoring Process Starting with the 15-16 school year CUSD brought together representatives from each school in all of the four core subjects and grade levels to create Curriculum Alignment Guides (CAG). These guides are designed so that each teacher will have a general outline of which topics they should be teaching, access to resources for the topics, and generally when to give the assessments. For Health, Social Science, English and Math a group of teachers also created Common Interim Assessments (CIAs) for teachers to give so they can look at and analyze the data at the district level. We have collaboration time every Wednesday morning. During this time, teachers work in their subject area groups to discuss common practices in their classes. Those informal conversations and constant checking in with colleagues helps to guide instruction and the direction of the classes. Teachers also work to normalize grades by reviewing grade reports at the 6 week, 12 week, and semester grades. In addition to that time, each department has release days strictly devoted to professional development. Each department has had to freedom to work with the principal to decide what type of development they would want and value. We bring in the district curriculum specialists, when applicable, to help and assist with this process. Tesoro has a program called IMPACT where upperclassmen work with our freshmen every week for preventative interventions, working with them with to try to get the students acclimated to high school life at Tesoro. For new students to our school who are not freshmen we have the Tesoro Newest Titans (TNT) program, where one teacher works with this group of students and helps ease the transition to our school.	CAGs, CIAs Late Start Meeting Agendas IMPACT, TNT, Guidance Plan

<i>Findings</i>	<i>Evidence</i>
Also, the guidance department makes contact with every student who receives an “F”, at any progress report. This year we have taken it the next level with sophomores by creating a 10th grade Homeroom for all who have an “F”. Those students meet with their academic advisor every Monday during tutorial to go over their progress in their classes. Most teachers at Tesoro use a learning management system to share each student's progress and the daily assignments of each class. Teachers have access to School Loop and/or Google Classroom. Each student and parent have the capability to log in and see the daily assignments, updated grades, and have the ability to contact the teachers directly with questions. We are currently working at our site to come up with a consistent practice of how we will be using a learning management system to best help our students. Curriculum Embedded Assessments The district created Curriculum Alignment Guides (CAG's) which gives each core teacher the general framework to ensure that the standards have been addressed in a reasonable amount of time. At each site, teachers can take that framework and adjust it to best fit the needs of their students. The Illuminate program is another tool where we have access to store data for each of our individual assessments and all other district- wide assessments. Teachers use this information to help plan and guide instruction. The English and Math departments have taken the Smarter Balance assessment data and reviewed student results to help guide areas of focus for this year. They used the report, where each topic area are compared with overall scores, to identify strengths and weaknesses and made plans on how to address them. For example, the English department noticed a weakness in the area of listening, so a number of teachers have added more activities and assignments where the students have to listen and process the information based on what they heard. Additionally, this data has been shared with the leadership team so that all departments are aware of areas of strengths and weaknesses and can incorporate appropriate instructional strategies into their classrooms. Finally, EAP data is used for student placement in senior English/ERWC. In 2016 CUSD decided to pay for the PSAT for all 10th and 11th graders in the district. Since this is the first year having reliable and comprehensive data, finding meaningful uses for this data is underway. We can look at schoolwide trends in topics that our students performed well in and also areas that need improvement. There is a product called AP Potential which tells the students the	SchoolLoop, Google Illuminate, CAGs Department Meetings

<i>Findings</i>	<i>Evidence</i>
the courses where there is a high likelihood of them passing the AP exam in the subject. This information helps with open access so more of our students can attempt the rigor of an AP class. Schoolwide Modifications Based on Assessment Results During the Late Start meeting time each grade level team meets to go over formal and informal data they have collected. If needed, each team adjusts their curriculum based on these conversations. This also gives them information so when they are planning their pullout professional development days they have a better idea of a direction for the day. The practice of comparing grades between teachers who teach the same classes has helped change the structures teachers had in place. The topics of weighted grades, common rubrics for grading assignments and assessments, and creating common assessments at the school level are just a few topics that have been discussed as a result. In the ERWC class for our seniors, the teachers created a common rubric for scoring essays. Subject areas in science now have all common practices in how they grade homework and have the same weighted grades. Teachers give the districtwide CIAs using the Illuminate program, where students log into a web based program containing pre-loaded questions and answers. Once the student hits submit the teacher has instant data on the overall performance of the class as well as each individual student. Teachers can also use this program for their own subject matter assessments. When teachers have paper test they create multiple versions so students are not tempted to cheat. During assessments teachers monitor the students and are sure to make sure that the students do not have their cell phones are not out for use. With standardized assessments such as AP exams, PSAT, SAT, ACT, etc. we utilize proctors that have been trained in the proper protocols; all documents are secured in the guidance office when not in use.	Staff Meetings, Late Start Meetings Illuminate, CIAs Testing Coordinator

Areas of Strength

1. Collaboration of staff members by courses, levels, and by department.
2. Positive communication between the district and site regarding assessment results.
3. Use of common assessments.

Areas of Growth

1. Continue growth in all PLCs on the development and calibration of assessments.
2. More opportunities to relearn/review assessments.
3. More organized data analysis of assessments.

SELF-STUDY FINDINGS - E

STANDARD BASED LEARNING: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH



Chapter IV

E. School Culture and Support for Student Personal & Academic Growth

E1 Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

<i>Findings</i>	<i>Evidence</i>
Regular Parent Involvement Tesoro fosters a culture of parental and community support in a variety of ways. Many of Tesoro's programs could not be successful without help from parent volunteers, the community, and Booster Clubs. Tesoro has a highly involved PTSA that helps in numerous ways. They work closely with Tesoro's leadership team and staff to help support and implement important school programs including providing supplies for our school-wide disaster plan, planning Graduation Night, funding turnitin.com, and organizing appreciation events for students and staff. Volunteers are on campus daily and can be found in the library, the copy room, the front desk answering the phones, assisting with summer registration and community sponsored events, assisting seniors with awards/scholarships, hosting Tesoro's Newest Titan Breakfast, and working in the student store. They are always willing to assist and are a true asset to Tesoro. In addition to PTSA, Tesoro works with a variety of Booster clubs, including Tesoro Titan Foundation (TTF) and Education for the Children (EFC). All of these groups provide crucial funding for programs and equipment. Tesoro features more than 10 booster clubs: football, swimming/water polo, drama, music and more. The Booster clubs provide funding and make their programs some of the best in the district. Many Tesoro Booster parents have brought their students to Tesoro from private schools because of the excellent programs Tesoro offers. Both the Tesoro Titan Foundation and the EFC provide funding to teachers in the form of grants. The grants are reviewed by a panel and awarded for specific purposes. The EFC also hosts different events throughout the year, including a youth Olympics and other highly anticipated fundraising events, to raise money for the Tesoro family of schools. Last year EFC granted Tesoro teachers \$13,976.19 to purchase equipment for their classrooms and programs. To assist Tesoro's English Learner population, CUSD and Tesoro strive to provide resources to families in their primary language. Tesoro parents are notified of district college and career	PTSA, Grad Night Committee Booster clubs, EFC, Tesoro Titan Foundation EL Coordinator, ELAC

<i>Findings</i>	<i>Evidence</i>
breakout sessions that provide Spanish translation. When EL students are struggling, a student study team meeting is held with either a translator from the district office, our community liaison, EL coordinator or our bilingual Academic Advisor. Additionally, students receiving EL services are able to access tutoring at no charge to the family, and our EL Coordinator will work with the family to arrange services. Parents with students receiving EL services are invited to attend an English Language Advisory Committee (ELAC) which is held twice a year to discuss Tesoro's expectations of their students, address parent concerns, discuss the in-house tutoring program, provide district tutoring options, and inform them of non-profit organizations within the community that provide assistance. Tesoro's special needs population has effective programs that bring the general education student and students in the STEPS program together. Tesoro has a successful Best Buddies program that plans activities in the community that are organized with the help of students and staff. Tesoro also offers a unique physical education class in which general education students work directly with Tesoro's special needs students to encourage and promote physical fitness. Students participate in all activities from badminton to swimming and both groups benefit greatly from the close interaction and inclusion. Additionally, students in the STEPS program participate in a variety of community events. They engage in community sponsored athletic activities, host classroom visits from local retail representatives to discuss job interviewing skills, discuss available jobs, and assist with resume building. The STEPS program features weekly work site visits and partners with our local Home Goods and Walgreen's. Use of Community Resources Tesoro offers an array of community involvement both in and outside of the classroom. Tesoro's Health courses are taught by certificated teachers and include a weekly classroom presentation from the Orange County Health Care Agency. In their health classes, students are offered CPR and First-Aid certifications by the American Red Cross. In addition, Tesoro offers a variety of Career Technical courses both during the school day and after school, and several courses are Career and Technical Education pathways, weighted, or "A-G" approved courses. These courses are taught by teachers with field experience who hold a Career Technical Education (CTE) credential. For example, Tesoro's Small Business Management class is taught at Tesoro during the school day. In this class, students get face-to-face time with small business owners throughout the community and by the end of the semester, students have learned how to create a comprehensive business plan. Several students who	STEPS program, Best Buddies, community retail businesses Orange County Health Care Agency, American Red Cross and College and Career Advantage (CCA)

<i>Findings</i>	<i>Evidence</i>
have completed this course have been offered internships at businesses throughout the community and some have even been offered the opportunity to present their business plan for funding. Tesoro has a strong Eagle Scout community that has completed several projects for Tesoro's outdoor science centers, including a nature trail, wildlife information signs, bird and bat houses, amphitheater seating, benches, and a pond. In addition, local Boy Scouts and Girl Scouts are in the process of designing and constructing kiosks for two of the Tesoro gardens, a worm composting bin, a three-part composting bin, and an additional pond for a solar-powered pump. Tesoro students participate in planned outings to Starr Ranch, Rancho Mission Viejo, and Irvine Ranch for outdoor environmental learning experiences. Tesoro's Ecology Club, students in the STEPS program and sports teams participate in the Tesoro recycling program, and students from a variety of classes and clubs participate in local beach clean-up days and community trash pick-up, such as RSM Zero Trash Day. Each fall, Tesoro has 40-50 college representatives from in-state and out-of-state universities that meet with students during tutorial and lunch. The representatives review college admission requirements, standardized college testing, scholarships and financial aid opportunities, as well as student life at their university. Tesoro refers families to the CUSD College Fair, where more than 125 representatives from universities, colleges, technical trade schools, art and film schools, and military academies are available for questions. Tesoro's guidance office offers weekly application workshops and our Academic Advisors offer one-on-one college advising with parents and students. Additional workshops for financial aid and NCAA eligibility are provided for parents in the evening. Families can also make individual appointments with CUSD's <i>Futureology</i>, for one-on-one college and career planning with certificated counselors at the district from 1-8 PM. . As more students are meeting "A-G" requirements by graduation, Tesoro administered the PSAT to all 10th and 11th grade students. During the exam, 9th grade students took a practice PSAT and seniors participated in a college and career fair on campus. The College and Career Fair for the seniors included representatives from a UCs, Cal States, private colleges, out of state colleges, Career Technical Education pathways, local community colleges, all branches of the military, and conducted an application workshop. Additionally, Tesoro offers "test back" nights, where a testing specialist explains the meaning of the scores to parents and students.	Eagle Scouts, Girl Scouts, club programs, community events TesoroHighSchool.com, district events, college presentations October 19th schoolwide events, test back nights

<i>Findings</i>	<i>Evidence</i>
The “test back” nights have included the following tests: ASVAB, ACT/PLAN, SAT/PSAT and ASPIRE. Tesoro's foreign language department engages in a German-American Partnership Program (GAPP). Tesoro teams up with a school in Germany that sends high school students to Tesoro to stay with host families for approximately three weeks. This program is highly anticipated and all the students, parents, and staff are excited to welcome them to Tesoro and host students during their visit. The exchange students attend classes and become part of the Tesoro community. In return, during the summer months, Tesoro students travel to Germany and stay with host families. This is an enriching academic and cultural experience for all. Tesoro offers an extensive community referral list that includes everything from homeless shelters to mental health referrals, which feature no-cost, sliding scale insurance and private referrals. Tesoro's counseling staff consists of two full-time PPS-credentialed social/emotional counselors, an intervention specialist, one full-time psychologist, and one 0.6 psychologist. They work as a team to meet the needs of Tesoro families.	World Language Department District community referral list, site staffing

E2 School Environment Criterion

E2. The school is a) safe, clean and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

<i>Findings</i>	<i>Evidence</i>
Safe, Clean and Orderly Environment Safety is of the utmost importance at Tesoro. The campus, students, and staff need to be safe and feel safe at all times. Tesoro uses an array of strategies including technology-based approaches to keep the campus safe. Text-a-tip: This program allows anyone to send an anonymous, confidential text to an administrator and/or school resource officer regarding concerns about drug or alcohol use, bullying, and suicidal ideation. During school hours, the texts are dealt with immediately by the appropriate staff. Outside of school hours threats of suicide are reported to	Tesoro campus, procedures and protocol

Findings	Evidence
the Orange County Sheriff's Department. This program is designed to assist students who might not be able to ask for or recognize that they need help or who have concerns about reporting an incident. - Alternative to Suspension (ATS): When students are suspended they have the option to participate in the ATS program. If a student agrees to attend ATS, they will be provided work, meet with a counselor daily, and have additional support to stay on track. Attending the program will also remove the suspension from their record. - No bullying contract: Tesoro takes bullying very seriously. Statements are taken from students, videos are reviewed, teachers are informed of allegations and asked to watch for anything more. Students meet with an Assistant Principal to sign a no bullying contract and both parties meet with a counselor. A follow up is completed and recorded for each incident. - Attendance and Behavior contracts: The Assistant Principals use both attendance and behavior contracts with students. The behavior contract is in place for the current semester plus one. For each incident the student is moved up a step on the contract. Each elevated step on the contract includes a loss of privilege. Step 5 is the final step and includes an involuntary transfer to Serra High School - Capistrano Unified School District's continuation high school. If a student is transferred, Tesoro will allow them to return after one year. - Cameras: There are cameras in all open areas and in every hallway on campus. The cameras have been very helpful in enforcing discipline and assuring safety. - Lighting: Recent installation of new lighting throughout campus has improved safety at night. "Lock bloks": Outside doors and administrative offices are equipped with lock bloks to provide staff an immediate way to lock down each classroom and/or office. Lock-bloks are not yet installed on inside hallway doors so students in these rooms are still vulnerable. Teachers are trained annually to ensure they are able to perform the appropriate procedures and correct use of the lock bloks. Additionally, they are trained in the D.E.E. (Deny Access, Evade and Engage) lockdown procedures every year. - Emergency preparedness/disaster drills/emergency supplies: Tesoro participates in 3 or 4 emergency drills each year and updates/replenishes emergency supplies annually.	Discipline referrals District Training

<i>Findings</i>	<i>Evidence</i>
• Custodians/locker room attendants: Tesoro enlists a team of custodians to ensure that the campus is in clean and working condition. In addition, there are both male and female locker room attendants to ensure that students and their belongings are safe while using the locker room. • Child Abuse Video: Teachers and staff are trained annually on signs of child abuse and on reporting protocols. In addition, PPS counselors are available to assist teachers in reporting the incident to Child Protective Services if needed. • Suicide awareness: Every other year, the staff at Tesoro is provided an overview and training on the signs and symptoms of depression, suicidal ideation, anxiety, and mental illnesses that can affect a student in their classroom. The training is provided by school counselors, the behavior intervention specialist, and psychologists on staff. The training is followed up with an email on what to look for and what to do. In the off year, teachers are reminded of the presentation and sent the information via e-mail. • Signs Of Suicide (SOS): All 10th grade students are presented with the SOS program in their English class. This program effectively trains students to respond to depression or threats of suicide by A.C.T. (Acknowledge, Care, Tell). Through an interactive program students are trained by two school counselors. In addition, there is a parent component that informs parents of the material presented to their student so that they are aware of the signs of suicide and depression. • Parent Presentations for Health Classes: Orange County Health Care Agency representatives speak to students enrolled in health courses at Tesoro. In addition to classroom presentations, they also offer three parent nights each semester. Parent topics include: drugs, building resilient families, teen development, and substance abuse. • Parent Presentations for Cyber Safety and Drugs: In the evening, parent presentations are held at Tesoro and other local school sites. Presentations are given by the Orange County Sheriff's Department and include current drug trends and Cyber Safety. • Parent Project: Tesoro teams up with Orange County Sheriff to provide parenting classes in the evening. These classes help parents safely maneuver difficult areas of concern with their student, including a variety of disciplinary approaches.	District Training Tesoro Training District program for all 10th grade students Orange County Health Care Agency Orange County Sheriff's Department (OCSD) OCSD

Findings	Evidence
- Distracted Driver presentation: In order to purchase a parking permit, all students are required to participate in the distracted driver presentation. In order to maintain a parking permit, all students must have passing grades. When progress reports are released, if a student has more than one "F" grade they lose their parking permit until the next progress report. This has been a successful incentive for students who are driving. - Safe Zone: In conjunction with the Gay-Straight Alliance Club, Tesoro held a school-wide contest to create safe zone posters. The winning design is now posted in every hallway, office and classroom. These signs remind students that they are safe at Tesoro. In addition, Tesoro features two gender neutral bathrooms on campus and a private changing room for transgender or gender fluid students. In our student database, Tesoro lists the student's preferred name so that teachers are reminded of the change. Counselors work with the student to inform teachers, friends, and parents about their preferred identity or to keep their identity confidential from parents while being out with friends. - School Resource Officer (SRO): Tesoro has an SRO on campus four days a week. The SRO works for Orange County Sheriff Department and is placed at Tesoro to meet the student and staff needs. - ID Badges: All staff is required to wear their ID badge while on campus, visiting other school sites, or visiting the district office. These badges are worn to quickly identify staff in the event of an emergency situation. In addition, students are required to have their school IDs on them at all times. - Recycle projects: Several clubs and teams at Tesoro participate in recycling projects that directly impact the school. Some include: the Ecology Club, Best Buddies, the STEPs program, and the golf team. - Internet Safety: Lessons are taught by teachers and information can also be accessed on the district website.	District approved program, parking permit guidelines, Tesoro intervention strategies OCS Classrooms, district approved on website
High Expectations/Concern for Students Tesoro continues to have high expectations and our students are rising to meet those expectations. Students are encouraged to do their best and if they are struggling, resources and assistance are provided to help improve their performance. Struggling students are offered free tutoring Monday through Thursday immediately after school in the library. In addition, many teachers are available before school, at lunch, in tutorial, and after school to help students. This year, Tesoro is working as a team to reduce the number of failures	AP and Honors enrollment, Freshmen intervention, Sophomore homeroom, guidance protocol for failing grades

<i>Findings</i>	<i>Evidence</i>
at all grade levels. Tesoro's academic advisors meet with freshmen students who are failing one or more class. The student, advisor, parent(s), and teachers work together to see what interventions would work for a student to help them be successful. Sophomore students with one or more F are required to attend a homeroom on Mondays during tutorial. In this homeroom the students meet with their academic advisors and counselors to learn strategies that will help them improve their grades. In the homeroom there is the opportunity for students to receive additional tutoring in the classes they are not passing. Junior and senior students who are failing one or more courses meet with their academic advisors. If a student is failing more than one course they will also meet with an AP and possibly the school counselor to participate in a Student Study Team meeting. Tesoro offers a very inclusive program for our students with special needs. We offer a Best Buddies program where each of our students in the STEPS program has a one-on-one "buddy", while other students help plan and participate in activities for the group. In addition to Best Buddies, Tesoro offers a physical education class where the students in the STEPS program are teamed up with general education students. Together they work on physical activities such as swimming, badminton, and basketball. Tesoro offers a variety of clubs to meet the wide array of interests of the student body. If Tesoro does not offer a particular club, students are encouraged to start it one. Teachers, along with ASB, will help students initiate the club, recruit members, develop activities, and provide a location to meet. Tesoro has a club fair at least once a year and students are encouraged to join more than one club. In addition to the club fair, Tesoro also hosts a multicultural fair in the spring. This fair features clubs from a variety of cultural backgrounds and groups from the foreign language department. Different food and products are available for purchase and new members are welcome. There is live music featuring authentic music from different cultures. The event is very popular and well received. Many staff members make positive behavioral phone calls or send positive emails home. Parents are always worried when they get a call or an email from the school but Tesoro is trying to change that. Each teacher tries to make at least one positive phone call or send a positive email home at least once a week. Parents are often pleasantly surprised and very thankful for the positive communication. Often, the next time the student sees that particular teacher they are very appreciative and in turn spread that positivity throughout the classroom. Tesoro supports this process and administrators and office staff are participating as well.	STEP's program Club information on TesoroHighSchool.com Focus Group Meetings

<i>Findings</i>	<i>Evidence</i>
Each semester, Tesoro holds a Spirit of the Titan Awards ceremony for students. Each teacher, staff member, and administrator is encouraged to nominate a student who has excelled, overcome, or improved in a variety of areas, not just academically. The student is notified that they have been recognized for this award and are invited to attend a lunch in their honor. The students are featured at the lunch, mentioned in the Tesoro Newsletter, and pictured on the Tesoro website. It is a special accomplishment for our students as this award recognizes students who are noteworthy members of the Titan Community.	Spirit of the Titan Luncheon
Senior Awards is another opportunity for Tesoro to recognize students who have demonstrated resilience, and/or excelled amid hardships over their high school career. At senior awards, students are recognized for their grades, school/club involvement, scholarships earned, military awards, the Torch of Excellence Award and our special Titan of the Year Award. The Titan of the Year Award is given to the student who has gone above and beyond in every aspect of their high school career. On average, five students are nominated. A blind critique of the students' essays, a review of their accomplishments, and an interview with each of ten finalists is completed by a panel of teachers, staff and administrators who determine the awardee.	Senior Awards
In addition to all of the accolades Tesoro students receive, the school also focuses on character and on those students who have experienced one or more setbacks that have negatively impacted their high school career. Tesoro offers two full time PPS-credentialed counselors to focus on social-emotional concerns, interventions, at-risk youth, and conflict mediation. Tesoro also has a full-time psychologist and part-time psychologist to address these concerns and who test students for special education services. Tesoro also has an intervention specialist on-site who assists students with more severe social-emotional concerns. Students are able to access counseling services at any time throughout the school day. In an effort to ease the referral process, when a teacher is concerned about a student, Tesoro offers an online referral system where students can quickly be referred and the teacher will be notified when the student has been counseled.	Desktop referral
With additional social-emotional support, Tesoro is able to conduct a "What If" week in which students are encouraged to think about what their friends, family, school and community would be like if we were all kind to one another. The week-long event includes stories featured on Tesoro News Network, lunchtime activities, compliment centers, and an inspirational assembly to end the week of activities. The beginning of the presentation features students who have struggled with some aspect of their life but have been able to overcome it. The students discuss who or what gave them the strength to overcome their obstacle(s), whether it be another student or staff member,	What if Week

<i>Findings</i>	<i>Evidence</i>
or someone else who believed in them and made them believe in themselves. Some of the student stories have included their battle with cancer, loss of a parent, suicidal ideation, or suicide attempts. The second part of the assembly includes a motivational speaker who focuses on the importance of being kind and caring to one another. As we encourage students to help each other, our National Honor Society (NHS) offers free peer tutoring in our Knowledge Center (library) immediately after school Monday through Thursday. The peer tutoring not only helps students in the moment, but also provides them the confidence to ask a friend in class or to seek additional help during tutorial from a fellow student or teacher. The afterschool tutoring also includes a teacher from a specific discipline each day so that all subjects are covered throughout the week. This is an ever-growing and expanding program of which are taking advantage. Tesoro includes a part-time bilingual community liaison and an English Learner classroom teacher. Based on the level of classification, some students are placed in a section of EL for additional support. The EL Coordinator assists with arrangements for tutoring and various community resources. Tesoro's community liaison is very involved with students in the EL program. She follows the progress for each student and meets with them if there is a drop in grades, attendance, or a discipline referral. She works with both the student and the parent to get them the assistance they might need.	NHS Tutoring sign-in sheets EL Coordinator, Bilingual Community Liaison
Atmosphere of Trust, Respect, and Professionalism Tesoro has recognized the need for consistent and thorough communication to establish a professional community with trust and respect among all of the stakeholders. The Principal has made himself available and has an open door policy. Staff has communicated that they feel heard after meeting with him. To ensure that staff concerns are heard, our Principal has held the first of two meetings that he plans to hold annually. All staff was encouraged to stop by during their prep period and voice concerns, what they thought was going well, what needed improvement, and any ideas they would like to see implemented at Tesoro. After the meeting, the Principal sent an email to the staff listing the positive ideas and concerns that need to be addressed. Towards the end of the year, there will then be an additional meeting to assess whether there has been improvement in the areas of concern and if there are emerging programs from which Tesoro could benefit. From this approach, staff concerns have been heard and they have a voice in implementing change. Tesoro's School Site Council (SSC) consists of the Principal, certificated and classified staff, parents, and ASB students. The SSC meets approximately three to four times a year to review current policies and discuss implementation of new programs and policies.	Email to staff from Principal

<i>Findings</i>	<i>Evidence</i>
This meeting is a round table and allows all stakeholders the ability to actively participate in the planning of Tesoro. In addition to SSC, Tesoro's Leadership Team, which includes department chairs, the Principal, and Assistant Principal of Guidance, meets monthly. The purpose of these meetings is to provide department chairs with information to communicate to each department such as updates on guidance, activities, and discipline. It also provides a time for department chairs to discuss concerns or challenges within their departments to determine ways to address the concerns, and to discuss common assessments, instructional focus, and grade discrepancies.	School Site Council
As Tesoro attempts to solicit feedback from all stakeholders, we often utilize Google surveys. For example, during the Signs of Suicide (SOS) presentations to tenth grade students, a google survey is used for pre/post surveys for data purposes.	SOS surveys, WASC survey
Several approaches are used to notify parents of information relating to their student, along with school and district-wide information. Parents are notified via an automatic phone voicemail system of important school-wide events, such as summer registration, minimum day activities, attendance, and testing. Parents are also part of a larger district-wide voicemail system that informs them of school lunch balance, community forums, and district-wide information. Tesoro utilizes Listserv to send out emails with important information to approximately 3,000 parents with accounts. Additionally, parents and students may access the Parent Portal at any time to view student attendance, unofficial transcripts, class schedule, and their student's four-year plan. This year, the addition of the four year plan on Parent Portal allows Academic Advisors to complement student and family plans by giving them access to the four-year plan when scheduling or meeting with a student or their family.	ListServ, Parent Portal, CCP class
Tesoro's grading program, School Loop, allows students and parents to easily access current grades. School Loop is accessible via the front page of the Tesoro website. School Loop offers immediate access to student grades, past, current, and upcoming assignments, along with email links to contact faculty and administrators. Teachers utilize a virtual locker in School Loop where they can upload assignments and handouts that students can print when absent or need to review. Teachers access this web-based grading program from any computer on campus or at home. Approximately 90% of students have at least one parent or guardian registered on School Loop. Although teachers are only required to update grades every six weeks, the Tesoro staff strives to update grades every two weeks, while some departments update weekly. Parents are able to contact teachers by email through School Loop or standard email. Tesoro staff consistently responds to emails and phone calls	School Loop, Parent Portal

<i>Findings</i>	<i>Evidence</i>
within 24 hours. Teachers also make phone calls and email home in regard to struggling students. Tesoro staff members honor each other during staff meetings with the “Apple” award where two glass apples are passed from one staff member to another as a form of peer recognition. At these meetings, administration has also included staff awards given by students. Three to five students will attend the staff meeting and recognize a staff member for something they have done that has positively impacted the student, classroom, school or community. Both of these awards help boost morale. Tesoro also features a monthly newsletter that is sent electronically to all staff, students, and parents. The newsletter includes upcoming events and recognizes student and staff accomplishments. It is not uncommon to see an all-staff email expressing accolades for a student or team, or congratulations on an award that a student or team received. For example, our theater and music departments consistently earn prestigious awards and commendations. Last year, Tesoro Theatre Arts students took home six Cappies Awards, received 21 Cappies nominations, and brought home the Fullerton College Theatre Festival Sweepstakes trophy last March. Tesoro Madrigals was invited to sing the national anthem at the LA Lakers basketball game on October 21, 2016. Additionally, Tesoro High School was honored with the Support Music Merit Award for their commitment to music education and was selected as a semifinalist for the Grammy Foundation Signature Schools. A Tesoro senior competed in the North American Country Music Association International competition where she placed first in four separate events for her age category, including Vocalist of the Year, Entertainer of the Year - Traditional Gospel, Songwriter of the Year - New Country, and Songwriter of the Year - New Gospel. Tesoro Madrigals and A Cappella performed at the Opry and Vanderbilt University in April 2016. In 2015, Tesoro was one of five school to be chosen for the Grammy Foundation Signature Schools of Excellence in the nation. Tesoro student accomplishments have been featured in the local news and have been recognized at Board meetings. Some newsworthy accomplishments have included a student taking their first steps, another creating a life changing computer application for the blind, and participation on America's Got Talent.	Late Start All Staff Meetings All Staff Emails

E3 Personal and Academic Student Support

E3. All students receive appropriate academic support and intervention to help insure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

<i>Findings</i>	<i>Evidence</i>
Adequate Personalized Support Tesoro recognizes the changing needs of students and works to prepare students for a productive future, whether it be through a career technical education pathway, community college, or a four-year university. Tesoro requires students to take a course on College and Career planning. This course requires students to use the Naviance program to: take interest surveys; investigate jobs in their area of interest; determine the amount of schooling needed for a particular job; explore potential colleges or trade schools that offer desired licenses/certificates; and research the current salary of specific careers. Students then create their four-year plans with their future goals in mind. Students create their four-year plans to include “A-G” college requirements and college testing. Starting this year students will be able to upload their plans to Parent Portal in order to create a live four-year plan that can be viewed by the student, their parents, and appropriate staff when making educational decisions. The Tesoro guidance office employs five academic advisors (AAs). The AA's meet with students each spring with their English classes to review four-year plans and determine courses for the next year based on future goals. Students are able to discuss options with their AAs at this time. Students are also encouraged to schedule an appointment with their AA and their parents to have an in-depth one-on-one discussion regarding future goals. The AAs are helpful in monitoring and motivating students to perform at their best. As an intervention, AAs meet with all students who have received a failing grade and will often start the student on a weekly progress report that they show weekly to both their AA and their parents. Tesoro features two school counselors, one intervention specialist, one full-time psychologist and a .6 psychologist. With this level of support, student needs ranging from social-emotional to those experiencing academic difficulties can be systematically addressed. Tesoro features an online referral process for teachers and staff to refer students for counseling, a Student Study Team (SST) meeting, or simply to check in with a student. Anyone can refer a student and/or suggest an SST, including the students themselves. Whenever a student is referred for a SST the following steps will occur:	CCP course, Parent Portal, CCA Interventions for students with a failing grade

<i>Findings</i>	<i>Evidence</i>
1. Counselor meets with the student and addresses concerns 2. SST is scheduled (as needed) a. Interventions are put in place b. Teachers are notified 3. Consistent check-in with Counselor 4. SST II is scheduled (as needed) a. Effectiveness of interventions is reviewed b. New interventions are put in place if needed c. Referral to an assessment for special education services or a 504 plan evaluation (if needed). 5. If student qualifies for special education or a 504 plan a. Annual IEP or 504 meetings are held b. Triennial evaluations are conducted for both IEP and 504 Plans Tesoro also features a comprehensive approach to improving grades for struggling students and includes: 1. One or two F's a. After teacher-parent contact, meets with Academic Advisor b. Starts using green card/weekly progress report card (as needed) c. A freshman with two or more F's participates in an SST meeting 2. Three F's a. Meets with Academic Advisor b. Meets with Assistant Principal c. Meets with Counselor 3. Four or more F's a. Meets with Academic Advisor b. Meets with Assistant Principal c. Meets with Principal d. Meets with Counselor e. Assigned to a tutorial f. SST Scheduled 1. Possible referral for special education assessment. For students who struggle with grades, Academic Advisors meet with the student and/or parent(s) to determine the best approach for credit recovery. Tesoro offers a variety of approaches to earn credits including: 1. Summer school: Includes college prep and non-college prep options, online options, one-on-one options, a split program, and courses at Saddleback College.	Intervention Strategies

Findings	Evidence
2. Credit Recovery: Students are able to take an online APEX course, either college prep or non-college prep, before school, after school, or during lunch. Students receiving special education services are able to work with an additional teacher so that their IEP accommodations can be provided. 3. Academic Intervention (AI): A course that is offered for two periods during the school day. Students are able to complete APEX courses during a class period and earn additional credits for the course. Both college prep and non-college prep options are available. For students on the college prep track, Tesoro offers several evening and late start presentations to help the students understand the college application process, financial aid, letters of recommendation, college testing requirements, test scores, and NCAA requirements. These educational nights are presented by the Academic Advisors and guest speakers who specialize in each topic. Some presentations, such as financial aid and NCAA requirements, are offered in the evening so that parents can accompany their students. Support and Intervention Strategies Used for Student Growth/Development Tesoro has a wide range of students in need of additional resources and services, including those with severe handicapping conditions, those who are receiving special education services, and those receiving accommodations through a 504 Plan. Students with medical conditions that require accommodations have individualized health plans (ISHP). Some students may receive accommodations following a Student Study Team meeting if the team agrees that specific accommodations would be of assistance to the student. All accommodations and student plans are accessible to their teachers in School Loop. Students receiving special education services or who have a 504 Plan, have a case carrier or 504 Coordinator who will be in communication with the teacher and staff directly or through School Loop interventions page. Tesoro offers assistance in completing accommodation requests for The College Board and the ACT. Students who have an IEP, a 504 Plan, an ISHP, or documented disabilities and are currently receiving accommodations are able to apply for accommodations through the College Board and ACT. The guidance staff and case carriers work in conjunction with parents and the College Board or ACT to get student accommodations approved.	Guidance AI SST's, IEP's, 504's, ISHP, School Loop, Aeries

<i>Findings</i>	<i>Evidence</i>
Interventions and Student Learning As indicated previously, Tesoro has a structure of interventions in place to help struggling students. In addition, Tesoro has increased the availability of services to English Language Learners. Tesoro currently has a bilingual community liaison on campus two days a week. Students, parents and staff are able to meet with the community liaison to connect students to the resources they need in order to be successful. The community liaison is available to translate during meetings and during phone calls as needed. Additionally, Tesoro also has a bilingual Academic Advisor on staff who will attend Student Study Team meetings to translate the academic plan for the student. Tesoro also has an EL course for students who need additional language support. Tesoro has tutorial built into the school day. Students are able to attend any of their current classes for additional help, to check in after being absent, to make up a test or quiz, or to ask the teacher for help in a one-to-one small group setting. This year Tesoro piloted assigned tutorials but determined at the end of the semester that student choice tutorials are more productive. Tutorial is offered four days a week for all students but freshmen participate in an IMPACT program, which takes place during the Mondays tutorial. Through IMPACT, freshmen are teamed up with a mentor. They participate in activities and learn how to navigate high school. For students who are new to Tesoro (excluding freshmen), there is a Tesoro's Newest Titan (TNT) tutorial/homeroom that meets on Mondays as well. TNT hosts a welcome breakfast before school starts in the fall so that these students will have the opportunity to meet other new students and to familiarize themselves with the campus. As new students enroll throughout the year they are assigned to the TNT tutorial/homeroom. In order to keep parents consistently informed about their student's grades, teachers utilize the School Loop learning management system. Many teachers post assignments online and offer printed copies in the classroom. Teachers post grades from any computer. Parents and students access School Loop online to view their current grade and see a detailed progress report for each class. Parents and students are able to send emails through School Loop and students often save documents in their virtual locker, which allows them to access their work online. Another approach Tesoro uses to encourage students to do their best is to link privileges such as attending a dance or having a parking permit, to discipline and grades. As graduation approaches and students want to participate in senior activities, the staff encourages students to pass all of their courses and remain free of disciplinary referrals.	Tutorial, decrease in failing grades School Loop ASB, Discipline

<i>Findings</i>	<i>Evidence</i>
When a senior has a D or F on a progress report a letter is sent home that lists the course(s) of concern. Additionally, these students are called in to meet with their Academic Advisor, their Assistant Principal, and a School Counselor. Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum Tesoro currently offers 20 Advanced Placement courses and nine honors courses. Students are encouraged by both teachers and staff to enroll in at least one AP course while in high school. One of the most popular AP courses offered is AP Psychology. For the 2016-2017 school year, each student who requested AP Psychology was offered a seat in the class. This course has traditionally been impacted and has had a wait list, but Tesoro is continually working to expand all classes so that every student has the opportunity to take courses that interests him or her. Tesoro also offers a wide variety of Career Technical Education (CTE) courses through our College and Career Advantage (CCA). Several of the courses offered through CCA meet “A-G” requirements for a UC or Cal State University and some are weighted. In addition to CTE, Tesoro has an articulation agreement with Saddleback College for students who take three courses: TV Broadcast Journalism, Digital Photo 1A, and Digital Photo1B. Students who complete these courses at Tesoro are able to earn college credit if they attend Saddleback College. As some students seek a more rigorous curriculum than what can be offered at the high school level, Tesoro allows students to take up to 11 credits per semester of approved courses at Saddleback College, and the courses will be placed on their high school transcript if requested by the student. Tesoro allows students to take Geometry through summer school as a way to accelerate in the math sequence and to take a foreign language through Saddleback College. Tesoro offers a comprehensive list of directed courses for students receiving special education services, as well as many collaborative courses. Some of the directed courses include: 1. Directed English I, II, III and IV 2. Directed Algebra 1A and 1B 3. Directed Biology 4. Directed Resource 5. Directed World History 6. Directed United States History 7. Directed Geometry (currently being designed) 8. Directed Personal Finance	Master Schedule CCA on district website Saddleback College k-12 Master Schedule

<i>Findings</i>	<i>Evidence</i>
Modified courses are available as needed, but because they do not meet graduation requirements, they are designated as elective credit. Tesoro's goal is to mainstream students and keep them in the least restrictive environment. Co-Curricular Activities Tesoro High School goes above and beyond to get its students involved in co-curricular activities that not only complement what they are learning in class but also encourage responsibility, maturity, and awareness. Tesoro students are presented with many opportunities, from delving into the "What If's" of life that encourage them to think outside their social awareness, to experiencing foreign cultures at the school's multicultural fair. In addition, staff support is available to start a new club on campus if what the student is looking for is not already available. One of Tesoro's programs is the Expected Schoolwide Learner Outcomes (ESLOs) where all faculty and staff encourage students to become successful inside and outside of the classroom. The ESLO program has students striving to be: · Independent Learners · Collaborative Workers · Respectful and Responsible Citizens · Effective Communicators Connecting students with the Tesoro family begins in eighth grade with visits to the local middle schools by Tesoro's student IMPACT team. The IMPACT student's job is to help new students become comfortable and involved in high school. The relationship continues the following year as the new freshmen are supported by the IMPACT team in their homerooms – a class designed specifically to welcome and engage freshmen students in their new environment. Homeroom is where the students are first introduced to the many opportunities awaiting them at Tesoro. For students who need help with academics there are numerous options for assistance as well as many safety nets in place to prevent students from going unnoticed and failing. Again, this begins in homeroom, a casual classroom setting where students can ask questions of the teacher and find out more about the inner workings of high school and what is available to them. The assistance continues with tutorial and assigned tutorial in Guidance for at-risk sophomores. There is also free afterschool tutoring in the library from National Honor Society students as well as some Tesoro teachers. During football season, there is free Wednesday night tutoring for football players.	ASB SLO's (otherwise known as ESLR's) 8th grade visits, IMPACT IMPACT, Sophomore Homeroom, NHS Tutoring Schedule

<i>Findings</i>	<i>Evidence</i>
More so than freshmen, transfer students often have a difficult time making friends and joining activities on their new campus. Tesoro's New Titans (TNT) is a program that integrates Guidance, PTSA, Homeroom, and IMPACT roles to help transfer students make connections at Tesoro. IMPACT peer mentors are partnered with the new freshmen transfer students to help them with both social and academic adjustments. Grades 10-12 new students are assigned to a special Monday tutorial/homeroom. Teachers, athletic coaches, and campus staff are aware of the difficulties facing transfer students and encourage them get connected with other students and become involved in extracurricular activities.	TNT Homeroom
The Associated Student Body (ASB) at Tesoro deserves a great deal of credit for encouraging students to be an involved Titan both inside and outside of the classroom. ASB is a highly active student-run program and a powerful, all-inclusive entity that draws in students to popular school activities including Spirit Week, school dances, pep rallies, lunch time entertainment, and after school events. ASB also spearheads faculty/student sporting competitions during pep rallies, on the basketball court for Alumni games, and on the tennis courts for some friendly competition. All this allows students to experience a more personal side of their educators. The elected ASB representatives infuse each grade level with energy and excitement, encouraging students to get involved in school sponsored activities. One of their more popular events that falls under the "collaborative worker" element of the ESLOs involves several hundred students from all grade levels choreographing the annual Homecoming Halftime show. The students spend numerous after school hours together over a two-week period practicing choreographed dance routines. The final outcome includes costumes, dramatic lighting, and energetic music – a truly dynamic schoolwide student-run performance.	ASB
Tesoro prides itself on the fact that the school has something available for every student. With approximately 100 different campus clubs, and a full complement of athletic teams - in addition to school dances, Safe Driving Courses, CPR Certification classes, activities with local Marines on campus, visits from college and university representatives and local community leaders, Tesoro has an exceptionally high level of student involvement in curricular and co-curricular activities which elevates Tesoro students toward becoming "respectful and responsible" young adults.	ASB, American Heart Association, OCHCA, district trainings, Guidance College Visits
With so much going on at Tesoro, a great deal of attention is placed on good communication skills, thus helping students to become "effective communicators" (ESLOs). They receive the necessary information and specific details of various school activities, club meetings, and sporting events in which they can participate. With that knowledge students are encouraged to get involved and to talk with other students so they can draw them into becoming participants in Tesoro's activities. Much of that information is shared	CCA pathway classes, ASB, School Loop

<i>Findings</i>	<i>Evidence</i>
through the school's weekly Tesoro News Network (TNN), a student-run news program that broadcasts weekly into the classrooms. In addition, the school's interactive website, the student newspaper, campus posters, ASB, and administrative announcements all work together to make sure no student is left behind and all students are aware of the numerous opportunities awaiting them. Tesoro High School encourages all students to be more than just a learner. They are encouraged to go above and beyond, to be involved on campus, to become an ESLO student (independent learner, collaborative worker, respectful and responsible citizen, and effective communicator) and to be part of the Titan way of life.	

Areas of Strength

1. Comprehensive guidance support for struggling students.
2. Extensive and supportive booster clubs and parental involvement and support.
3. Many supports to ensure students are safe - including text-a-tip.
4. Community involvement with different programs throughout campus.
5. Wide variety of accommodations and special education support classes for students.

Areas of Growth

1. Number of pathways for graduation or electives.
2. Trash is still an issue - especially after lunch. (example: middle school bag-its)
3. More parking spaces and lunch tables to accommodate expected growth.

SCHOOLWIDE ACTION PLAN



Chapter V

Tesoro High School 2016-17 WASC ACTION PLAN

Area of Need #1: Continue to refine our Professional Learning Community work in order to provide best Great First Instruction (GFI) for all students. Included in this work will be the continued development of common assessments among all PLCs and the formulation of data analysis protocols among all PLCs.

Rationale: Although many Focus Groups found this a strength, in each focus group, the Tesoro Staff recognized the need to continue refining our PLC work in order to provide the best Great First Instruction for all students. Additionally, staff recognized the variety of levels in PLCs and the need to customize PLCs based on the different needs.

Growth Targets:

- Increase by 2% over the next 3 years students' SBA scores for math and English.
- 100% of PLC teams will analyze formative and summative assessments within their PLC teams.

SLOs Addressed:

- Effective Communicators
- Independent Learners
- Collaborative Learners
- Respectful and Responsible Citizens

Steps	Person(s) Responsible	Resources Needed	Timeline	Means to Assess
1.1 Through PLC meetings, staff will continue to analyze and use data, such as	• All Teachers	• PLC time in Late Start Wednesdays • Department Release Days	• Continue ongoing work	• PLC agendas • Department release day agendas

grades, common assessments and SBA scores, in order to drive additions to, and changes in, instruction. Use assessment data to reteach material.		• Staff Development Days • Continue with 3 release days per department		• Assessment data
1.2 Customize PLC time in order to meet the needs of each individual department.	• Department Chairs • Administrators • All Teachers	• Funding for off-site conferences • Funding for more Common Core resources outside of the textbook materials • Funding for release time for teams • Continue with 3 release days per department	• Fall 2017 • Ongoing	• Conference attendance • Purchases of supplemental materials
1.3 Update and add technology and train teachers in purposeful, efficient use of technology.	• All Teachers • Administrator • District Administrators	• Funding for technology materials • Funding for staff development • Continue with 3 release days per department	• Fall 2017 • Ongoing	• Increase in the number of Chrome Carts • Shared lessons demonstrating GFI with the use of technology
1.4 Staff development with middle school math and English	• Middle and High School administrators	• Release day or professional development hours	• Fall 2017 during district release time	• Curriculum Alignment Guides (CAGs)

teachers in order to create vertical alignment. Additionally, growth in alignment in cross-curricular instruction.	Teachers	Continue with 3 release days per department	- Department Late Start - Ongoing	- Late Start Department Minutes - District release time agenda
1.5 Investigate whether it is feasible to increase our current 63% A-G completion rate.	Create a committee to gather data	Release time and/or money to pay teachers and staff	- Spring 2017 - Ongoing	- Committee notes - Data
1.6 Continue staff development on SIOP implementation of GFI with our Instructional Coaches. Continue modeling of strategies, assisting department chairs, sharing SIOP strategies, assisting with walkthroughs.	- Instructional coaches - Department chairs	Continued funding for the teachers	Ongoing	- Meeting agendas - PLC agendas

Area of Need #2: Better meet the needs of our struggling students, particularly our 9th grade students, and continue to provide other options for our “students in the middle.”

Rationale: Through data analysis of the Profile, discussion in Focus Groups, and Student Survey analysis, all Focus Groups recognized a necessity to better meet the needs of our struggling students. Ninth grade students' D and F rate in particular classes demonstrated a need to better assist those students. In addition, teachers saw a need to provide other options, particularly in Career Readiness, for students who are “in the middle.”

Growth Target:

- Decrease in D/F rate in Algebra I, Geometry, English I, Spanish I, Biology
- Increased number of electives which target the “students in the middle.”

SLOs Addressed:

- Effective Communicators
- Independent Learners
- Collaborative Learners
- Respectful and Responsible Citizen
-

Steps	Person(s) Responsible	Resources Needed	Timeline	Means to Assess
2.1 Develop elective courses and viable pathways that target our “middle” students, EL students, and our struggling students for college and career readiness.	• Administration • District Administration • All Teachers	• New course materials • Course training	• Fall 2017 • Ongoing	• Master Schedule

2.2 Additionally, investigate the content and rigor of online classes compared to standards based classroom courses.	• Committee from guidance • Teachers • Administrators	• Time needed to evaluate APEX courses	• Fall 2017	• Analysis and comparison of APEX and regular courses.
2.3 Remediation for Freshman in Algebra and English. Additionally, remediate problematic areas by level and need based on assessment data.	• Administration • Teachers • Committee	• Funding for the time and creation of a program such as a Freshmen House for English and math	• Fall 2017	• Meeting agenda • Freshman House curriculum
2.4 Increase tutoring opportunities in order to meet the needs of struggling students. Incorporate more tutoring within the school day (lunch, NHS Tutorial).	• Impact mentors • NHS members • Volunteer teachers	• Facility use, and organization of students	• Fall 2017	• Sign-in sheets • Grade monitoring
2.5 Mandatory tutorial for freshman and sophomores with Ds and Fs to meet by subject areas where students are assigned to the particular teachers in the subject of which they are struggling.	• Guidance • Participating teachers • Student tutors • Course teachers	• Funding for organization	• Already in place • Continue with freshman Fall 2017	• Grade monitoring • Sign-in sheets
2.6 Explore an intervention for	• Paid teacher/s	• Funding for the teacher to be paid	• Begin discussions Spring 2017	• Sign in sheets • Grade

struggling students outside of the school day. A mandatory assignment to an academic coach either before or after school		for time	Implement after 1st grade report of 2017	improvement for assigned students
2.7 Committee to meet and reflect with past struggling students who have made significant improvements, in order to understand the challenges.	- Academic Advisors - Committee to meet with students	Time and funding for committee to organize	Begin with 2017 graduating seniors	Individual interview results

APPENDIX



CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

TESORO HIGH SCHOOL
BELL SCHEDULES
2016 - 2017

Collaborative Late Start Wednesdays	<u>Start Time</u>	<u>End Time</u>
Staff PLC	7:30 AM	8:26 AM
Period 1	8:36 AM	10:19 AM
Tutorial	<i>Doesn't meet</i>	
Break	10:19 AM	10:24 AM
Period 3	10:34 AM	12:17 PM
Lunch	12:17 PM	12:52 PM
Period 5	1:02 PM	2:45 PM

Block Day	<u>Start Time</u>	<u>End Time</u>
Period 0	6:40 AM	7:42 AM
Period 1 or 2	7:52 AM	9:35 AM
Tutorial	9:45 AM	10:18 AM
Break	10:18 AM	10:24 AM
Period 3 or 4	10:34 AM	12:17 PM
Lunch	12:17 PM	12:52 PM
Period 5 or 6	1:02 PM	2:45 PM
Tues/Thur - 2/4/6		Wed/Fri - 1/3/5

Traditional	<u>Start Time</u>	<u>End Time</u>
Period 0	6:40 AM	7:42 AM
Period 1	7:52 AM	8:41 AM
Period 2	8:51 AM	9:40 AM
Homeroom/Tutorial	9:50 AM	10:10 AM
Break	10:10 AM	10:14 AM
Period 3	10:24 AM	11:13 AM
Period 4	11:23 AM	12:12 PM
Lunch	12:12 PM	12:47 PM
Period 5	12:57 PM	1:46 PM
Period 6	1:56 PM	2:45 PM

Minimum Day	<u>Start Time</u>	<u>End Time</u>
Period 0	7:00AM	7:50AM
Period 1 or 2	8:00AM	9:25AM
Break	9:25AM	9:30AM
Period 3 or 4	9:40AM	11:05AM
Period 5 or 6	11:15AM	12:40PM

Final Exams	<u>Start Time</u>	<u>End Time</u>
First Exam	7:45AM	9:50AM
Exam Review	10:00AM	10:45AM
Break	10:45AM	10:50AM
Second Exam	11:00AM	1:05PM

****Weekly schedule can change. Please refer to the Fall/Spring Block Schedule**

TESORO HIGH SCHOOL CALENDAR - FALL 2016

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JUL 18 - 22		Reg Packet Pick-up 9am - 12pm	Reg Packet Pick-up 4pm - 7pm	Reg Packet Pick-up 9am - 12pm	
JUL 25 - 29		Registration Seniors	Registration Juniors	Registration Sophomores	Registration Freshman
AUG 1 - 5	Make-Up Registration All Grades				
AUG 8 - 12			NEW TEACHER PRE-SERVICE	TEACHER PRE-SERVICE/ GUIDANCE CLOSED	TEACHER PRE-SERVICE/ 9TH ORIENTATION
AUG 15 - 19	First Day of School Traditional (No Zero)	0-2-T ^{SC/0} -4-6	1/3/5 L	0-2-T ² -4-6	0-1-T ¹ -3-5 Back to School Dance
AUG 22 - 26	Traditional	0-2-T ^{SC} -4-6	1/3/5 L	0-2-T ⁴ -4-6	0-1-T ³ -3-5
AUG 29 - SEPT 2	Traditional	0-2-T ⁶ -4-6	1/3/5 L	0/2/4/6 Back to School Night/ Minimum Day	0-1-T ⁵ -3-5
SEPT 5 - 9	HOLIDAY	0-2-T ^{SC/0} -4-6	0-1-T ^{SC} -3-5	0-2-T ² -4-6	0-1-T ¹ -3-5
SEPT 12 - 16	Traditional	0-2-T ^{SC} -4-6	1/3/5 L	0-2-T ⁴ -4-6	0-1-T ³ -3-5
SEPT 19 - 23 Homecoming 9/24	Traditional	0-2-T ⁵ -4-6	1/3/5 L	0-2-T ⁶ -4-6	0-1-PR-3-5 1st Progress Level/Drop Deadline
SEPT 26 - 30	Traditional	0-2-T ^{SC/0} -4-6	1/3/5 L	0-2-T ² -4-6	0-1-T ¹ -3-5
OCT 3 - 7	Traditional	0-2-T ^{SC} -4-6	1/3/5 L	0-2-T ⁴ -4-6	0-1-T ³ -3-5
OCT 10 - 14	Traditional	0-2-T ^{SC} -4-6	1/3/5 L	0-2-T ⁶ -4-6	0-1-T ⁵ -3-5
OCT 17 - 21	0-1-T ^{SC} -3-5	0-2-T ^{SC/0} -4-6	PSAT/College Day Minimum Day	0-2-T ² -4-6	0-1-T ¹ -3-5
OCT 24 - 28	Traditional	0-2-T ^{SC} -4-6	1/3/5 L	0-2-T ⁴ -4-6	0-1-T ³ -3-5
OCT 31 - NOV 4	Pupil Free Day Teacher PD Day	0-2-T ^{SC} -4-6	0-1-T ^{SC} -3-5	0-2-T ⁶ -4-6	0-1-T ⁵ -3-5 2nd Progress
NOV 7 - 11	0-1-T ^{SC/0} -3-5	0-2-T ^{SC} -4-6	0-1-T ¹ -3-5	0-2-T ² -4-6	HOLIDAY
NOV 14 - 18	Traditional	0-2-T ^{SC} -4-6	1/3/5 L	0-2-T ⁴ -4-6	0-1-T ³ -3-5
NOV 21 - 25	THANKSGIVING BREAK				
NOV 28 - DEC 2	Traditional	0-2-T ^{SC} -4-6	1/3/5 L	0-2-T ⁶ -4-6	0-1-T ⁵ -3-5
DEC 5 - 9	Traditional	0-2-T ¹ -4-6	1/3/5 L	0-2-T ² -4-6	0-1-PR-3-5 Winter Pep Rally
DEC 12 - 16	Traditional	0-2-T ^{SC/0} -4-6	1/3/5 L	0-2-T ⁴ -4-6 0 Period Final	0-1-T ³ -3-5 0 Period Final
DEC 19 - 23	FINALS 4-T ^{SC} -1	FINALS 3-T ⁵ -5	FINALS 2-T ⁶ -6	Pupil Free Day	Winter Break Begins
DEC 26 - JAN 6	WINTER BREAK				

L = Late Start - Teacher collaboration (Period 1 starts at 8:36 am), No 0 period

PR = Pep Rally Schedule

ALL STUDENTS MUST ATTEND A TUTORIAL (T)

Non attendance at Tutorial is considered a truancy. Students are to attend the Tutorial for the period noted: T¹ go to period 1 for tutorial; T² go to period 2; T^{SC} Student may Choose a class from their schedule for tutorial; T^{SC/0} go to period 0. If students do not have a class during the assigned period then they get to choose a class from their current schedule.

TESORO HIGH SCHOOL CALENDAR - SPRING 2017

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DEC 26 - JAN 6	WINTER BREAK				
JAN 9 - 13	Traditional Semester Begins	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
JAN 16 - 20 Winter Formal 1/21	HOLIDAY	0-2-T-4-6	0-1-T-3-5	0-2-T-4-6	0-1-T-3-5
JAN 23 - 27	Traditional	0-2-4-6 8th Parent Night/Open House Minimum Day	1/3/5 L	0-2-T-4-6	0-1-T-3-5
JAN 30 - FEB 3	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
FEB 6 - 10	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
FEB 13 - 17	0-1-T-3-5	0-2-T-4-6	0-1-T-3-5	0-2-T-4-6 1st Progress	HOLIDAY
FEB 20 - 24	HOLIDAY	0-2-T-4-6	0-1-T-3-5	0-2-T-4-6	0-1-T-3-5
FEB 27 - MAR 3	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
MAR 6 - 10	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-PR-3-5
MAR 13 - 17	Traditional	0-2-T ¹ -4-6	1/3/5 L	0-2-T ³ -4-6	0-1-T ² -3-5
MAR 20 - 24 WASC	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
MAR 27 - 31	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5 2nd Progress
APR 3 - 7	SPRING BREAK				
APR 10 - 14 SBA Math Week	Traditional	0-2-SBA-4-6	1-SBA-3-5	0-2-SBA-4-6	0-1-SBA-3-5
APR 17 - 21	Traditional	0-2-T-4-6	1/3/5 L	0-2-PR-4-6	0-1-T-3-5
APR 24 - 28 SBA English Week	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
MAY 1 - 5 AP Exams	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
MAY 8 - 12 AP Exams Prom 5/13	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6	0-1-T-3-5
MAY 15 - 19	Traditional	0-2-T-4-6	1/3/5 L Torch of Excellence	0-2-T-4-6 Senior Awards	0-1-T-3-5
MAY 22 - 26	Traditional	0-2-T-4-6	1/3/5 L	0-2-T-4-6 0 Period Final Senior Finals - 2/6	0-1-T-3-5 0 Period Final Senior Finals - 3/5
MAY 29 - JUN 2	HOLIDAY	FINALS 4-T-1	FINALS (Grades 9-11) 3-T-5	FINALS (Grades 9-11) 2-T-6 GRADUATION	LAST DAY FOR TEACHERS

L = Late Start - Teacher collaboration (Period 1 starts at 8:36 am), No 0 period

PR = Pep Rally Schedule

ALL STUDENTS MUST ATTEND A TUTORIAL (T)

WASC FOCUS AND HOME GROUPS 2016-17

A: Organization	B: Curriculum	C: Instruction	D: Assessment & Accountability	E: School Culture
Bill Mocnik	Dian Johnson	Dianne Turpel	Michael Hatcher	Christina Migge
Elizabeth Triana/Keith Hancock Room 301	Laura Thompson/Carolyn Benjamin Room 409	Rick Woodward/Colleen Harnett Room 308	Alyssa DiSomma/Megan Leiva Room 309	Jaime Runyan/Tim DiLeo Room 402
Cogan, Steve	Berkenkotter, Kurt	Brail, Rick	Alexander, Ted	Brewer, Cindy
Cooper, Teri	Boes, Alisan	Ciccomascolo, Lauren	Barnes, Brian	Busenkell, Bill
Gibb, Beth	Bowden, Stephanie	Conner, Traci	Cadiz, Robin	Cast, Wendy
Harnett, Patrick	Culbreath, Kae Tai	Danner, Steve	Chance, Peter	Des Palmes, Cheryl
Hughes, Bobby	Cunningham, Craig	Evans, Elizabeth	Corbett, Kevin	Durst, Tracy
Lombardo, Monica	Gipe, John	Forrest, Cindy	Engelken, April	Ferraro, Bob
Magana, Andy	Hallam, John	Herwig, Chris	Gomez, Elizabeth	Garrett, Steve
Maldonado, Adrian	Chambers, Jenny	Joerger, Lucy	Jones, Rebecca	Gibson, Mike
O'Malley, Shannon	Hopf, Glen	McKinley, Michelle	Olinger, Cathy	Gross, DeeDee
Polk, Rich	Joyce, Cathy	Mooney, Mark	Parker, Christina	Johnstone, Van
Poston, Matt	Manzotti, Alex	Ng, Angela	Pinon, Ryan	McGrath, Richard
Ramirez, Gil	Neustaedter, Isaiah	Pagani, Ann	Stegner, Sue	McMichael, Erin
Skaiff, Don	O'Brien, Jim	Picazo, Bob	Szczudlak, Lisa	Rasic, Diane
Willett, Sue	Park, Rebecca	Pulido, Pedro	Williamson, Jacob	Smaker, Sy
Wondra, Adam	Ritscher, Nate	Rutledge, Carolyn	Wojaczynski, Scott	Snyder, Sara
Katy Penna--Parent	Sanchez, Stephanie	Scott, Ryan	Raub, Kristen (ROP)	Trotter, Chad
Erin King--Parent	Seale, David	Sybirski, Shannon	French, Greg (ROP)	Tubbs, Tony
Spencer Kwit--Student	Selikson, Debbie	Veit, Robin	Shelly Norris--Parent	Uminsky, Alma
	Thompson, Catherine	Ria Cicone--Parent	Caden Burchianti-Student	Sherine Legge--Parent
	Ronna Vladic--Parent	Matt Holcomb--Student		Shannon Piva--Parent
	Cathy Chapman--Parent	Rollie Woodward--Student		Polly Rohrbach--Parent
	Rhett Woodward--Student			Luke Molinary--Student
	Michelle Jarrett--Student			Quinn Rohrbach--Student

WASC FOCUS AND HOME GROUPS 2016-17

A: Organization	B: Curriculum	C: Instruction	D: Assessment & Accountability	E: School Culture
Bill Mocnik	Dian Johnson	Dianne Turpel	Michael Hatcher	Christina Migge
Elizabeth Triana/Keith Hancock Room 301	Laura Thompson/Carolyn Benjamin Room 409	Rick Woodward/Colleen Harnett Room 308	Alyssa DiSomma/Megan Leiva Room 309	Jaime Runyan/Tim DiLeo Room 402
Classified Staff				
Julie Arlotti	Lisa Wada	Martha Acosta	Melanie Young	Linda O'Donovan
Donna Horn	Zeynep Barnar	Chantel Arrighi	Christopher Clark	Susan Merchant
Terri Boardman	Monica Coleman	Flor Goyzueta	Natalie Downing	Joan Henzel
Tracey Morris	Rosario Garcia	Sharon Mata	Stacy Johnson	Lori Kosky
Keith Schafer	Zaida Jorat	Ramona Linderoth	Larisa Mushnick	Sharon Nilsson
Judy Sanchez	Polina Lee	Susan Graves	Susan Sutton	Diana Fuller
Juan Muratalla	Roselle Mccullough	Dory Sakamoto	Shari Reynolds	Sharon Ames
Lisa Woodland	Anne Rowe	Juanita Whyte	Vladimir Belan	Karen Gervais
Al Soto	Susan Whiting	Christy Earnest	Tomas Ruiz	Karen Zelaya
Delia Cruz	Kim Gardner	Jennifer Churchill	Rachel Palo	Val DeLeon
Jeanette Christensen	Hilary Liegler	Petah Kelsey	Susan Felten	Delia Cruz
Jaleh Rastad	Christan Cardey	Margaret Higashi	Staci Hurt	Janelle Robinson
Celso De Aquino	Julie Meyer			Aubrey Dietrich
Gerardo Escobedo				Regina Ream
Kevin Fowler				Janet Northart
Arnold Ochoa				Charity Roberson
Willy Ortiz				Emilie Wilson
Adam Ramirez				Mark Giauque

WASC FOCUS AND HOME GROUPS 2016-17

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Bill Mocnik	Dian Johnson	Dianne Turpel	Michael Hatcher	Christina Migge
Elizabeth Triana/Keith Hancock Room 301	Laura Thompson/Carolyn Benjamin Room 409	Rick Woodward/Colleen Harnett Room 308	Alyssa DiSomma/Megan Leiva Room 309	Jaime Runyan/Tim DiLeo Room 402
Home Groups				
Language Arts	World Language	Science	Social Science	Mathematics
Beukema, John	Benjamin, Carolyn	Busenkell, Bill	Berkenkotter, Kurt	Alexander, Ted
Brewer, Cindy	Gibb, Beth	Cadiz, Robin	Brail, Rick	Boes, Alisan
Cast, Wendy	Hopf, Glen	Ciccomascolo, Lauren	Chance, Peter	Bowden, Stephanie
DiSomma, Alyssa	Joerger, Lucille	Cogan, Steve	Gibson, Mike	Bowen, Betty
Harnett, Colleen	Joyce, Cathy	Holen, Jenny	Harnett, Patrick	DiLeo, Tim
Jones, Rebecca	Maldonado, Adrian	Leiva, Megan	Picazo, Bob	Durst, Tracy
Lombardo, Monica	Manzotti, Alex	McKinley, Michelle	Polk, Rich	Ferraro, Bob
Mooney, Mark	Ng, Angela	O'Malley, Shannon	Rasic, Diane	Forrest, Cindy
Pagani, Ann	Pinon, Ryan	Parker, Christina	Rutledge, Carolyn	Gomez, Elizabeth
Park, Rebecca	Pulido, Peter	Ritscher, Nate	Seale, David	Hughes, Bobby
Sanchez, Stephanie	Uminsky, Alma	Steven Danner	Thompson, Laura	O'Brien, Jim
Stegner, Sue	SP ED	Thompson, Catherine	Wojaczynski, Scott	Poston, Matt
Szczudlak, Lisa	Cooper, Teri	Tubbs, Tony	Woodward, Jen	Scott, Ryan
Triana, Elizabeth	Conners, Traci	Williamson, Jacob	Woodward, Rick	Skaff, Don
Trotter, Chad	Corbett, Kevin	VAPA	PE	Wondra, Adam
Willett, Sue	Engelken, April	Cunningham, Craig	Barnes, Brian	
CCA	Garrett, Steve	Des Palmes, Cheryl	Gipe, John	
Culbreath, Kae Tai	Herwig, Chris	Evans, Elizabeth	Gross, DeeDee	
French, Greg	Johnstone, Van	Hallam, John	Ramirez, Gil	
Raub, Kristen	Neustaedter, Isaiah	Hancock, Keith	Veit, Robin	
	Selikson, Debbie	Magana, Andy		
	Snyder, Sara	Olinger, Cathy		
		Sybirski, Shannon		

Copy of Master Schedule Spring 2017

Teacher	Room	Ph Ext	0	1	2	3	4	5	6
Alexander, Ted	P9	15929		Alg I	Alg I	Alg I	Alg I	Prep	Alg I
Barnes, Brian	GYM	15954		PE Act	Prep	PE Act	PE 9	Powerwalking	PE Act
Benjamin, Carolyn	503	15503	AP German	German III	German II	German I	German II		
Berkenkotter, Kurt	406	15406		Prep	AP Gov	APUSH	AP Gov	APUSH	AP Gov
Beukema, John	P11	15931		AC/WL	Prep	AC/WL	Hon Eng II	Hon Eng II	AC/WL
Boes, Alisan	208	15208		AP Stats	Calc BC	AP Stats	AP Stats	Prep	
Bowden, Stevie	203	15203		Alg II	Alg II	Prep	Alg I	Alg II	Alg I
Bowen, Betty	207	15207		Hon Precal	Hon AlgII/Trig	Hon Precal	Hon AlgII/Trig	Hon Precal	Prep
Brail, Rick	P1	15991	US	US	Gov	US	Gov	Baseball	Prep
Brewer, Cindy	708	15708		CCP	Hon Eng I	Eng II	Hon Eng I	CCP	Prep
Busenkell, Bill	909	15909		APES	APES	APES	Earth	APES	Prep
Cadiz, Robin	803	15803		Marine	Marine	Marine	Hon Bio	Hon Bio	Prep
Cast, Wendy	611	15611		Eng II	Prep	Eng I	Eng I	Eng I	Eng II
Chambers, Jenny	801	15801	Hon Bio	Hon Bio	Bio	Hon Bio	Hon Bio		
Chance, Peter	607	15607		Econ	Econ	Econ	Econ	Prep	Soc
Ciccomascolo, Lauren	707	15707		Ant/Phy	Bio	Ant/Phy	Bio		
Cogan, Steve	807	15807		Bio		Bio		Bio	
Connor, Traci	609	15605		STEPS	STEPS	STEPS	STEPS	STEPS	STEPS
Cooper, Teri	P20	15940			Dir Eng IV	Dir Gov	Dir Eng IV		Resource
Corbett, Kevin	502	15502		STEPS	STEPS	STEPS	STEPS	STEPS	STEPS
Culbreath, Kae Tai	917	15917		3D Design		Art of Anim			
Cunningham, Craig	903	15903		ROP Small Bu	CCP	CCP	CCP	CCP	CCP
Danner, Steven	705	15705		Prep	AP Bio	Bio	AP Bio	Bio	Bio
Des Palmes, Cheryl	THTR	15952		Drama 1A	Prep	Drama 1A	Adv Drama	Actors Rep	Prep
DiLeo, Tim	P10	15930	Hon AlgII/Trig	Hon AlgII/Trig	Geo	Hon AlgII/Trig	Geo	Prep	Tennis
DiSomma, Alyssa	309	15309		Cultures	ERWC	Cultures	IMPACT	ERWC	Prep
Durst, Tracy	P16	15936		Alg II	Prep	Alg II	Geo	Geo	Geo
Engelken, April	709	15709		Dir Alg 1B		Geo (Scott)	Resource		Dir Alg 1B
Evans, Elizabeth	907	15907	Ceramics	Ceramics	Ceramics	Ceramics			
Ferraro, Bob	201	15201		BPF	Alg I	BPF	Alg I	Alg I	Alg I
Forrest, Cindy	205	15205		Precal	Topics Calc	Precal	Topics Calc	Prep	Topics Calc
French, Gregory	917	15917			Robotics				
Garrett, Steve	108	15108		TPP	Dir World	Resource	Dir World	Prep	Basketball
Gibb, Beth	503	15503						German III	
Gibson, Mike	405	15405		World	World	World	Gov	Swimming	
Gipe, John	P3	15993		Basketball	PE (SPED)	Basketball	Str/Ex	Health	PE 9
Gomez, Elizabeth	206	15206		AP Calc	AP Calc	AP Calc	Instruc Coach	Prep	Alg II
Gross, DeeDee	P4	15962		Dance	PE 9	Dance	Health	Health	Health
Hallam, John	913	15913		TNN	Video Prod	Prep	Photo	Photo	Photo
Hancock, Keith	VOCAL	15956		Concert Ch	A Capella	Mads	Mens Chorus	A Capella	Comm Music
Harnett, Colleen	308	15308		AP Lit	Eng I	AP Lit	Eng I	AP Lit	Eng I
Harnett, Patrick	407	15407	APUSH	APUSH	APUSH	Prep	APUSH	APUSH	APUSH
Herwig, Chris	204/807	15204			Dir Bio	Resource	Dir Bio		Learning Strat
Hopf, Glenn	506	15506			German I		German I	German II	German I
Hughes, Bobby	202	15202		Prep	Geo	Alg II	Alg II	Alg II	Geo
Joerger, Lucille	505	15505		AP French IV	French III	French I	French II	French I	French II
Johnstone, Van	400	15400		Dir Alg 1A	Dir US	Dir Alg 1A	Resource		Golf
Joyce, Cathy	507	15507		Span II	PREP	Span II	Span II	Span II	Span II
Leiva, Megan	703	15703	Chem	AP Chem	Chem	AP Chem	Chem		Chem
Lombardo, Monica	P6	15996		Eng II	Eng III	Prep	Eng III	Eng II	Eng II
Magana, Andy	INST	15947	Jazz	AP Music	Concert Bd	Guitar	Wind Ens		Prep

Copy of Master Schedule Spring 2017

Teacher	Room	Ph Ext	0	1	2	3	4	5	6
Maldonado, Adrian	P19	15939		Span I	Span I	PREP	Span I	Span I	Span I
Manzotti, Alex	510	15510		AP Span IV	AP Span IV	Span II	AP Span IV	PREP	Span II
Marshall, Rebecca	P5	15995		Eng I	Eng I	Eng II	Eng II	Eng I	Prep
McKinley, Michelle	805	15805		Earth	Hon Ant	Earth	Hon Ant	Ant/Phy	Hon Ant
Migge, Christina	710	45313				ASB			
Mooney, Mark	303	15303		AP Lang	Eng II	AP Lang	Eng II	AP Lang	Prep
Neustaedter, Isaiah	P15	15935		Dir Eng III	Dir Eng II		Resource	Dir Eng II	
Ng, Angela	509	15509		Chin III	Chin I	PREP	Chin II	Chin IV/V	Chin II
O'Brien, Jim	210	15210		Geo	Precal	Geo	Precal	Geo	Prep
Olinger, Cathy	INST	15957	Jazz	Orchestra	Prep	Chamber	Prep	Orchestra	Orchestra
O'Malley, Shannon	702	15702		Hon Chem	Chem	Hon Chem	Chem	Hon Chem	Prep
Pagani, Ann	304	15304		ERWC	AP Lang	ERWC	AP Lang	Prep	AP Lang
Park, Rebecca	P7	15927		Eng III	Prep	Eng III	Eng I	Eng III	Eng III
Parker, Christina	701	15701		Chem	Hon Chem	Prep	Hon Chem	Chem	Hon Chem
Picazo, Bob	401	15401		Hon Wrld	Inst Coach	Hon Wrld	World	Prep	Hon Wrld
Pinon, Ryan	501	15501		Surf	Span I	Span I	Span I	PREP	Span I
Polk, Rich	403	15403	Gov	Gov	Gov	Gov	Prep	Volleyball	
Poston, Matt	P18	15938		Alg I	Alg I	Alg I	Alg I		Prep
Pulido, Peter	504	15504		French I	Span III	Span III	Span III	Span III	Span III
Ramirez, Gil	WT RM	15958		AD	Str/Ex	AD	AD	AD	Prep
Rasic, Diane	404	15404		Prep	World	World	World	AP Psych	AP Psych
Raub, Kristin	P16	15936			Sports Med				
Ritscher, Nate	911	15911		AP Phy	Phy	AP Phy	Hon Phy	Phy	Hon Phy
Rutledge, Carolyn	P8	15928		US	US	Prep	US	World	US
Sanchez, Stephanie	307	15307		ERWC	Hon Eng I	ERWC	ERWC	Hon Eng I	Prep
Scott, Ryan	102	15102		Geo	College Math	Geo	College Math	Geo	Prep
Seale, David	P14	15934		Health	Health	Health	US	JV Football	Prep
Selikson, Debbie	306	15306		Dir Eng I	Resource		Eng I (Park)	Dir Eng I	
Skaff, Don	106	15106	Geo	Geo	Geo	Prep	Geo		Soccer
Snyder, Sara	605	15603		STEPS	STEPS	STEPS	STEPS	STEPS	STEPS
Stegner, Sue	310	15310		Hon Eng II	Hon Eng II	Coach	Hon Eng II	Prep	Hon Eng II
Sybirski, Shannon	919	15919	Yearbook	Yearbook	Draw/Paint	Draw/Paint	Ceramics		Prep
Szczudlak, Lisa	305	15305		Prep	Eng III	Hon Eng II	Eng III	Hon Eng II	Hon Eng II
Thompson, Cat	704	15704	Hon Chem	Chem	Hon Chem	Chem	Instru Coach		
Thompson, Laura	409	15409		AP Euro	AP Art	Prep	AP Euro	AP Euro	AP Euro
Triana, Elizabeth	301	15301	AC/WL	Eng III	AC/WL	Prep	Eng III	AC/WL	
Trotter, Chad	915	15915		Prep	APCS	AI	APCS	AI	APCS
Tubbs, Tony	706	15706		Bio	Bio	Bio	Bio	Bio	Prep
Uminsky, Alma	511	15511		Span III	Span II	Span III	Span II	Span II	ELD 2/3
Veit, Robin	GYM	15963		PE 9	PE Act	PE 9	Badminton	PE 9	Prep
Willett, Sue	302	15302		Hon Eng I	Hon Eng I	Hon Eng I	Prep	Hon Eng I	Hon Eng I
Williamson, Jacob	809	15809		Bio	Earth	Prep	Bio	Earth	Bio
Wojaczynski, Scott	410	15410		World	AP Euro	AP Euro	Prep	World	World
Wondra, Adam	104	15104		Prep	Precal	Alg I	Precal	Alg I	Precal
Woodward, Jen	402	15402	AP Psych	AP Psych	AP Psych	AP Psych	AP Psych		WASC
Woodward, Rick	408	15408	Econ	Cultures	Econ	Cultures	Econ		Psych

Tesoro High School WASC 2016-17-Acronym List

1. ADD/SIOP-Academic Achievement and Development/ Sheltered Instruction Observation Protocol
2. AI- Academic Intervention
3. AMAO- Annual Measurable Achievement Objectives
4. AP- Advanced Placement
5. APEX- Capistrano Unified company used for credit recovery
6. BCLAD- Bilingual Cross-cultural Language and Achievement Development
7. BTSA- Beginning Teacher Support and Assessment
8. CAC- Community Advantage Committee
9. CAGs- Curriculum Alignment Guides
10. CCA- College and Career Advantage (formerly ROP)
11. CCP- College and Career Planning
12. CIA- Common Interim Assessments
13. CLAD- Cross-cultural Language and Achievement Development
14. CRITICAL LEARNERS- Students who need special support such as EL, SPED, 504
15. CST- California Standards Test
16. CTE- Career and Technical Education
17. CUCPTSA- Capistrano Unified Council Parent Teacher Student Association
18. CUSD- Capistrano Unified School District
19. DBQ- Data Based Question
20. DELAC- District English Learners Advisory Council
21. DOK- Depth of Knowledge
22. EFC- Education Foundation for the Children
23. EL- English Learners
24. ELAC- English Learners Advisory Committee
25. ERWC – Expository Reading and Writing Course
26. ESLOs- Expected Schoolwide Learning Outcomes
27. GFI – Great First Instruction
28. GRR- Gradual Release of Responsibility
29. IDEA- Industrial Design and Engineering Academy—currently our honors program
30. IEP- Individual Education Plan
31. IMPACT- Tesoro's mentor program
32. LCAP- Local Control and Accountability Plan
33. NGSS- Next Generation Science Standards
34. PGs- Professional Goals
35. PLC- Professional Learning Community
36. RIC- Reading in the Content area
37. ROP- Regional Occupational Program
38. SARB- School Attendance Review Board
39. SBA- Smarter Balance Assessment (Consortium recently dropped from SBAC)
40. SPED- Special Education
41. SPSA- Single Plan for Student Achievement
42. SSC- School Site Council
43. SST- Student Study Team
44. STEM CTE – Science, Technology, Engineering, Math Career and Technical Education
45. STEPs- Structured Teaching, Educationally Based, Promoting Independence and Student Centered Instruction.
46. TNT- Tesoro's Newest Titans
47. TTF- Tesoro Titan Foundation
48. VAPA- Visual and Performing Arts
49. WASC- Western Association of Schools and Colleges
50. WIGs- CUSD's Wildly Important Goals

Name of Conference/Workshop	# of Participants	District Sponsored	Non-District Sponsored
BTSA	54	x	
CLAD	86		
CORE	72	X	
SBAC	91	X	
Chromebook	25	X	
Google Docs	72	X	
Illuminate	72	X	
ADD/SIOP	72	X	
AP Conference	24		X
First Aid/CPR	6		X
UCI Writing Project	10		X
Midwest International Band and Orchestra Clinic	1		X
SCSBOA Conferences	3		X
National Association of Music Merchants	1		X
California Music Education Conference	1		X
MGM	1		X
UCI Writing Project	7		X
NESTA	1		X
Polar Heart Rate Monitors	2		X
TRX Suspension	2		X
DBQ Training	4		X
Fullbright Scholarships	4		X
CSADA	1		X
NIAAA	1		X
CAPHERD Conferences	1		X
Goethe Institute Summer Programs	3		X
Museum Docent Training	1		X
Coaching Conferences	7		X
ERWC Conferences	5		X
Autism Authorization Training	5		X
Apple Authorized Trainer	1		X
NAB Conference	1		X
Courageous Creativity	1		X
TCAP Institute	1		X
ASB Conference	2		X
Federalism Workshop at UCI Law School	1		X
APEX Online	1		X
Naviance College/Career Software	1		X

Instructional Training in France	1		X
National Endowment for the Humanities	1		X
Teen Suicide	2		X
Song Writing and Music Production	2		X
Kodaly Music Education Training	2		X
Flipped Classroom Project	6		X
NCTE Professional Development Conference	1		X
NEH Yale Chaucer Institute	1		X
Folger Library Shakespeare Institute	1		X
IEP Writing Workshop	1		X
PAL Training	3		X
California Council on Economics	2		X
CSUF Financial Literacy	2		X
SPED Bootcamp	3		X
STEM Training	3		X

CLUB	SPONSOR	PURPOSE
1. American Chemical Society Club	Parker	Help and prepare for ACS chemistry olympiad.
2. Atheist Club	Culbreath	Encourage philosophical discussions and conduct charity events.
3. Art Club	Evans	Unify Tesoro's art community and plan an art show.
4. American Cancer Society	Manzotti	Raise awareness of and money for the fight against cancer.
5. Anime Club	Mr. Harnett	Encourage a broad interest in the aspects of Japanese culture.
6. Astronomy and Space Club	Willet	Give space lovers a platform to learn, teach and grow.
7. Aviation Club	Uminsky	Learn about aircraft design and mechanics.
8. Best Buddies	Corbett	Create one to one friendships for people with intellectual disabilities.
9. Biology Club	Danner	Prepare students for upcoming AP Biology test and work on biology related topics.
9. Christians on Campus	Park	Bring people together with an interest in or devotion to God or Christianity
10. C.C (cards club)	Scott	Teach people how to play card games so you can be more social
11. Computer Science Club	Trotter	Create a place for programmers to work together or seek help on projects.
12. Competition Math Circle	Wondra	Prepare for American Mathematics competition and improve math skills.
13. Chinese Club	Ng	Experience Chinese culture, understand chinese music, movies and experiences.
14. Cultures Around the World	Szczudlak	Learn about the curriculum by making students more culturally aware.

CLUB	SPONSOR	PURPOSE
15. Cookies and Christ	Cunningham	To meet and learn about Jesus's love for us by eating cookies in community.
16. Comic Book Club	Pulido	Enjoy and discuss comic books and their movies.
17. Chess Club	Trotter	Play and teach chess.
18. Cubing Club	Bowen	Teach students how to solve and get faster at rubic cubes
19. Cause for Paws	Picazo	Help animal shelters by raising supplies for them.
20. Conservation Club	Danner	To inspire students to become passionate about the conservation of the natural world by having students participate in enriching activities.
21.. Drama Club	Des Palmes	Allow students to further themselves in the Thespian Society and be involved in the department.
22. Disney and Donuts	Mrs. Woodward	To watch exciting Disney movies and eat donuts
23. Daily Nova Online Publishing	Di Leo	Connect students with readers around the world through an online medium
24. DCMCU (DC Marvel Cinematic Universe	Busenkell	Discuss live action T.V. shows and movies based on characters by Marvel and DC
25. Doctors Without Borders	O'Malley	To help raise awareness and help war-torn, undeveloped regions.
26. Ecology Club	Tubbs	Educate, inspire and empower students through involvement with the Nature Garden, etc.
27. Esports Club	Chance	To connect with gamers both casual and competitively in a community of like minded people.

CLUB	SPONSOR	PURPOSE
28. Environmental Protectors Club	Berkenkotter	Teach elementary students about their ecological footprint and how they can lead more environmentally friendly lives.
29. Future Business Leaders of America	Pagani	Develop leadership, strength and confidence of students in themselves and their work.
30. Future Problem Solving Program International	Danner	To find solutions to real-world problems through writing
31. First Book Tesoro	Stegner	Raise money for the First Book Organization to provide books and promote literacy for those in need
32. French Club	Joerger	Give French students a place to further immerse themselves in the culture of France.
33. FIDM Fashion Club Communications	Chambers	To bring together those who have a passion for fashion and inform those about college oppt. and requirements
34. FIDM Fashion Club Design	McKinley	Educate students on the world of fashion design and teach them how to design a garment
35. Fight Like a Girl Club	Triana	Raise money and awareness of multiple diseases by having each month focussion on a different disease
36. FCA	Jones	Introduce students to Christianity through huddles, messages and guest speakers.
37. Giving Bach	Olinger	Enrich student's lives by providing opportunities for student musicians to perform for their peers.

CLUB	SPONSOR	PURPOSE
38. German Club	Benjamin	Further immerse German language and culture through games and activities to students.
39. Geocaching Club	Cadiz	Get people involved in the game of geocaching.
40. GSA	Sanchez	Create a safe and supportive environment for Tesoro's LGBT+ youth.
41. Generations	Pagani	Serve elderly by visiting a retirement center once a month
42. Gym 101	Mr. Woodward	Teach inexperienced students different ways they can workout and show them different exercises.
43. Human Rights Club	Mooney	Raise Funds and awareness for human rights violations around the world.
44. The Herd	O'Malley	Watch a show about six friends who share a bonding experience and discover power through friendship.
45. Habitat for Humanity	Boes	Create a world where everyone has a decent place to live.
46. Hope Haven	Wojaczynski	Raise both funds and awareness for disabled children in Kenya.
47. H.E.A.R.T	Manzoti	Fundraise and educate the youth about domestic violence and the importance of health relationships for teens.
48. Hype Beast Club	Ng	To gather students together who share similar interests in the high fashion, buy, and resell community.

CLUB	SPONSOR	PURPOSE
49. Happiness for Patients	Wojaczynski	Relieve patients in the hospital by sending, cards giving gifts and playing music.
50. Investment Club	Cunningham	Teach members about the tools of investment through lectures and discussions.
51. Illumination Foundation	Stegner	Raise awareness and show support to homeless people trying to get back on their feet.
52. International Medical Society	Parker	Raise awareness for medical organizations and introduce these organizations to those who are interested in pursuing a health related field.
53. Kingdom Adventures	Jones	Come together with fellow students to talk about Jesus Christ while making it fun and enjoyable
54. Key Club	Ritscher	Provide students with service opportunities, character building, and leadership skills
55. K-pop Club	Szczudlack	Introduce foreign music to the students and provide a place for kpop fans to interact.
56. Love Across the Ocean	Mooney	Raise money and support for impoverished children in vietnam and to bring awareness of poverty abroad.
57. Laura's House	Stegner	Raise awareness about domestic violence and volunteer/fundraise for Laura's House.
58. Tesoro Literary Magazine	Willet	Strive to publish the original literary works of Tesoro students and faculty.
59. Lions Heart	Thompson	Allow teens to volunteer and become leaders in their community while serving with their friends

CLUB	SPONSOR	PURPOSE
60. Love Against Poverty	Monzotti	Help those in extreme poverty and aid those in society who need the most help with love.
61. Mountain Biking Club	Berkenkotter	Get more fellow mountain bike riders out on the local trails and to get them more involved in the mountain bike world.
62. Multi- Media Art Club	Gibson	Getting together to express our creativity and take time release stress and discuss art.
63. Music Theory Club	Olinger	Teach and discuss music theory
64. Magazine Literacy Club	O'Malley	Promote literacy and provide books and reading materials to those less fortunate
65. Muffins and Mormons	Manzotti	Seek to help people in our school to have an oppt. to do service
67. Necessities for Nicaragua	Pinon	Help children in one of the poorest countries by giving them materials and supplies
68. Next Step	Gipe	Educate students on the harmful effects of drugs and to teach students ways to say no.
69. NEGU Club	Picazo	Get students involved with the NEGU foundation and helping children who have childhood cancer.
70. Oversea Student Club	Manzotti	Help oversea students voluntarily by tutoring them in several topics.
71. OUR Rescue	Cicomascolo	Bring awareness to sex trafficking
72. Pitch in for Baseball	Brail	Collect baseball gear to donate to poverty ridden children.
73. Photography Club	Hallam	To connect with people have similar passions for photography
74. Physics Club	Ritscher	Teach physics properties to others
75. Play it Forward Golf Club	Scaff	To learn principles of the game of golf

CLUB	SPONSOR	PURPOSE
76. Performing Artists	Olinger	Serve the community through arts
77. Purple for a Purpose	Cadiz	Awareness of pancreatic cancer
78. Roman Catholic Club	Thompson	Reflect and gave thanks to this religion
79. Robotics Club	French	Compete in robotic competitions
80. South County Safe Rides	Mrs. Woodward	Give free rides to high schoolers in need.
81. Surfrider Foundation	Chambers	Promote cleaning up beaches
82. Swim with Mike	Harnett	Support for quadriplegic and paraplegic athletes
83. Speech and Debate Club	Mooney	Train students on speech and debate skills
84. Save the Sharks	Busenkell	Raise awareness of shark finning
85. Sib Productions Film Club	Sanchez	Provide students with techniques to make short films
86. Sports analyst club	O'Mally	Talk about the importance of sports
87. Rotary:Interact	Boes	To better the community through student organized events
88. Ronald McDonald House Club	Berkenkotter	Raise awareness about the Ronald McDonald House at Mission Hospital
89.Science Olympiad	Parker	Prepare for the upcoming science olympiad
90. Symphony for Seniors	Harnett	Offers students who play an instrument to opportunity to perform concerts of senior citizens
91. Scatter Laughter	Thompson	Enrich the lives of children and families who are experiencing tough circumstances
92.Science Bowl	Thompson	Prepare for the upcoming science bowl
93. Students for Change	Busenkell	Gather students that are concerned about political issues to stand up and influence our legislatures

CLUB	SPONSOR	PURPOSE
94.Sail for Hope	Polk	Raise money for city of hope, while sailing competitively
95.Think Together	Wojaczynski	To volunteer and tutor children K-8 after school
96.True North Club	Hancock	Reach out to people that are interested in god
97.Table Tennis Club	Veit	Allows students to have fun while playing table tennis
98.Tesoro Team Handball	Woodward	Learn/Play handball
99.Unicef Club	Forrest	Educate and Advocate on the behalf of children
100. Young Democrats	Polk	Gather students who share the same political ideals
101. Young Life Tesoro	O'Brien	Give students a place where they belong
102. Yoga Club	Manzotti	Teach yoga and encourage them to participate in a yoga class
103.You are Not Alone	Berkenkotter	Provides cancer patients with blankets while they endure chemotherapy
104. ROTC Club	Lombardo	Teach and inform people wanting to pursue a college based career.
105. Titan Army	Migge	Students can help with ASB events and throughout the school
106. Club for Causes	Uminsky	Research foundations and causes to promote them.
107. Hip Hop	Gross	To have fun and relax with music.
108. RANCH	Beukema	Reacting against negative child harassment
109. Philosophy Club	Culbreath	Encourage philosophical discussion.
110. ADR	Cadiz	Discuss adventurous locations and share memories

CLUB	SPONSOR	PURPOSE
111. Gotta Be Gluten Free	Rutledge	Build awareness of gluten sensitivity and allergy awareness
112. Healthy Happy Living	Uminsky	Promote a healthy lifestyle by applying good eating and exercising habits
113. Vexillogy Club	Alexander	Learn and discuss flag design and to study the history, design and principal.
114. Electronics Club	Omalley	Gain more knowledge and skills in the electronic field.
115. Competition Physics Square	O'malley	Study and prepare for the physics exam and to inspire others in the field of physics
116. Make-A-Wish Club	Cadiz	Unique opportunity to help wishes come true for children with medical conditions
117. Hammocking Club	Parker	Bond during fun activities out in the environment
118. Creative Writing	Neustaedter	Write, learn and share stories.
119. TED- ED Club	Scaff	Create/stimulate creative thinking and problem solving.
120. Money and cars Club	O'Malley	Come together with fellow auto enthusiasts and share common interests.
121. Fishing Club	Herwig	Teach people how to fish as well as learning about fish.
122. Medical Club	Thompson	Promote interests in the medical field through lectures and various activities.
123. Rock Climbing Club	Gibb	Learn special climbing techniques and exercises

Graduation Requirements: Class of 2017- 2019



English

40
CREDITS

30 credits of English are required in the freshman, sophomore & junior years; 10 English elective credits are required the senior year.

Physical Education

20
CREDITS

20 credits of physical education must be completed. Enrollment in a PE class during 9th grade is required.

Fine Arts or World Language

10
CREDITS

10 credits of fine art or 10 credits of world language must be completed. Fine art is defined as art, dance, drama, music, and photography.

Science

20
CREDITS

20 credits of science must be completed Including: 10 credits of life science and 10 credits of physical science.

CCP

5
CREDITS

+

Health

5
CREDITS

Social Science

30
CREDITS

30 credits of social science must be completed including: World History, U.S. History and Government/Economics.

Mathematics

20
CREDITS

20 credits of mathematics are required, including Algebra I.

Electives

70
CREDITS

70 credits of elective are required to fulfill graduation requirements.

Electives

70
CREDITS

Required Credits

150
CREDITS

Total Credits Req

220
CREDITS

Graduation Requirements: Class of 2020+



English

40
CREDITS

30 credits of English are required in the freshman, sophomore & junior years; 10 English elective credits are required the senior year.

Physical Education

20
CREDITS

20 credits of physical education must be completed. Enrollment in a PE class during 9th grade is required.

Fine Arts or World Language

10
CREDITS

10 credits of fine art or 10 credits of world language must be completed. Fine art is defined as art, dance, drama, music, and photography.

Science

20
CREDITS

20 credits of science must be completed Including: 10 credits of life science and 10 credits of physical science.

CCP

5
CREDITS

+

Health

5
CREDITS

Social Science

30
CREDITS

30 credits of social science must be completed including: World History, U.S. History and Government/Economics.

Mathematics

30
CREDITS

30 credits of mathematics are required, including Algebra I beginning with the class of 2020.

Electives

60
CREDITS

60 credits of elective are required to fulfill graduation requirements.

Electives

70
CREDITS

Required Credits

150
CREDITS

Total Credits Req

220
CREDITS

Printed on: 01-19-2017 06:15 PM

UC/CSU - Approved Course List

Tesoro High School

College Board Code: 053149

Capistrano Unified School District

School Governance: Public

Location: Rancho Santa Margarita, CA

School Type: Comprehensive High School

School Subtype(s): Site-Based/Traditional

Website: www.tesorohighschool.com/
(<http://www.tesorohighschool.com/>)

School accredited through 2017

Course List Manager: Michael Hatcher

Course List Manager Phone: (949) 234-5310

Course list for 2016-17

Updated as of Oct 7th, 2016

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Amer Govt (P)	Amer Govt Amer Govt (P)	Civics / American Government		
American Culture/History, Accelerated	AmCul/HisAcc(P) AmCulCompAcc(P)	U.S. History		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP European History <i>Adopted from: The College Board Advanced Placement Program</i>	AP Eur His (HP)	World History / Cultures / Historical Geography	AP	
AP Government and Politics United States <i>Adopted from: The College Board Advanced Placement Program</i>	AP Am Gvt/Ecn (HP) AP Am Gvt/Ecn(HP)	Civics / American Government	AP	
AP United States History <i>Adopted from: The College Board Advanced Placement Program</i>	AP Am Hist (HP)	U.S. History	AP	
US History (P)	US History (P)	U.S. History		
Wh/Geo/Cult (P)	Wh/Geo/Cult (P) Wh/Geo/Cult(P) WldHs/Geo/CulAc	World History / Cultures / Historical Geography		
World History Honors	World History Honors	World History / Cultures / Historical Geography		

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Cmp(P)	Advanced Cmp(P)	English		
American Cultures/Composition, Accelerated	AmCulCompAcc(P)	English		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP English Language and Composition <i>Adopted from: The College Board Advanced Placement Program</i>	AP Lang/Cmp (HP)	English	AP	
AP English Literature and Composition <i>Adopted from: The College Board Advanced Placement Program</i>	AP Lit/Cmp (HP)	English	AP	
CSU Expository Reading and Writing <i>Adopted from: California State University (CSU) Early Assessment Program (EAP)</i>	Exp Read/Write	English		
ELD English	English Fundamentals 1	English as a Second Language (ESL) / English Language Development (ELD)		Allow max. of 1 unit for ESL/ELD courses
ELD III	Bas ELD 3A SEI Bas ELD 3B SEI ELD III ADV LAN	English as a Second Language (ESL) / English Language Development (ELD)		Allow max. of 1 unit for ESL/ELD courses
English I (P)	English I (P)	English		
English II (P)	English II (P)	English		
English III (P)	English III (P)	English		
Honors English I	HonorsEnglishI	English		
Honors English II	HonorsEnglishII	English		
Wld Lit/Cmp (P)	Wld Lit/Cmp (P)	English		

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra I (P)	Algebra I (P)	Algebra I		
Algebra II (P)	Alg II/Trg (P) Algebra II (P)	Algebra II		
AP Calculus AB <i>Adopted from: The College Board Advanced Placement Program</i>	AP Calculus (HP)	Calculus	AP	
AP Calculus BC <i>Adopted from: The College Board Advanced Placement Program</i>	AP Calc BC (HP)	Calculus	AP	
AP Statistics <i>Adopted from: The College Board Advanced Placement Program</i>	AP Statistics (HP)	Statistics	AP	
Dir Algebra IA/IB	Dir Algebra IA Dir Algebra IB	Algebra I		
Geometry	Geometry (P)	Geometry		
Honors Algebra 2/Trigonometry	HonorsAlg2Trig	Algebra II / Trigonometry		
Honors Precalculus	Hon Precalculus, MATH ANALYS (HP)	Advanced Mathematics	Honors	
Math for the College Bound: Math Analysis, Statist	College Math	Advanced Mathematics		
Precalculus (P)	Math Analys (P) Precalculus Precalculus (P)	Advanced Mathematics		
Topics in Calculus	Topics in Calc	Calculus		

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Anatomy & Physiology	Anat/Physiol (P) ANAT/PHYSIOL(P)	Biology / Life Sciences		
AP Biology <i>Adopted from: The College Board Advanced Placement Program</i>	AP Biology	Biology / Life Sciences	AP	
AP Chemistry <i>Adopted from: The College Board Advanced Placement Program</i>	AP Chem (HP)	Chemistry	AP	
AP Environmental Science <i>Adopted from: The College Board Advanced Placement Program</i>	AP Environ Sci	Interdisciplinary Sciences	AP	
AP Physics C: Mechanics <i>Adopted from: The College Board Advanced Placement Program</i>	AP Phys C (HP)	Physics	AP	
Biology	Biology (P)	Biology / Life Sciences		
Biology Honors	Honors Biology	Biology / Life Sciences		
Chemistry	Chemistry (P)	Chemistry		
Chemistry Honors	Honors Chemistry	Chemistry	Honors	
Honors Anatomy & Physiology	Honors Ant/Phys	Biology / Life Sciences	Honors	
Honors Physics	Honors Physics	Physics	Honors	
Marine Ecology	Marine Ecol	Interdisciplinary Sciences		
Physics	Physics (P)	Physics		

Language Other than English ("e") 2 years required, 3 years recommended <i>Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).</i>				
Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP French Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	AP Frnch IV (HP)	LOTE Level 4+	AP	
AP German Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	AP Germn IV(HP)	LOTE Level 4+	AP	
AP Spanish Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	Spnsh IV(HP)	LOTE Level 4+	AP	
AP Spanish Literature and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	AP Spnsh V(HP)	LOTE Level 4+	AP	
Chinese IV (P)	Chinese IV (P)	LOTE Level 4+		
French I	French I (P)	LOTE Level 1		
French II	French II (P)	LOTE Level 2		
French III	French III (P)	LOTE Level 3		
French IV	French IV (P)	LOTE Level 4+		
French V	French V (P)	LOTE Level 4+		
German I	German I (P)	LOTE Level 1		
German II	German II (P)	LOTE Level 2		
German III	German III (P)	LOTE Level 3		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
German V	German V (HP)	LOTE Level 4+		
German V Honors	German V Honors (P)	LOTE Level 4+	Honors	
Mandarin Chinese I	Chinese I	LOTE Level 1		
Mandarin Chinese II	Chinese II	LOTE Level 2		
Mandarin Chinese III	Chinese III	LOTE Level 3		
Mandarin Chinese V (HP)	Chinese V (HP)	LOTE Level 4+	Honors	
Spanish I	Spanish I (P)	LOTE Level 1		
Spanish II	Spanish II (P)	LOTE Level 2		
Spanish III	Spanish III (P)	LOTE Level 3		
Spanish IV	Spanish IV (P)	LOTE Level 4+		

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

Title	Transcript Abbreviation (s)	Discipline	Honors Type	Course Notes
A Cappella Choir	A Cappella	Music		
Actor's Repertory	ACTORS REPERTORY Actrs Repertory	Theater		
Advanced Drama	Drama Adv	Theater		
Advanced Drawing and Painting	Draw/Paint Adv	Visual Arts		

Title	Transcript Abbreviation (s)	Discipline	Honors Type	Course Notes
AP Art History <i>Adopted from: The College Board Advanced Placement Program</i>	AP ART HIS (AP)	Visual Arts	AP	
AP Music Theory <i>Adopted from: The College Board Advanced Placement Program</i>	AP Music Theory	Music	AP	
AP Studio Art: Drawing <i>Adopted from: The College Board Advanced Placement Program</i>	AP Stdio Art/HP	Visual Arts	AP	
Ceramics IA, IB	Ceramics IA Ceramics IB	Visual Arts		
Commercial Music 1A/1B	CommerMusic 1A CommerMusic 1B	Music		
Concert Band	Concert Band	Music		
Concert Choir	Concert Choir	Music		
Dance	Dance	Dance		
Digital MultiMedia Design 1A/1B	MultiMediaDsn1A/1B	Visual Arts		
Digital Photography 1A/1B	Dig Photo 1A/1B	Visual Arts		
Drama IA, IB	Drama IA Drama IB	Theater		
Drawing & Painting IA, IB	Draw/Paint IA Draw/Paint IB	Visual Arts		
Jazz Ensemble	Jazz Ensemble	Music		
Madrigals	Madrigals (P)	Music		
Mens Chorus IA/IB	Mens Chorus	Music		
Photography IA/IB		Visual Arts		
String Orchestra	Str Orchstr (P)	Music		

Title	Transcript Abbreviation (s)	Discipline	Honors Type	Course Notes
TV Broadcast Journalism IA/IB	TV Broadcast 1A/1B	Visual Arts		
Video Production 1A/1B	Video Prod 1A/1B	Theater		
Wind Ensemble	Wind Ensmbl (P)	Music		

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Computer Science A <i>Adopted from: The College Board Advanced Placement Program</i>	AP Cmpt Sci (HP)	Mathematics - Computer Science	AP	
AP Psychology <i>Adopted from: The College Board Advanced Placement Program</i>	AP Psych (HP)	History / Social Science	AP	
Earth Science	Earth Sci (P)	Laboratory Science – Physical Sciences		
Economics (P)	Economics (P) Economics SDAIE	History / Social Science		
Psychology 1A	PSYCHOLOGY IA(P)	History / Social Science		
Sociology (P)	SOCIOLOGY (P)	History / Social Science		

CONTACT AP COURSE AUDIT

AP COURSE AUDIT HOME

Tesoro High School

1 Tesoro Creek Road
 Rancho Santa Margarita, CA
 926886503
[\(visit website\)](#)

AP Course Ledger[Return to search results](#)

Authorized Courses

	2013-14	2014-15	2015-16	2016-17
Art History	1	1	1	1
Biology	1	1	1	1
Calculus AB	2	2	1	1
Calculus BC	1	1	1	1
Chemistry	1	1	1	1
Chinese Language and Culture	--	1	1	1
Computer Science A	1	1	--	1
Computer Science AB	--	--	--	--
English Language and Composition	2	2	2	2
English Literature and Composition	1	1	--	1
Environmental Science	1	1	1	1
European History	1	2	2	2
<u>French Language and Culture *</u>	1	1	1	1
French Literature	--	--	--	--
<u>German Language and Culture *</u>	1	1	1	1
Music Theory	2	1	2	1
Physics B	--	--	--	--
Physics C: Mechanics	--	1	1	1
Psychology	2	2	2	2
<u>Spanish Language and Culture *</u>	1	1	1	1
<u>Spanish Literature and Culture *</u>	1	--	1	--
Statistics	2	2	1	1
Studio Art: 2-D Design	--	--	1	--
Studio Art: Drawing	--	--	1	--
U.S. Government and Politics	1	1	1	1
United States History	2	2	2	2

Tesoro High School – Teacher/Peer Observation Form

- Name: _____
- Person being observed: _____
- Subject: _____
- Period: _____ Block: _____ Traditional: _____
- Time arrived: _____
- Time departed: _____

Instructional Focus

Methods Used	SIOP Strategies
____ Direct Instruction	____ Student-Student Talk
____ Student Presentation	____ Student-Teacher Talk
____ Guided Practice	____ GRR
____ Group Work	____ Checks for Understanding
____ Group Discussion	____ Groupings/Pods
____ Independent Practice	____ Students are Engaged
____ Simulation	____ Critical Thinking/DOK 3
____ Lab	____ Student Feedback Provided
____ Use of Technology	____ Links to Past Learning
____ Other	____ Key Vocabulary Emphasized

Brief Summary of Observation:

Mark Any Schoolwide Learning Outcomes Addressed Directly or Indirectly:

- ____ Respectful and Responsible Citizens
- ____ Effective Communicators
- ____ Collaborative Workers
- ____ Independent Learners

Learning Objective:

VII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title III-LEP	20,000	0.00
General Fund	32,119	0.00
LCFF Supp	100,000	0.00
CTE Incentive Grant	20,000	0.00
Educator Effectiveness	20,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
CTE Incentive Grant	20,000.00
Educator Effectiveness	20,000.00
General Fund	32,119.00
LCFF Supp	100,000.00
Title III-LEP	20,000.00

VII. Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	180,000.00
4000-4999: Books And Supplies	12,119.00

VII. Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	CTE Incentive Grant	20,000.00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	20,000.00
1000-1999: Certificated Personnel Salaries	General Fund	20,000.00
4000-4999: Books And Supplies	General Fund	12,119.00
1000-1999: Certificated Personnel Salaries	LCFF Supp	100,000.00
1000-1999: Certificated Personnel Salaries	Title III-LEP	20,000.00

VII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	180,000.00
Goal 3	12,119.00

Account classifications selected
FD RESC Y QBT GOAL FUNC SCH HIS MI2 MI31. 01-0002-2-2222-2222-005-222-222-222
2. 01-0400-2-2222-2222-005-222-222-222Field ranges selected
FI RANGE

Sort / Rollup on : FUND
RESOURCE

Page Break on : RESOURCE

FY Start Date : 07/01/2016
Budget Type : Approved
Include Budget Tfrs: Y
Budget Detail : Not Included
Warnings Only : N

Restricted Fld Nbr : 02 RESOURCE
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
CL Transactions : Approved Only
Pre-Encumbrances : Included
Account Description: Not Shown

Detail line format : 5 SUMMARY BY OBJECT
Summary Level : 4
Print Revenue Sub Totals: N

Report prepared : TUE, JAN 24, 2017, 8:25 AM

FROM 07/01/2016 TO 06/30/2017

FUND	101	General Fund	RESOURCE:0002		Site Alloc: Gen Fund (010/011)	
SUMMARY BY OBJECT	APPROVED BUDGET	EXPENDED/RECEIVED		%	UNENCUMBERED	
		CURRENT	YEAR TO DATE		ENCUMBERED	BALANCE
1102 Teacher Salaries : Substitutes	315.00	315.00	315.00	100.0	0.00	0.00
1105 Teacher Salaries : Addl Asgn	6,230.00	1,540.00	1,540.00	24.7	4,690.00	0.00
1905 Other Certificated : Addl Asgn	2,400.00	3,000.00	3,000.00	100.0	0.00	600.00
TOTAL: 1xxx	8,945.00	4,855.00	4,855.00	54.2	4,690.00	600.00
3101 STRS : Certificated	1,086.00	610.75	610.75	56.2	550.73	75.48
3351 Medicare : Certificated	125.00	67.82	67.82	54.2	65.87	8.69
3501 State Unemp Ins : Certificated	4.00	2.42	2.42	60.5	2.08	0.50
3601 Workers' Comp : Certificated	129.00	72.85	72.85	56.4	65.15	9.00
3701 GPEB, Allocated: Certificated	23.00	34.35	34.35	100.0	11.81	23.16
TOTAL: 3xxx	1,367.00	788.19	788.19	57.6	695.64	116.83
4300 Instruct Materials & Supplies	127,152.00	27,570.20	27,570.20	21.6	10,916.83	88,664.97
4400 Non-Capitalized Equipment	28,986.00	9,173.66	9,173.66	31.6	19,811.76	0.58
4405 Non-Capitalized Equip: Non-Ins	4,965.00	4,964.37	4,964.37	99.9	0.00	0.63
4500 Other Supplies : Non-Instructl	1,524.00	1,523.28	1,523.28	99.9	0.00	0.72
TOTAL: 4xxx	162,627.00	43,231.51	43,231.51	26.5	30,728.59	88,666.90
5215 Conference : Instructional	1,927.00	1,706.62	1,706.62	88.5	220.00	0.38
5216 Conference : Non-Instructional	411.00	410.03	410.03	99.7	0.00	0.97
5600 Rentals, Leases & Repairs	1,575.00	1,575.00	1,575.00	100.0	0.00	0.00
5700 District Services:Bus/Printing	2,163.00	2,162.80	2,162.80	99.9	0.00	0.20
5705 District Print : Non-Instruct	2,241.00	2,240.52	2,240.52	99.9	0.00	0.48
TOTAL: 5xxx	8,317.00	8,094.97	8,094.97	97.3	220.00	2.03
TOTAL: 1xxx - 5xxx	181,256.00	56,969.67	56,969.67	31.4	36,334.23	87,952.10
						48.5

FROM 07/01/2016 TO 06/30/2017

FUND :01 General Fund

Gifts (020/021)

RESOURCE:0400

SUMMARY BY OBJECT	APPROVED BUDGET	EXPENDED/RECEIVED		ENCUMBERED	UNENCUMBERED BALANCE
		CURRENT	YEAR TO DATE		
4200 Books & Reference Materials	700.00	700.00	700.00	0.00	0.00
4300 Instruct Materials & Supplies	57,825.00	9,922.92	9,922.92	2,546.44	45,355.64
4400 Non-Capitalized Equipment	8,660.00	8,659.51	8,659.51	0.00	0.49
4500 Other Supplies : Non-Instructl	8,000.00	2,260.00	2,260.00	5,254.00	486.00
TOTAL: 4xxx	75,185.00	21,542.43	21,542.43	7,800.44	45,842.13
5215 Conference : Instructional	720.00	0.00	0.00	720.00	0.00
TOTAL: 5xxx	720.00	0.00	0.00	720.00	0.00
TOTAL: 1xxx - 5xxx	75,905.00	21,542.43	21,542.43	8,520.44	45,842.13

Tesoro High School

01/31/2017

10:40:07 AM

2016-2017

CLASS LOAD ANALYSIS BY COURSE AND PERIOD

Page 1

Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
2285	2	S	MTWTF	3121	A Cappella	157	Hancock	VOCL	5.0					9	12	50	39	0	39	5	16	8	10	11
5253	5	S	MTWTF	3121	A Cappella	157	Hancock	VOCL	5.0					9	12	50	45	0	45	7	20	12	6	5
Class Average:										42.0			100	84	0	84	12	36	20	16	16			
3320	3	S	MTWTF	9092	Academic Intven	763	Trotter	915	5.0					9	12	36	37	22	15	1	9	19	8	-1
5282	5	S	MTWTF	9092	Academic Intven	763	Trotter	915	5.0					9	12	36	30	17	13	1	5	15	9	6
Class Average:										33.5			72	67	39	28	2	14	34	17	5			
5273	5	S	MTWTF	6664	Actrs Repertory	110	Des Palmes	THTR	5.0					10	12	36	26	7	19	0	1	16	9	10
Class Average:										26.0			36	26	7	19	0	1	16	9	10			
1301	1	S	MTWTF	2874	Algebra I (P)	005	Alexander	P9	5.0					6	12	23	23	13	10	22	1	0	0	0
1302	1	S	MTWTF	2874	Algebra I (P)	340	Poston	P18	5.0					6	12	33	34	23	11	33	1	0	0	-1
1303	1	S	MTWTF	2874	Algebra I (P)	005	Alexander	P9	5.0	IE				6	12	10	9	6	3	9	0	0	0	1
2275	2	S	MTWTF	2874	Algebra I (P)	005	Alexander	P9	5.0					6	12	33	28	13	15	23	2	3	0	5
2276	2	S	MTWTF	2874	Algebra I (P)	340	Poston	P18	5.0					6	12	33	29	15	14	26	2	1	0	4
2277	2	S	MTWTF	2874	Algebra I (P)	748	Ferraro	201	5.0					6	12	33	30	14	16	26	4	0	0	3
3274	3	S	MTWTF	2874	Algebra I (P)	005	Alexander	P9	5.0					6	12	33	32	19	13	31	1	0	0	1
3275	3	S	MTWTF	2874	Algebra I (P)	340	Poston	P18	5.0					6	12	23	23	10	13	23	0	0	0	0
3276	3	S	MTWTF	2874	Algebra I (P)	973	Wondra	104	5.0					6	12	33	33	21	12	30	3	0	0	0
3277	3	S	MTWTF	2874	Algebra I (P)	340	Poston	P18	5.0	IE				6	12	10	8	7	1	8	0	0	0	2
4267	4	S	MTWTF	2874	Algebra I (P)	005	Alexander	P9	5.0					6	12	33	23	14	9	18	3	2	0	10
4268	4	S	MTWTF	2874	Algebra I (P)	340	Poston	P18	5.0					6	12	33	26	12	14	23	3	0	0	7
4269	4	S	MTWTF	2874	Algebra I (P)	972	Bowden	203	5.0					6	12	33	24	12	12	22	1	1	0	9
4270	4	S	MTWTF	2874	Algebra I (P)	748	Ferraro	201	5.0					6	12	33	26	10	16	21	5	0	0	7
5244	5	S	MTWTF	2874	Algebra I (P)	748	Ferraro	201	5.0					6	12	33	20	8	12	18	1	0	1	13
5245	5	S	MTWTF	2874	Algebra I (P)	973	Wondra	104	5.0					6	12	33	21	9	12	18	2	1	0	12
6239	6	S	MTWTF	2874	Algebra I (P)	005	Alexander	P9	5.0					6	12	33	23	11	12	19	3	1	0	10
6240	6	S	MTWTF	2874	Algebra I (P)	972	Bowden	203	5.0					6	12	33	21	11	10	18	3	0	0	12
6241	6	S	MTWTF	2874	Algebra I (P)	748	Ferraro	201	5.0					6	12	23	16	9	7	15	1	0	0	7
6242	6	S	MTWTF	2874	Algebra I (P)	748	Ferraro	201	5.0	IE				6	12	10	6	5	1	5	1	0	0	4
Class Average:										22.8			561	455	242	213	408	37	9	1	106			

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#/Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
									Grp	Grp	Nm	Grp											
1338	1	S	MTWTF	5824	Algebra IA D	427 Johnstone	400	5.0					9	12	36	11	8	3	8	3	0	0	25
3309	3	S	MTWTF	5824	Algebra IA D	427 Johnstone	400	5.0					9	12	36	14	7	7	12	1	1	0	22
6262	6	S	MTWTF	5824	Algebra IA D	117 Engelken	709	5.0					9	12	1	0	0	0	0	0	0	0	1
Class Average:													8.3		73	25	15	10	20	4	1	0	48
1339	1	S	MTWTF	5834	Algebra IB D	117 Engelken	709	5.0					9	12	36	13	8	5	0	12	1	0	23
6263	6	S	MTWTF	5834	Algebra IB D	117 Engelken	709	5.0					9	12	36	18	11	7	0	13	2	3	18
Class Average:													15.5		72	31	19	12	0	25	3	3	41
1327	1	S	MTWTF	4454	Algebra II (P)	972 Bowden	203	5.0					9	12	36	35	19	16	1	17	16	1	1
1328	1	S	MTWTF	4454	Algebra II (P)	974 Durst	P16	5.0					9	12	36	36	13	23	0	20	12	4	0
2300	2	S	MTWTF	4454	Algebra II (P)	972 Bowden	203	5.0					9	12	36	36	20	16	0	10	25	1	0
3299	3	S	MTWTF	4454	Algebra II (P)	766 Hughes	202	5.0					9	12	36	35	18	17	0	20	11	4	1
3300	3	S	MTWTF	4454	Algebra II (P)	974 Durst	P16	5.0					9	12	36	37	20	17	0	11	18	8	-1
4287	4	S	MTWTF	4454	Algebra II (P)	766 Hughes	202	5.0					9	12	36	36	17	19	0	5	26	5	0
5265	5	S	MTWTF	4454	Algebra II (P)	766 Hughes	202	5.0					9	12	36	28	18	10	0	8	20	0	8
5266	5	S	MTWTF	4454	Algebra II (P)	972 Bowden	203	5.0					9	12	36	32	12	20	0	0	30	2	4
6260	6	S	MTWTF	4454	Algebra II (P)	938 Gomez	206	5.0					9	12	36	27	14	13	0	3	23	1	9
Class Average:													33.6		324	302	151	151	1	94	181	26	22
1335	1	S	MTWTF	5474	AmCul/HisAcc(P)	735 Woodward, R	408	5.0					9	12	36	34	10	24	0	0	34	0	2
3307	3	S	MTWTF	5474	AmCul/HisAcc(P)	735 Woodward, R	408	5.0					9	12	36	34	8	26	0	0	34	0	2
Class Average:													34.0		72	68	18	50	0	0	68	0	4
1334	1	S	MTWTF	5464	AmCulCompAcc(P)	773 Di Somma	309	5.0					11	12	36	34	8	26	0	0	34	0	2
3306	3	S	MTWTF	5464	AmCulCompAcc(P)	773 Di Somma	309	5.0					11	12	36	34	10	24	0	0	34	0	2
Class Average:													34.0		72	68	18	50	0	0	68	0	4

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									Grp	Grp	Nm	Grp											
0086	0	S	MTWTF	2121	Amer Govt (P)	736 Polk	403	5.0					9	12	36	31	13	18	0	0	0	31	5
1289	1	S	MTWTF	2121	Amer Govt (P)	736 Polk	403	5.0					9	12	36	31	17	14	0	0	0	31	5
2263	2	S	MTWTF	2121	Amer Govt (P)	040 Brail	P1	5.0					9	12	36	28	15	13	0	0	0	28	8
2264	2	S	MTWTF	2121	Amer Govt (P)	736 Polk	403	5.0					9	12	36	27	16	11	0	0	0	27	9
3264	3	S	MTWTF	2121	Amer Govt (P)	736 Polk	403	5.0					9	12	36	36	19	17	0	0	0	36	0
4255	4	S	MTWTF	2121	Amer Govt (P)	040 Brail	P1	5.0					9	12	36	36	19	17	0	0	0	36	0
4256	4	S	MTWTF	2121	Amer Govt (P)	140 Gibson	405	5.0					9	12	36	35	17	18	0	0	0	35	1
Class Average:													32.0		252	224	116	108	0	0	0	224	28
1321	1	S	MTWTF	3704	Anat/Physiol(P)	975 Ciccomascolo	707	5.0					9	12	36	26	8	18	0	0	19	7	10
3292	3	S	MTWTF	3704	Anat/Physiol(P)	975 Ciccomascolo	707	5.0					9	12	36	33	13	20	0	0	28	5	3
5262	5	S	MTWTF	3704	Anat/Physiol(P)	749 McKinley	805	5.0					9	12	36	21	5	16	0	0	19	2	15
Class Average:													26.7		108	80	26	54	0	0	66	14	28
2262	2	S	MTWTF	2124	AP Am Gvt/Ecn(H	010 Berkenkotter	406	5.0					9	12	36	34	24	10	0	0	0	34	2
4254	4	S	MTWTF	2124	AP Am Gvt/Ecn(H	010 Berkenkotter	406	5.0					9	12	36	38	19	19	0	0	0	38	-2
6233	6	S	MTWTF	2124	AP Am Gvt/Ecn(H	010 Berkenkotter	406	5.0					9	12	36	30	14	16	0	0	0	30	6
Class Average:													34.0		108	102	57	45	0	0	0	102	6
0083	0	S	MTWTF	2034	AP Am Hist (HP)	724 Harnett P	407	5.0					9	12	38	39	19	20	0	0	39	0	-1
1284	1	S	MTWTF	2034	AP Am Hist (HP)	724 Harnett P	407	5.0					9	12	38	32	14	18	0	0	32	0	6
2256	2	S	MTWTF	2034	AP Am Hist (HP)	724 Harnett P	407	5.0					9	12	38	35	16	19	0	0	35	0	3
3260	3	S	MTWTF	2034	AP Am Hist (HP)	010 Berkenkotter	406	5.0					9	12	38	29	15	14	0	0	29	0	9
4248	4	S	MTWTF	2034	AP Am Hist (HP)	724 Harnett P	407	5.0					9	12	38	37	18	19	0	0	37	0	1
5234	5	S	MTWTF	2034	AP Am Hist (HP)	010 Berkenkotter	406	5.0					9	12	38	23	10	13	0	0	23	0	15
5235	5	S	MTWTF	2034	AP Am Hist (HP)	724 Harnett P	407	5.0					9	12	38	37	19	18	0	0	37	0	1
6228	6	S	MTWTF	2034	AP Am Hist (HP)	724 Harnett P	407	5.0					9	12	38	24	13	11	0	0	24	0	14
Class Average:													32.0		304	256	124	132	0	0	256	0	48
2258	2	S	MTWTF	2074	AP Art His (HP)	500 Thompson	409	5.0					9	12	36	34	11	23	0	0	20	14	2
Class Average:													34.0		36	34	11	23	0	0	20	14	2
2294	2	S	MTWTF	3724	AP Biology (HP)	977 Danner	705	5.0					9	12	36	29	12	17	0	0	17	12	7
4282	4	S	MTWTF	3724	AP Biology (HP)	977 Danner	705	5.0					9	12	36	35	15	20	1	1	24	9	1
Class Average:													32.0		72	64	27	37	1	1	41	21	8

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								Crđ	Grp	Grp	Nm	Grp										
2288	2	S	MTWTF	3484	AP Calc BC (HP)	808 Boes	208	5.0				9	12	38	37	20	17	0	1	14	22	1
Class Average:													37.0	38	37	20	17	0	1	14	22	1
1309	1	S	MTWTF	2944	AP Calculus(HP)	938 Gomez	206	5.0				9	12	36	36	18	18	0	2	23	11	0
2282	2	S	MTWTF	2944	AP Calculus(HP)	938 Gomez	206	5.0				9	12	36	36	20	16	0	1	22	13	0
3282	3	S	MTWTF	2944	AP Calculus(HP)	938 Gomez	206	5.0				9	12	36	38	25	13	0	4	26	8	-2
Class Average:													36.7	108	110	63	47	0	7	71	32	-2
1324	1	S	MTWTF	3754	AP Chem (HP)	860 Leiva	703	5.0				9	12	36	26	13	13	0	3	19	4	10
3294	3	S	MTWTF	3754	AP Chem (HP)	860 Leiva	703	5.0				9	12	36	27	14	13	0	1	26	0	9
Class Average:													26.5	72	53	27	26	0	4	45	4	19
4326	4	S	MTWTF	5144	AP ChineseV(HP)	789 Ng	509	5.0				10	12	2	2	2	0	0	0	0	2	0
5268	5	S	MTWTF	5144	AP ChineseV(HP)	789 Ng	509	5.0				9	12	26	20	8	12	2	4	4	10	6
6295	6	S	MTWTF	5144	AP ChineseV(HP)	789 Ng	509	5.0				10	12	1	1	0	1	0	0	0	1	0
Class Average:													7.7	29	23	10	13	2	4	4	13	6
2299	2	S	MTWTF	4164	AP Cmpt Sci (HP)	763 Trotter	915	5.0				9	12	36	29	26	3	0	18	6	5	7
4286	4	S	MTWTF	4164	AP Cmpt Sci (HP)	763 Trotter	915	5.0				9	12	36	30	25	5	0	8	9	13	6
6258	6	S	MTWTF	4164	AP Cmpt Sci (HP)	763 Trotter	915	5.0				9	12	36	22	21	1	0	5	8	9	14
Class Average:													27.0	108	81	72	9	0	31	23	27	27
1311	1	S	MTWTF	3094	AP Environ Sci	050 Busenkell	909	5.0				10	12	36	32	14	18	0	0	2	30	4
2284	2	S	MTWTF	3094	AP Environ Sci	050 Busenkell	909	5.0				10	12	36	33	17	16	0	0	1	32	3
3284	3	S	MTWTF	3094	AP Environ Sci	050 Busenkell	909	5.0				10	12	36	33	17	16	0	0	0	33	3
5252	5	S	MTWTF	3094	AP Environ Sci	050 Busenkell	909	5.0				10	12	36	35	17	18	0	0	2	33	1
Class Average:													33.3	144	133	65	68	0	0	5	128	11
1285	1	S	MTWTF	2044	AP Eur His (HP)	500 Thompson	409	5.0				9	12	34	33	12	21	0	33	0	0	1
2257	2	S	MTWTF	2044	AP Eur His (HP)	940 Wojaczynski	410	5.0				9	12	34	33	11	22	0	33	0	0	1
3261	3	S	MTWTF	2044	AP Eur His (HP)	940 Wojaczynski	410	5.0				9	12	34	33	13	20	0	33	0	0	1
4249	4	S	MTWTF	2044	AP Eur His (HP)	500 Thompson	409	5.0				9	12	34	25	13	12	0	25	0	0	9
5236	5	S	MTWTF	2044	AP Eur His (HP)	500 Thompson	409	5.0				9	12	34	23	14	9	0	23	0	0	11
6229	6	S	MTWTF	2044	AP Eur His (HP)	500 Thompson	409	5.0				9	12	34	20	5	15	0	19	1	0	14
Class Average:													27.8	204	167	68	99	0	166	1	0	37

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										Grp	Grp	Nm	Grp											
1261	1	S	MTWTF	1604	AP Frnch IV(HP)	177	Joerger	505	5.0					9	12	36	21	8	13	1	0	5	15	15
Class Average:														21.0		36	21	8	13	1	0	5	15	15
0080	0	S	MTWTF	1674	AP Germn IV(HP)	410	Benjamin	503	5.0					9	12	36	26	13	13	0	0	10	16	10
1269	1	S	MTWTF	1674	AP Germn IV(HP)	410	Benjamin	503	5.0					9	12	8	6	3	3	0	0	1	5	2
Class Average:														16.0		44	32	16	16	0	0	11	21	12
1310	1	S	MTWTF	2964	AP Lang/Cmp(HP)	265	Mooney	303	5.0					11	12	36	33	14	19	0	0	33	0	3
2283	2	S	MTWTF	2964	AP Lang/Cmp(HP)	310	Pagani	304	5.0					11	12	36	34	12	22	0	0	34	0	2
3283	3	S	MTWTF	2964	AP Lang/Cmp(HP)	265	Mooney	303	5.0					11	12	36	34	13	21	0	0	34	0	2
4275	4	S	MTWTF	2964	AP Lang/Cmp(HP)	310	Pagani	304	5.0					11	12	36	37	14	23	0	0	37	0	-1
5251	5	S	MTWTF	2964	AP Lang/Cmp(HP)	265	Mooney	303	5.0					11	12	36	36	12	24	0	0	36	0	0
6246	6	S	MTWTF	2964	AP Lang/Cmp(HP)	310	Pagani	304	5.0					11	12	36	19	11	8	0	0	19	0	17
Class Average:														32.2		216	193	76	117	0	0	193	0	23
1297	1	S	MTWTF	2754	AP Lit/Cmp(HP)	744	Harnett C	308	5.0					11	12	38	36	12	24	0	0	0	36	2
3271	3	S	MTWTF	2754	AP Lit/Cmp(HP)	744	Harnett C	308	5.0					11	12	38	36	16	20	0	0	0	36	2
5242	5	S	MTWTF	2754	AP Lit/Cmp(HP)	744	Harnett C	308	5.0					11	12	38	33	11	22	0	0	0	33	5
Class Average:														35.0		114	105	39	66	0	0	0	105	9
1290	1	S	MTWTF	2304	AP Music Theory	768	Magana	902	5.0					11	12	38	15	15	0	0	0	4	11	23
Class Average:														15.0		38	15	15	0	0	0	4	11	23
1313	1	S	MTWTF	3364	AP Physics C(HP)	883	Ritscher	911	5.0					10	12	36	32	27	5	0	1	6	25	4
3285	3	S	MTWTF	3364	AP Physics C(HP)	883	Ritscher	911	5.0					10	12	36	36	25	11	0	0	12	24	0
Class Average:														34.0		72	68	52	16	0	1	18	49	4
0081	0	S	MTWTF	1834	AP Psych (HP)	719	Woodward, J	402	5.0					10	12	36	37	17	20	0	0	0	37	-1
1277	1	S	MTWTF	1834	AP Psych (HP)	719	Woodward, J	402	5.0					10	12	36	37	12	25	0	0	0	37	-1
2253	2	S	MTWTF	1834	AP Psych (HP)	719	Woodward, J	402	5.0					10	12	36	36	14	22	0	0	0	36	0
3256	3	S	MTWTF	1834	AP Psych (HP)	719	Woodward, J	402	5.0					10	12	36	36	11	25	0	0	0	36	0
4245	4	S	MTWTF	1834	AP Psych (HP)	719	Woodward, J	402	5.0					10	12	36	36	15	21	0	0	0	36	0
5230	5	S	MTWTF	1834	AP Psych (HP)	365	Rasic	404	5.0					10	12	36	30	12	18	0	0	1	29	6
6226	6	S	MTWTF	1834	AP Psych (HP)	365	Rasic	404	5.0					10	12	36	28	11	17	0	0	0	28	8
Class Average:														34.3		252	240	92	148	0	0	1	239	12

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										Grp	Grp	Nm	Grp											
1273	1	S	MTWTF	1724	AP Spnsh IV(HP)	837	Manzotti	510	5.0					9	12	36	33	16	17	0	0	19	14	3
2252	2	S	MTWTF	1724	AP Spnsh IV(HP)	837	Manzotti	510	5.0					9	12	36	24	10	14	0	3	18	3	12
4244	4	S	MTWTF	1724	AP Spnsh IV(HP)	837	Manzotti	510	5.0					9	12	36	25	13	12	0	3	16	6	11
Class Average:														27.3		108	82	39	43	0	6	53	23	26
1295	1	S	MTWTF	2674	AP Statistics(H	808	Boes	208	5.0					9	12	36	29	17	12	0	0	4	25	7
3269	3	S	MTWTF	2674	AP Statistics(H	808	Boes	208	5.0					9	12	36	28	17	11	0	0	4	24	8
4263	4	S	MTWTF	2674	AP Statistics(H	808	Boes	208	5.0					9	12	36	30	20	10	0	0	6	24	6
Class Average:														29.0		108	87	54	33	0	0	14	73	21
5254	5	S	MTWTF	3231	Ath Baseball	040	Brail	FLD	5.0					9	12	40	52	52	0	12	15	13	12	-12
Class Average:														52.0		40	52	52	0	12	15	13	12	-12
6251	6	S	MTWTF	3241	Ath Basketbl -B	135	Garrett	GYM	5.0					9	12	55	54	54	0	20	20	10	4	1
Class Average:														54.0		55	54	54	0	20	20	10	4	1
5255	5	S	MTWTF	3251	Ath Basketbl -G	360	Ramirez	GYM	5.0					9	12	55	29	0	29	10	11	3	5	26
Class Average:														29.0		55	29	0	29	10	11	3	5	26
5283	5	S	MTWTF	3211	Ath Football	751	Seale	STAD	5.0					9	12	75	70	70	0	44	20	6	0	5
7037	7	S	MTWTF	3211	Ath Football	340	Poston	STAD	5.0					9	12	75	46	46	0	13	13	20	0	29
Class Average:														58.0		150	116	116	0	57	33	26	0	34
6282	6	S	MTWTF	3262	Ath Golf	427	Johnstone	CRS	5.0					9	12	36	20	20	0	7	5	5	3	16
Class Average:														20.0		36	20	20	0	7	5	5	3	16
7041	7	S	MTWTF	7801	Ath Golf G	360	Ramirez	CRS	5.0					9	12	36	11	0	11	4	1	5	1	25
Class Average:														11.0		36	11	0	11	4	1	5	1	25
7033	7	S	MTWTF	6972	Ath Lacrosse-B	360	Ramirez	FLD	5.0					9	12	60	39	39	0	5	12	19	3	21
Class Average:														39.0		60	39	39	0	5	12	19	3	21
7034	7	S	MTWTF	7002	Ath Lacrosse-G	975	Cicomascolo	FLD	5.0					9	12	60	37	0	37	6	12	13	6	23
Class Average:														37.0		60	37	0	37	6	12	13	6	23
6285	6	S	MTWTF	3271	Ath Soccer -B	440	Skaff	FLD	5.0					9	12	67	64	64	0	23	12	16	13	3
Class Average:														64.0		67	64	64	0	23	12	16	13	3

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
5284	5	S	MTWTF	3281	Ath Soccer -G	360	Ramirez	FLD	5.0					9	12	50	54	0	54	21	27	5	1	-4
Class Average:																								
														54.0		50	54	0	54	21	27	5	1	-4
6252	6	S	MTWTF	3382	Ath Softball	360	Ramirez	FLD	5.0					9	12	36	31	0	31	9	11	6	5	5
Class Average:																								
														31.0		36	31	0	31	9	11	6	5	5
1312	1	S	MTWTF	3221	Ath Surfing	334	Pinon	BEAC	5.0					9	12	36	36	28	8	12	14	6	4	0
Class Average:																								
														36.0		36	36	28	8	12	14	6	4	0
5298	5	S	MTWTF	3301	Ath Swimming/B	140	Gibson	POO	5.0					9	12	60	53	53	0	18	17	12	6	7
Class Average:																								
														53.0		60	53	53	0	18	17	12	6	7
6280	6	S	MTWTF	3611	Ath Swimming/G	360	Ramirez	POO	5.0					9	12	0	57	0	57	20	13	12	12	-57
Class Average:																								
														57.0		0	57	0	57	20	13	12	12	-57
6281	6	S	MTWTF	3312	Ath Tennis -B	806	Di Leo	CRTS	5.0					9	12	36	28	28	0	11	11	2	4	8
Class Average:																								
														28.0		36	28	28	0	11	11	2	4	8
6283	6	S	MTWTF	3322	Ath Track/Fld-B	360	Ramirez	FLD	5.0					9	12	100	96	96	0	33	32	20	11	4
Class Average:																								
														96.0		100	96	96	0	33	32	20	11	4
6296	6	S	MTWTF	3522	Ath Track/Fld-G	978	Smathers	FLD	5.0					9	12	100	79	0	79	26	27	18	8	21
Class Average:																								
														79.0		100	79	0	79	26	27	18	8	21
5257	5	S	MTWTF	3332	Ath Volleybl -B	736	Polk	Gym	5.0					9	12	60	42	42	0	19	12	9	2	18
Class Average:																								
														42.0		60	42	42	0	19	12	9	2	18
5256	5	S	MTWTF	3331	Ath Volleybl -G	736	Polk	GYM	5.0					9	12	60	47	1	46	24	18	5	0	13
Class Average:																								
														47.0		60	47	1	46	24	18	5	0	13
6298	6	S	MTWTF	7181	Ath Waterpolo-G	360	Ramirez	POO	5.0					9	12	60	21	0	21	6	7	4	4	39
Class Average:																								
														21.0		60	21	0	21	6	7	4	4	39
7038	7	S	MTWTF	3351	Ath Wrestling	360	Ramirez	GYM	5.0					9	12	36	26	26	0	9	9	7	1	10
Class Average:																								
														26.0		36	26	26	0	9	9	7	1	10
0098	0	S	MTWTF	5111	Auxiliary Group	210	Olinger	GYM	5.0					9	12	36	0	0	0	0	0	0	0	36
7042	7	S	MTWTF	5111	Auxiliary Group	210	Olinger	GYM	5.0					9	12	36	20	0	20	6	7	3	4	16
Class Average:																								
														10.0		72	20	0	20	6	7	3	4	52

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										Grp	Grp	Nm	Grp											
1358	1	S	MTWTF	3551	Basketball	150	Gipe	GYM	5.0					10	12	42	30	29	1	7	13	5	5	12
3322	3	S	MTWTF	3551	Basketball	150	Gipe	GYM	5.0					10	12	30	29	29	0	13	7	3	6	1
Class Average:										29.5			72	59	58	1	20	20	8	11	13			
3312	3	S	MTWTF	6484	Beg Guitar IB	768	Magana	902	5.0					9	12	36	33	29	4	7	2	11	13	3
Class Average:										33.0			36	33	29	4	7	2	11	13	3			
1333	1	S	MTWTF	5454	Beg Per Finance	748	Ferraro	201	5.0					11	12	36	27	13	14	0	0	0	27	9
3305	3	S	MTWTF	5454	Beg Per Finance	748	Ferraro	201	5.0					11	12	36	29	14	15	0	0	0	29	7
Class Average:										28.0			72	56	27	29	0	0	0	56	16			
1317	1	S	MTWTF	3694	Biology (P)	060	Cogan	807	5.0					9	12	33	32	12	20	31	1	0	0	1
1318	1	S	MTWTF	3694	Biology (P)	530	Tubbs, T	706	5.0					9	12	33	35	23	12	33	1	0	1	-2
1319	1	S	MTWTF	3694	Biology (P)	873	Williamson	809	5.0					9	12	23	26	15	11	24	2	0	0	-3
1320	1	S	MTWTF	3694	Biology (P)	873	Williamson	809	5.0	IE				9	12	10	8	5	3	8	0	0	0	2
2289	2	S	MTWTF	3694	Biology (P)	831	Chambers	801	5.0					9	12	33	20	10	10	17	2	0	1	13
2290	2	S	MTWTF	3694	Biology (P)	530	Tubbs, T	706	5.0					9	12	33	26	15	11	24	2	0	0	7
2291	2	S	MTWTF	3694	Biology (P)	975	Ciccomascolo	707	5.0					9	12	23	19	8	11	18	1	0	0	4
2292	2	S	MTWTF	3694	Biology (P)	975	Ciccomascolo	707	5.0	IE				9	12	10	6	4	2	6	0	0	0	4
3288	3	S	MTWTF	3694	Biology (P)	060	Cogan	807	5.0					9	12	33	33	19	14	29	3	0	1	0
3289	3	S	MTWTF	3694	Biology (P)	977	Danner	705	5.0					9	12	23	24	15	9	23	0	0	1	-1
3290	3	S	MTWTF	3694	Biology (P)	530	Tubbs, T	706	5.0					9	12	33	33	14	19	31	1	1	0	0
3291	3	S	MTWTF	3694	Biology (P)	977	Danner	705	5.0	IE				9	12	10	7	4	3	7	0	0	0	3
4279	4	S	MTWTF	3694	Biology (P)	975	Ciccomascolo	707	5.0					9	12	33	29	17	12	28	1	0	0	4
4280	4	S	MTWTF	3694	Biology (P)	530	Tubbs, T	706	5.0					9	12	33	31	17	14	30	1	0	0	2
4281	4	S	MTWTF	3694	Biology (P)	873	Williamson	809	5.0					9	12	33	31	21	10	30	1	0	0	2
5259	5	S	MTWTF	3694	Biology (P)	060	Cogan	807	5.0					9	12	33	18	8	10	18	0	0	0	15
5260	5	S	MTWTF	3694	Biology (P)	977	Danner	705	5.0					9	12	33	21	10	11	21	0	0	0	12
5261	5	S	MTWTF	3694	Biology (P)	530	Tubbs, T	706	5.0					9	12	36	27	13	14	25	1	0	1	9
6253	6	S	MTWTF	3694	Biology (P)	977	Danner	705	5.0					9	12	33	28	16	12	28	0	0	0	5
6254	6	S	MTWTF	3694	Biology (P)	873	Williamson	809	5.0					9	12	33	28	17	11	25	2	0	1	5
Class Average:										24.1			564	482	263	219	456	19	1	6	82			

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										Grp	Grp	Nm	Grp											
2314	2	S	MTWTF	6844	Biology D	817	Herwig	807	5.0					9	12	36	9	6	3	8	1	0	0	27
4298	4	S	MTWTF	6844	Biology D	817	Herwig	807	5.0					9	12	36	14	7	7	7	0	7	0	22
Class Average:														11.5		72	23	13	10	15	1	7	0	49
5270	5	S	MTWTF	6021	Career/Voc Ed M	892	Corbett	502	5.0					9	12	36	1	1	0	0	0	0	1	35
6265	6	S	MTWTF	6021	Career/Voc Ed M	892	Corbett	502	5.0					9	12	36	12	8	4	2	4	5	1	24
6266	6	S	MTWTF	6021	Career/Voc Ed M	910	Snyder	605	5.0					9	12	36	12	7	5	2	2	6	2	24
6267	6	S	MTWTF	6021	Career/Voc Ed M	979	Conner	609	5.0					9	12	36	12	6	6	4	5	3	0	24
Class Average:														9.3		144	37	22	15	8	11	14	4	107
1350	1	S	MTWTF	7694	CCA/3D Design D	945	Culbreath	917	5.0					9	12	36	8	6	2	0	1	1	6	28
Class Average:														8.0		36	8	6	2	0	1	1	6	28
8185	8	S	-T---	9112	CCA/3D ModlMak2	197	CCA afterscho	SJ3:3	5.0					9	12	6	1	1	0	0	0	0	1	5
Class Average:														1.0		6	1	1	0	0	0	0	1	5
3313	3	S	MTWTF	6704	CCA/ArtAnimIB D	945	Culbreath	917	5.0					9	12	36	21	12	9	2	2	10	7	15
Class Average:														21.0		36	21	12	9	2	2	10	7	15
8163	8	S	-T-T-	1016	CCA/AudioMusic	197	CCA afterscho	DH3:	5.0					9	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6
8186	8	S	M-W--	9881	CCA/Auto Repair	197	CCA afterscho	CV3:	5.0					9	12	6	7	7	0	0	0	4	3	-1
8187	8	S	---T-	9881	CCA/Auto Repair	197	CCA afterscho	AN4:	5.0					9	12	6	7	4	3	0	0	1	6	-1
Class Average:														7.0		12	14	11	3	0	0	5	9	-2
8193	8	S	-T-T-	9256	CCA/Bus Mgment	197	CCA afterscho	AN3:	5.0					9	12	6	3	2	1	0	0	1	2	3
Class Average:														3.0		6	3	2	1	0	0	1	2	3
1337	1	S	MTWTF	9255	CCA/BusMgmentD	090	Cunningham	903	5.0					9	12	35	34	19	15	0	1	6	27	1
Class Average:														34.0		35	34	19	15	0	1	6	27	1
2323	2	S	MTWTF	7904	CCA/CIntgRobotD	969	French	917	5.0					9	12	30	4	4	0	0	1	1	2	26
Class Average:														4.0		30	4	4	0	0	1	1	2	26
8194	8	S	---T-	9781	CCA/CrimeScenes	197	CCA afterscho	SJ3:3	5.0					9	12	6	3	2	1	0	0	0	3	3
Class Average:														3.0		6	3	2	1	0	0	0	3	3

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
8195	8	S	-T-T-	8454	CCA/CyberSecure	197	CCA afterscho	SC3:	5.0					9	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6
8180	8	S	-T-T-	8574	CCA/DentalAsst2	197	CCA afterscho	CC3:	10.0					10	12	6	1	0	1	0	0	0	1	5
Class Average:														1.0		6	1	0	1	0	0	0	1	5
8197	8	S	M-W--	4671	CCA/Emer Medtec	197	CCA afterscho	CV4:	10.0					10	12	6	3	2	1	0	0	0	3	3
8225	8	S	-T-T-	4671	CCA/Emer Medtec	197	CCA afterscho	CV4:	10.0					10	12	6	1	0	1	0	0	0	1	5
Class Average:														2.0		12	4	2	2	0	0	0	4	8
8226	8	S	M----	3470	CCA/EMR	197	CCA afterscho	LB4:0	5.0					9	12	6	2	1	1	1	0	1	0	4
Class Average:														2.0		6	2	1	1	1	0	1	0	4
8200	8	S	-T---	6743	CCA/FashDsgn IA	197	CCA afterscho	CV3:	5.0					9	12	6	2	0	2	0	0	0	2	4
Class Average:														2.0		6	2	0	2	0	0	0	2	4
8169	8	S	M-W--	6744	CCA/FashDsgn IB	197	CCA afterscho	CV3:	5.0					9	12	6	4	0	4	0	0	0	4	2
8170	8	S	M-W--	6744	CCA/FashDsgn IB	197	CCA afterscho	CV6:	5.0					9	12	6	4	1	3	1	0	0	3	2
Class Average:														4.0		12	8	1	7	1	0	0	7	4
8203	8	S	-T---	3361	CCA/Fire Tech	197	CCA afterscho	CC4:	5.0					9	12	6	3	3	0	0	0	3	0	3
Class Average:														3.0		6	3	3	0	0	0	3	0	3
8183	8	S	M-W--	8684	CCA/GrpProdTech	197	CCA afterscho	SJ3:3	5.0					9	12	6	2	2	0	0	0	1	1	4
Class Average:														2.0		6	2	2	0	0	0	1	1	4
8227	8	S	---T-	4786	CCA/HlthSkills	197	CCA afterscho	LB4:0	5.0					9	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6
8205	8	S	M----	4521	CCA/IntroLawEnf	197	CCA afterscho	DH4:	5.0					9	12	6	3	1	2	0	0	2	1	3
8206	8	S	--W--	4521	CCA/IntroLawEnf	197	CCA afterscho	AN4:	5.0					9	12	6	1	1	0	1	0	0	0	5
8207	8	S	--W--	4521	CCA/IntroLawEnf	197	CCA afterscho	SJ3:3	5.0					9	12	6	8	4	4	0	0	3	5	-2
Class Average:														4.0		18	12	6	6	1	0	5	6	6
8181	8	S	-T-T-	8594	CCA/MedAsst II	197	CCA afterscho	CV3:	10.0					9	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6
8178	8	S	-T-T-	8504	CCA/MedCore	197	CCA afterscho	DH3:	5.0					9	12	6	2	2	0	0	0	2	0	4
Class Average:														2.0		6	2	2	0	0	0	2	0	4

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										Grp	Grp	Nm	Grp											
8222	8	S	M-W--	4761	CCA/MedHospCare	197	CCA afterscho	CV3:	10.0					10	12	30	0	0	0	0	0	0	0	30
Class Average:														0.0		30	0	0	0	0	0	0	0	30
8175	8	S	-T-T-	8414	CCA/PharmClerk	197	CCA afterscho	CC3:	5.0					10	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6
8224	8	S	M-W--	5062	CCA/Prgm/Coding	197	CCA afterscho	LB4:0	5.0					9	12	36	1	1	0	0	0	1	0	35
Class Average:														1.0		36	1	1	0	0	0	1	0	35
8166	8	S	-T---	4701	CCA/RestCareers	197	CCA afterscho	SER3	10.0					9	12	6	3	0	3	0	0	0	3	3
Class Average:														3.0		6	3	0	3	0	0	0	3	3
8173	8	S	--W--	7834	CCA/RestMangmnt	197	CCA afterscho	AN3:	5.0					9	12	6	3	2	1	0	1	0	2	3
Class Average:														3.0		6	3	2	1	0	1	0	2	3
8167	8	S	---T-	4841	CCA/RetlCareers	197	CCA afterscho	CV3:	10.0					9	12	6	1	0	1	0	0	0	1	5
Class Average:														1.0		6	1	0	1	0	0	0	1	5
2322	2	S	MTWTF	7784	CCA/RoboticsID	969	French	917	5.0					9	12	36	4	4	0	0	1	2	1	32
Class Average:														4.0		36	4	4	0	0	1	2	1	32
2325	2	S	MTWTF	9446	CCA/SprtsMed1bD	980	Raub	P16	5.0					9	12	36	38	20	18	0	6	12	20	-2
Class Average:														38.0		36	38	20	18	0	6	12	20	-2
8174	8	S	-T-T-	7854	CCA/SurgTechII	197	CCA afterscho	CC3:	5.0					11	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6
8172	8	S	M-W--	6784	CCA/SurgTecIntr	197	CCA afterscho	CC3:	5.0					11	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6
8218	8	S	M-W--	4585	CCA/VetTech	197	CCA afterscho	CC3:	5.0					9	12	6	1	0	1	0	0	0	1	5
Class Average:														1.0		6	1	0	1	0	0	0	1	5
8220	8	S	M-W--	4587	CCA/VetTechItrn	197	CCA afterscho	CC6:	5.0					10	12	6	3	0	3	0	0	0	3	3
Class Average:														3.0		6	3	0	3	0	0	0	3	3
8221	8	S	M-W--	8604	CCA/Video Prod	197	CCA afterscho	DH3:	5.0					9	12	6	0	0	0	0	0	0	0	6
Class Average:														0.0		6	0	0	0	0	0	0	0	6

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										Grp	Grp	Nm	Grp											
0079	0	S	MTWTF	1061	Ceramics Adv	170	Evans	907	5.0					9	12	6	6	0	6	0	0	4	2	0
1253	1	S	MTWTF	1061	Ceramics Adv	170	Evans	907	5.0					9	12	6	3	0	3	0	0	0	3	3
2237	2	S	MTWTF	1061	Ceramics Adv	170	Evans	907	5.0					9	12	6	5	3	2	0	0	1	4	1
3242	3	S	MTWTF	1061	Ceramics Adv	170	Evans	907	5.0					9	12	6	4	0	4	0	0	0	4	2
Class Average:														4.5		24	18	3	15	0	0	5	13	6
0078	0	S	MTWTF	1031	Ceramics IB	170	Evans	907	5.0					9	12	32	28	6	22	0	0	14	14	4
1252	1	S	MTWTF	1031	Ceramics IB	170	Evans	907	5.0					9	12	32	30	13	17	0	0	11	19	2
2235	2	S	MTWTF	1031	Ceramics IB	170	Evans	907	5.0					9	12	32	32	16	16	0	0	13	19	0
3241	3	S	MTWTF	1031	Ceramics IB	170	Evans	907	5.0					9	12	32	34	17	17	0	1	15	18	-2
4227	4	S	MTWTF	1031	Ceramics IB	812	Sybirski	907	5.0					9	12	36	33	13	20	1	0	13	19	3
Class Average:														31.4		164	157	65	92	1	1	66	89	7
3324	3	S	MTWTF	3852	Chamber Strings	210	Olinger	INST	5.0					9	12	50	48	23	25	5	15	17	11	2
Class Average:														48.0		50	48	23	25	5	15	17	11	2
0089	0	S	MTWTF	3784	Chemistry (P)	860	Leiva	703	5.0					9	12	36	33	15	18	0	23	10	0	3
1325	1	S	MTWTF	3784	Chemistry (P)	907	Parker	701	5.0					9	12	36	32	18	14	0	29	3	0	4
1326	1	S	MTWTF	3784	Chemistry (P)	937	Thompson C	704	5.0					9	12	36	33	12	21	0	30	3	0	3
2296	2	S	MTWTF	3784	Chemistry (P)	955	O'Malley	702	5.0					9	12	36	35	15	20	0	25	10	0	1
2297	2	S	MTWTF	3784	Chemistry (P)	860	Leiva	703	5.0					9	12	36	36	17	19	0	31	4	1	0
3295	3	S	MTWTF	3784	Chemistry (P)	937	Thompson C	704	5.0					9	12	36	35	16	19	0	28	6	1	1
4283	4	S	MTWTF	3784	Chemistry (P)	955	O'Malley	702	5.0					9	12	36	23	13	10	0	14	7	2	13
4284	4	S	MTWTF	3784	Chemistry (P)	860	Leiva	703	5.0					9	12	36	26	11	15	0	22	4	0	10
5264	5	S	MTWTF	3784	Chemistry (P)	907	Parker	701	5.0					9	12	36	25	15	10	0	14	7	4	11
6256	6	S	MTWTF	3784	Chemistry (P)	860	Leiva	703	5.0					9	12	36	23	12	11	0	17	4	2	13
Class Average:														30.1		360	301	144	157	0	233	58	10	59
2298	2	S	MTWTF	4084	Chinese I (P)	789	Ng	509	5.0					9	12	36	34	21	13	33	1	0	0	2
Class Average:														34.0		36	34	21	13	33	1	0	0	2
4285	4	S	MTWTF	4094	Chinese II (P)	789	Ng	509	5.0					9	12	36	32	19	13	2	26	4	0	4
6257	6	S	MTWTF	4094	Chinese II (P)	789	Ng	509	5.0					9	12	36	19	12	7	0	17	2	0	17
Class Average:														25.5		72	51	31	20	2	43	6	0	21

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
1329	1	S	MTWTF	4534	Chinese III (P)	789	Ng	509	5.0					9	12	38	29	13	16	0	0	27	2	9
Class Average:														29.0		38	29	13	16	0	0	27	2	9
5267	5	S	MTWTF	4814	Chinese IV (P)	789	Ng	509	5.0					9	12	10	5	2	3	3	0	1	1	5
Class Average:														5.0		10	5	2	3	3	0	1	1	5
2321	2	S	MTWTF	7164	College Math(P)	415	Scott	102	5.0					9	12	36	36	12	24	0	0	0	36	0
4305	4	S	MTWTF	7164	College Math(P)	415	Scott	102	5.0					9	12	36	36	18	18	0	0	1	35	0
Class Average:														36.0		72	72	30	42	0	0	1	71	0
1308	1	S	MTWTF	9042	College&Career	041	Brewer C	915	5.0					9	12	36	36	19	17	34	1	1	0	0
2281	2	S	MTWTF	9042	College&Career	090	Cunningham	903	5.0					9	12	36	32	11	21	32	0	0	0	4
3281	3	S	MTWTF	9042	College&Career	090	Cunningham	903	5.0					9	12	36	36	19	17	31	4	1	0	0
4274	4	S	MTWTF	9042	College&Career	090	Cunningham	903	5.0					9	12	36	33	13	20	31	1	0	1	3
5249	5	S	MTWTF	9042	College&Career	041	Brewer C	915	5.0					9	12	36	26	12	14	25	0	1	0	10
5250	5	S	MTWTF	9042	College&Career	090	Cunningham	903	5.0					9	12	36	31	17	14	28	1	2	0	5
6245	6	S	MTWTF	9042	College&Career	090	Cunningham	903	5.0					9	12	36	33	18	15	28	2	3	0	3
Class Average:														32.4		252	227	109	118	209	9	8	1	25
5295	5	S	MTWTF	7881	CollegeCrs(P)	881	Hatcher	707	5.0					9	12	36	33	19	14	0	0	0	33	3
6294	6	S	MTWTF	7881	CollegeCrs(P)	881	Hatcher	707	5.0					9	12	36	24	13	11	0	0	0	24	12
Class Average:														28.5		72	57	32	25	0	0	0	57	15
6259	6	S	MTWTF	4321	Commercial Musi	157	Hancock	902	5.0					9	12	5	5	5	0	0	0	0	5	0
Class Average:														5.0		5	5	5	0	0	0	0	5	0
6250	6	S	MTWTF	3164	CommerMusic IB	157	Hancock	902	5.0					9	12	30	23	16	7	0	2	10	11	7
Class Average:														23.0		30	23	16	7	0	2	10	11	7
2310	2	S	MTWTF	6084	Concert Band	768	Magana	INST	5.0					9	12	45	37	21	16	24	8	4	1	8
Class Average:														37.0		45	37	21	16	24	8	4	1	8
1340	1	S	MTWTF	6104	Concert Choir	157	Hancock	VOCL	5.0					9	12	60	41	0	41	33	3	3	2	19
Class Average:														41.0		60	41	0	41	33	3	3	2	19

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										Grp	Grp	Nm	Grp											
0096	0	S	MTWTF	7500	CR_AcadInterVen	974	Durst	917	0.0					9	12	36	20	11	9	2	5	3	10	16
9066	9	S	MTWTF	7500	CR_AcadInterVen	890	Dempsey	919	0.0					9	12	55	59	23	36	10	20	18	11	-4
9067	9	S	MTWTF	7500	CR_AcadInterVen	974	Durst	917	0.0					9	12	36	39	26	13	5	13	10	11	-3
Class Average:														39.3		127	118	60	58	17	38	31	32	9
1314	1	S	MTWTF	3401	Dance	460	Gross	GYM	5.0					9	12	40	36	0	36	27	9	0	0	4
3286	3	S	MTWTF	3401	Dance	460	Gross	GYM	5.0					9	12	40	33	0	33	20	9	3	1	7
7035	7	S	MTWTF	3401	Dance	110	Des Palmes	THTR	5.0					9	12	36	15	4	11	1	5	7	2	21
Class Average:														28.0		116	84	4	80	48	23	10	3	32
4293	4	S	MTWTF	6114	Digital PhotoIB	156	Hallam	913	5.0					9	12	36	33	15	18	1	10	10	12	3
5271	5	S	MTWTF	6114	Digital PhotoIB	156	Hallam	913	5.0					9	12	36	25	18	7	1	0	16	8	11
6268	6	S	MTWTF	6114	Digital PhotoIB	156	Hallam	913	5.0					9	12	36	31	19	12	1	12	11	7	5
Class Average:														29.7		108	89	52	37	3	22	37	27	19
4288	4	S	MTWTF	5184	Drama Adv (P)	110	Des Palmes	THTR	5.0					9	12	36	24	8	16	0	14	5	5	12
Class Average:														24.0		36	24	8	16	0	14	5	5	12
1330	1	S	MTWTF	5174	Drama IB (P)	110	Des Palmes	THTR	5.0					9	12	38	24	6	18	13	5	0	6	14
3303	3	S	MTWTF	5174	Drama IB (P)	110	Des Palmes	THTR	5.0					9	12	38	32	11	21	19	7	3	3	6
Class Average:														28.0		76	56	17	39	32	12	3	9	20
7036	7	S	MTWTF	9451	DramaMusicComFA	110	Des Palmes	THTR	5.0					9	12	36	12	5	7	0	0	3	9	24
Class Average:														12.0		36	12	5	7	0	0	3	9	24
2302	2	S	MTWTF	5164	Draw/Paint Adv	812	Sybirski	905	5.0					9	12	5	5	0	5	0	0	1	4	0
3302	3	S	MTWTF	5164	Draw/Paint Adv	812	Sybirski	905	5.0					9	12	5	5	2	3	0	0	0	5	0
Class Average:														5.0		10	10	2	8	0	0	1	9	0
2301	2	S	MTWTF	5154	Draw/Paint IB(P	812	Sybirski	905	5.0					9	12	31	31	6	25	3	4	14	10	0
3301	3	S	MTWTF	5154	Draw/Paint IB(P	812	Sybirski	905	5.0					9	12	31	31	10	21	4	8	12	7	0
Class Average:														31.0		62	62	16	46	7	12	26	17	0

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										Grp	Grp	Nm	Grp											
1315	1	S	MTWTF	3474	EarthScience(P)	749	McKinley	805	5.0					9	12	36	26	15	11	0	22	3	1	10
2287	2	S	MTWTF	3474	EarthScience(P)	873	Williamson	809	5.0					9	12	36	32	23	9	0	23	8	1	4
3287	3	S	MTWTF	3474	EarthScience(P)	749	McKinley	805	5.0					9	12	36	32	17	15	0	26	6	0	4
4278	4	S	MTWTF	3474	EarthScience(P)	050	Busenkell	909	5.0					9	12	36	27	17	10	0	19	8	0	9
5258	5	S	MTWTF	3474	EarthScience(P)	873	Williamson	809	5.0					9	12	36	32	24	8	0	24	5	3	4
Class Average:														29.8		180	149	96	53	0	114	30	5	31
3249	3	S	MTWTF	1881	Economics D	914	Cooper	P20	5.0					9	12	36	12	8	4	0	0	0	12	24
Class Average:														12.0		36	12	8	4	0	0	0	12	24
0085	0	S	MTWTF	2131	Economics(P)	735	Woodward, R	408	5.0					9	12	36	35	11	24	0	0	0	35	1
1288	1	S	MTWTF	2131	Economics(P)	781	Chance	607	5.0					9	12	36	33	17	16	0	0	0	33	3
2260	2	S	MTWTF	2131	Economics(P)	781	Chance	607	5.0					9	12	36	26	11	15	0	0	0	26	10
2261	2	S	MTWTF	2131	Economics(P)	735	Woodward, R	408	5.0					9	12	36	28	15	13	0	0	0	28	8
3263	3	S	MTWTF	2131	Economics(P)	781	Chance	607	5.0					9	12	36	35	17	18	0	0	0	35	1
4252	4	S	MTWTF	2131	Economics(P)	781	Chance	607	5.0					9	12	36	37	16	21	0	0	0	37	-1
4253	4	S	MTWTF	2131	Economics(P)	735	Woodward, R	408	5.0					9	12	36	36	18	18	0	0	0	36	0
Class Average:														32.9		252	230	105	125	0	0	0	230	22
6213	6	S	MTWTF	0444	ELD 2	790	Uminsky	511	5.0					9	12	18	5	3	2	1	3	1	0	13
Class Average:														5.0		18	5	3	2	1	3	1	0	13
6214	6	S	MTWTF	0454	ELD 3	790	Uminsky	511	5.0					9	12	18	0	0	0	0	0	0	0	18
Class Average:														0.0		18	0	0	0	0	0	0	0	18

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#/Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
									Grp	Grp	Nm	Grp											
1291	1	S	MTWTF	2514	English I (P)	970 Marshall	P5	5.0					9	12	36	37	26	11	37	0	0	0	-1
2266	2	S	MTWTF	2514	English I (P)	744 Harnett C	308	5.0					9	12	24	27	15	12	26	0	1	0	-3
2267	2	S	MTWTF	2514	English I (P)	744 Harnett C	308	5.0	IE				9	12	12	8	5	3	8	0	0	0	4
2268	2	S	MTWTF	2514	English I (P)	970 Marshall	P5	5.0					9	12	36	37	24	13	37	0	0	0	-1
3265	3	S	MTWTF	2514	English I (P)	911 Cast	611	5.0					9	12	36	37	24	13	37	0	0	0	-1
4257	4	S	MTWTF	2514	English I (P)	744 Harnett C	308	5.0					9	12	36	35	21	14	35	0	0	0	1
4258	4	S	MTWTF	2514	English I (P)	943 Park	P7	5.0					9	12	20	20	13	7	20	0	0	0	0
4259	4	S	MTWTF	2514	English I (P)	911 Cast	611	5.0					9	12	36	36	21	15	36	0	0	0	0
4260	4	S	MTWTF	2514	English I (P)	943 Park	P7	5.0	IE				9	12	15	14	8	6	14	0	0	0	1
5237	5	S	MTWTF	2514	English I (P)	911 Cast	611	5.0					9	12	36	30	13	17	30	0	0	0	6
5238	5	S	MTWTF	2514	English I (P)	970 Marshall	P5	5.0					9	12	24	19	11	8	19	0	0	0	5
5239	5	S	MTWTF	2514	English I (P)	970 Marshall	P5	5.0	IE				9	12	12	11	7	4	11	0	0	0	1
6234	6	S	MTWTF	2514	English I (P)	744 Harnett C	308	5.0					9	12	36	35	18	17	35	0	0	0	1
Class Average:													26.6		359	346	206	140	345	0	1	0	13
1255	1	S	MTWTF	1154	English IB D	425 Selikson	306	5.0					9	12	36	5	4	1	5	0	0	0	31
5217	5	S	MTWTF	1154	English IB D	425 Selikson	306	5.0					9	12	36	8	3	5	8	0	0	0	28
Class Average:													6.5		72	13	7	6	13	0	0	0	59
1279	1	S	MTWTF	1964	English IB M	892 Corbett	502	5.0					9	12	36	2	2	0	2	0	0	0	34
1280	1	S	MTWTF	1964	English IB M	910 Snyder	605	5.0					9	12	36	4	2	2	3	0	1	0	32
1281	1	S	MTWTF	1964	English IB M	979 Conner	609	5.0					9	12	36	4	4	0	4	0	0	0	32
Class Average:													3.3		108	10	8	2	9	0	1	0	98

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									Grp	Grp	Nm	Grp											
1292	1	S	MTWTF	2534	English II (P)	936 Lombardo	P6	5.0					10	12	24	23	14	9	0	23	0	0	1
1293	1	S	MTWTF	2534	English II (P)	911 Cast	611	5.0					10	12	36	35	22	13	0	35	0	0	1
1294	1	S	MTWTF	2534	English II (P)	936 Lombardo	P6	5.0	IE				10	12	12	6	5	1	0	6	0	0	6
2269	2	S	MTWTF	2534	English II (P)	265 Mooney	303	5.0					10	12	24	26	17	9	0	26	0	0	-2
2270	2	S	MTWTF	2534	English II (P)	265 Mooney	303	5.0	IE				10	12	12	10	9	1	0	10	0	0	2
3266	3	S	MTWTF	2534	English II (P)	041 Brewer C	708	5.0					10	12	24	23	19	4	0	23	0	0	1
3267	3	S	MTWTF	2534	English II (P)	970 Marshall	P5	5.0					10	12	36	36	22	14	0	36	0	0	0
3268	3	S	MTWTF	2534	English II (P)	041 Brewer C	708	5.0	IE				10	12	12	2	1	1	0	2	0	0	10
4261	4	S	MTWTF	2534	English II (P)	265 Mooney	303	5.0					10	12	36	32	20	12	0	32	0	0	4
4262	4	S	MTWTF	2534	English II (P)	970 Marshall	P5	5.0					10	12	36	33	16	17	0	33	0	0	3
5240	5	S	MTWTF	2534	English II (P)	936 Lombardo	P6	5.0					10	12	36	34	19	15	0	34	0	0	2
6235	6	S	MTWTF	2534	English II (P)	911 Cast	611	5.0					10	12	36	27	15	12	0	26	1	0	9
6236	6	S	MTWTF	2534	English II (P)	936 Lombardo	P6	5.0					10	12	36	31	20	11	0	31	0	0	5
Class Average:													24.5		360	318	199	119	0	317	1	0	42
2236	2	S	MTWTF	1054	English IIB D	935 Neustaedter	P15	5.0					10	12	36	12	4	8	0	12	0	0	24
5216	5	S	MTWTF	1054	English IIB D	935 Neustaedter	P15	5.0					10	12	36	8	5	3	0	8	0	0	28
Class Average:													10.0		72	20	9	11	0	20	0	0	52
1265	1	S	MTWTF	1634	English IIB M	892 Corbett	502	5.0					9	12	36	4	3	1	0	4	0	0	32
1266	1	S	MTWTF	1634	English IIB M	910 Snyder	605	5.0					9	12	36	3	2	1	0	3	0	0	33
1267	1	S	MTWTF	1634	English IIB M	979 Conner	609	5.0					9	12	36	5	2	3	0	5	0	0	31
Class Average:													4.0		108	12	7	5	0	12	0	0	96

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
1298	1	S	MTWTF	2824	English III (P)	943	Park	P7	5.0					11	12	36	35	20	15	0	0	35	0	1
1299	1	S	MTWTF	2824	English III (P)	520	Triana	301	5.0					11	12	24	24	14	10	0	0	24	0	0
1300	1	S	MTWTF	2824	English III (P)	520	Triana	301	5.0	ie				11	12	12	8	6	2	0	0	8	0	4
2272	2	S	MTWTF	2824	English III (P)	936	Lombardo	P6	5.0					11	12	36	34	18	16	0	0	34	0	2
2273	2	S	MTWTF	2824	English III (P)	420	Szczudlak	305	5.0					11	12	24	22	12	10	0	0	22	0	2
2274	2	S	MTWTF	2824	English III (P)	420	Szczudlak	305	5.0	IE				11	12	12	10	7	3	0	0	10	0	2
3272	3	S	MTWTF	2824	English III (P)	943	Park	P7	5.0					11	12	24	28	16	12	0	0	28	0	-4
3273	3	S	MTWTF	2824	English III (P)	943	Park	P7	5.0	ie				11	12	12	8	7	1	0	0	8	0	4
4264	4	S	MTWTF	2824	English III (P)	936	Lombardo	P6	5.0					11	12	36	35	18	17	0	0	35	0	1
4265	4	S	MTWTF	2824	English III (P)	420	Szczudlak	305	5.0					11	12	36	35	19	16	0	0	35	0	1
4266	4	S	MTWTF	2824	English III (P)	520	Triana	301	5.0					11	12	36	35	21	14	0	0	35	0	1
5243	5	S	MTWTF	2824	English III (P)	943	Park	P7	5.0					11	12	36	36	21	15	0	0	36	0	0
6238	6	S	MTWTF	2824	English III (P)	943	Park	P7	5.0					11	12	36	35	22	13	0	0	35	0	1
Class Average:														26.5		360	345	201	144	0	0	345	0	15
1254	1	S	MTWTF	1064	English IIIB D	935	Neustaedter	P15	5.0					11	12	36	15	10	5	0	0	15	0	21
Class Average:														15.0		36	15	10	5	0	0	15	0	21
1262	1	S	MTWTF	1624	English IIIB M	892	Corbett	502	5.0					9	12	36	4	2	2	0	0	4	0	32
1263	1	S	MTWTF	1624	English IIIB M	910	Snyder	605	5.0					9	12	36	7	4	3	0	1	6	0	29
1264	1	S	MTWTF	1624	English IIIB M	979	Conner	609	5.0					9	12	36	2	0	2	0	0	2	0	34
Class Average:														4.3		108	13	6	7	0	1	12	0	95
2238	2	S	MTWTF	1074	English IVB D	914	Cooper	P20	5.0					12	12	36	8	6	2	0	0	0	8	28
4228	4	S	MTWTF	1074	English IVB D	914	Cooper	P20	5.0					12	12	36	10	6	4	0	0	0	10	26
Class Average:														9.0		72	18	12	6	0	0	0	18	54
1274	1	S	MTWTF	1744	English IVB M	892	Corbett	502	5.0					9	12	36	1	0	1	0	0	0	1	35
1275	1	S	MTWTF	1744	English IVB M	910	Snyder	605	5.0					9	12	36	2	2	0	0	0	1	1	34
1276	1	S	MTWTF	1744	English IVB M	979	Conner	609	5.0					9	12	36	0	0	0	0	0	0	0	36
6225	6	S	MTWTF	1744	English IVB M	892	Corbett	502	5.0					9	12	3	1	1	0	0	0	0	1	2
Class Average:														1.0		111	4	3	1	0	0	1	3	107

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
1256	1	S	MTWTF	1554	Exp Read/Write	310	Pagani	304	5.0					12	12	30	27	13	14	0	0	0	27	3
1257	1	S	MTWTF	1554	Exp Read/Write	851	Sanchez S	307	5.0					12	12	36	33	19	14	0	0	0	33	3
1258	1	S	MTWTF	1554	Exp Read/Write	310	Pagani	304	5.0	IE				12	12	6	5	4	1	0	0	0	5	1
2241	2	S	MTWTF	1554	Exp Read/Write	773	Di Somma	309	5.0					12	12	30	27	17	10	0	0	0	27	3
2242	2	S	MTWTF	1554	Exp Read/Write	773	Di Somma	309	5.0	IE				12	12	6	9	4	5	0	0	0	9	-3
3243	3	S	MTWTF	1554	Exp Read/Write	310	Pagani	304	5.0					12	12	36	30	13	17	0	0	0	30	6
3244	3	S	MTWTF	1554	Exp Read/Write	851	Sanchez S	307	5.0					12	12	36	34	18	16	0	0	0	34	2
4230	4	S	MTWTF	1554	Exp Read/Write	851	Sanchez S	307	5.0					12	12	30	31	15	16	0	0	0	31	-1
4231	4	S	MTWTF	1554	Exp Read/Write	851	Sanchez S	307	5.0	IE				12	12	6	5	4	1	0	0	0	5	1
5218	5	S	MTWTF	1554	Exp Read/Write	773	Di Somma	309	5.0					12	12	36	28	14	14	0	0	0	28	8
Class Average:														22.9		252	229	121	108	0	0	0	229	23
1259	1	S	MTWTF	1574	French I (P)	862	Pulido	504	5.0					9	12	36	34	11	23	30	4	0	0	2
3245	3	S	MTWTF	1574	French I (P)	177	Joerger	505	5.0					9	12	36	35	15	20	30	5	0	0	1
5219	5	S	MTWTF	1574	French I (P)	177	Joerger	505	5.0					9	12	36	27	13	14	20	6	1	0	9
Class Average:														32.0		108	96	39	57	80	15	1	0	12
4232	4	S	MTWTF	1584	French II (P)	177	Joerger	505	5.0					9	12	38	40	11	29	0	38	2	0	-2
6216	6	S	MTWTF	1584	French II (P)	177	Joerger	505	5.0					9	12	38	33	9	24	3	26	3	1	5
Class Average:														36.5		76	73	20	53	3	64	5	1	3
2243	2	S	MTWTF	1594	French III (P)	177	Joerger	505	5.0					9	12	36	30	10	20	1	3	24	2	6
Class Average:														30.0		36	30	10	20	1	3	24	2	6

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#/Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
									Grp	Grp	Nm	Grp											
0088	0	S	MTWTF	2894	Geometry (P)	440 Skaff	106	5.0					6	12	36	35	12	23	5	28	2	0	1
1304	1	S	MTWTF	2894	Geometry (P)	752 OBrien	210	5.0					6	12	34	32	16	16	12	19	1	0	2
1305	1	S	MTWTF	2894	Geometry (P)	415 Scott	102	5.0					6	12	34	34	17	17	10	20	4	0	0
1306	1	S	MTWTF	2894	Geometry (P)	440 Skaff	106	5.0					6	12	24	23	13	10	10	13	0	0	1
1307	1	S	MTWTF	2894	Geometry (P)	440 Skaff	106	5.0	IE				6	12	10	4	3	1	0	4	0	0	6
2278	2	S	MTWTF	2894	Geometry (P)	806 Di Leo	P10	5.0					6	12	34	35	13	22	12	17	6	0	-1
2279	2	S	MTWTF	2894	Geometry (P)	766 Hughes	202	5.0					6	12	34	35	18	17	14	20	1	0	-1
2280	2	S	MTWTF	2894	Geometry (P)	440 Skaff	106	5.0					6	12	34	35	16	19	8	24	3	0	-1
3278	3	S	MTWTF	2894	Geometry (P)	415 Scott	102	5.0					6	12	24	25	10	15	6	17	1	1	-1
3279	3	S	MTWTF	2894	Geometry (P)	752 OBrien	210	5.0					6	12	34	34	14	20	8	22	4	0	0
3280	3	S	MTWTF	2894	Geometry (P)	415 Scott	102	5.0	IE				6	12	10	6	5	1	0	5	1	0	4
4271	4	S	MTWTF	2894	Geometry (P)	806 Di Leo	P10	5.0					6	12	34	31	12	19	16	12	3	0	3
4272	4	S	MTWTF	2894	Geometry (P)	440 Skaff	106	5.0					6	12	34	29	15	14	9	17	3	0	5
4273	4	S	MTWTF	2894	Geometry (P)	974 Durst	P16	5.0					6	12	34	25	13	12	7	15	3	0	9
5246	5	S	MTWTF	2894	Geometry (P)	752 OBrien	210	5.0					6	12	34	25	11	14	9	14	2	0	9
5247	5	S	MTWTF	2894	Geometry (P)	415 Scott	102	5.0					6	12	34	29	15	14	9	15	5	0	5
5248	5	S	MTWTF	2894	Geometry (P)	974 Durst	P16	5.0					6	12	34	26	15	11	9	15	2	0	8
6243	6	S	MTWTF	2894	Geometry (P)	766 Hughes	202	5.0					6	12	34	19	13	6	8	11	0	0	15
6244	6	S	MTWTF	2894	Geometry (P)	974 Durst	P16	5.0					6	12	34	28	14	14	6	19	3	0	6
Class Average:													26.8		580	510	245	265	158	307	44	1	70
2246	2	S	MTWTF	1644	German I (P)	971 Hopf	506	5.0					9	12	36	36	23	13	32	3	1	0	0
3250	3	S	MTWTF	1644	German I (P)	410 Benjamin	503	5.0					9	12	36	36	20	16	30	3	3	0	0
4237	4	S	MTWTF	1644	German I (P)	971 Hopf	506	5.0					9	12	36	36	18	18	33	2	1	0	0
6219	6	S	MTWTF	1644	German I (P)	971 Hopf	506	5.0					9	12	36	29	16	13	21	5	2	1	7
Class Average:													34.3		144	137	77	60	116	13	7	1	7
2247	2	S	MTWTF	1654	German II (P)	410 Benjamin	503	5.0					9	12	36	36	20	16	0	31	4	1	0
4238	4	S	MTWTF	1654	German II (P)	410 Benjamin	503	5.0					9	12	36	36	20	16	0	29	6	1	0
5221	5	S	MTWTF	1654	German II (P)	971 Hopf	506	5.0					9	12	36	31	19	12	0	25	5	1	5
Class Average:													34.3		108	103	59	44	0	85	15	3	5

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										Grp	Grp	Nm	Grp											
1268	1	S	MTWTF	1664	German III (P)	410	Benjamin	503	5.0					9	12	24	24	18	6	0	0	22	2	0
5222	5	S	MTWTF	1664	German III (P)	886	Gibb	503	5.0					9	12	36	24	12	12	1	0	23	0	12
Class Average:														24.0		60	48	30	18	1	0	45	2	12
0092	0	S	MTWTF	6834	German V Honors	410	Benjamin	503	5.0					11	12	9	10	2	8	0	0	1	9	-1
1344	1	S	MTWTF	6834	German V Honors	410	Benjamin	503	5.0					11	12	36	0	0	0	0	0	0	0	36
Class Average:														5.0		45	10	2	8	0	0	1	9	35
1352	1	S	MTWTF	2911	Health	751	Seale	P14	5.0					9	12	36	36	23	13	32	1	3	0	0
2324	2	S	MTWTF	2911	Health	751	Seale	P14	5.0					9	12	36	30	18	12	30	0	0	0	6
3319	3	S	MTWTF	2911	Health	751	Seale	P14	5.0					9	12	36	35	23	12	35	0	0	0	1
4306	4	S	MTWTF	2911	Health	460	Gross	P4	5.0					9	12	36	33	22	11	31	0	2	0	3
5280	5	S	MTWTF	2911	Health	150	Gipe	P3	5.0					9	12	36	17	10	7	16	1	0	0	19
5281	5	S	MTWTF	2911	Health	460	Gross	P4	5.0					9	12	36	23	14	9	19	2	2	0	13
6278	6	S	MTWTF	2911	Health	460	Gross	P4	5.0					9	12	36	32	20	12	29	1	2	0	4
Class Average:														29.4		252	206	130	76	192	5	9	0	46
4328	4	S	MTWTF	7601	Health M	910	Snyder	605	5.0					9	12	36	8	5	3	2	1	5	0	28
4329	4	S	MTWTF	7601	Health M	892	Corbett	502	5.0					9	12	36	12	8	4	2	4	4	2	24
4330	4	S	MTWTF	7601	Health M	979	Conner	609	5.0					9	12	36	11	6	5	4	5	2	0	25
Class Average:														10.3		108	31	19	12	8	10	11	2	77

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
9068	9	S	MTWTF	9923	Homeroom	005	Alexander	P9	0.0					6	12	33	33	19	14	33	0	0	0	0
9069	9	S	MTWTF	9923	Homeroom	410	Benjamin	503	0.0					9	9	33	31	17	14	31	0	0	0	2
9070	9	S	MTWTF	9923	Homeroom	864	Beukema	P11	0.0					6	12	33	33	18	15	33	0	0	0	0
9071	9	S	MTWTF	9923	Homeroom	971	Hopf	506	0.0					9	9	33	31	17	14	31	0	0	0	2
9072	9	S	MTWTF	9923	Homeroom	911	Cast	611	0.0					6	12	33	30	16	14	30	0	0	0	3
9073	9	S	MTWTF	9923	Homeroom	744	Harnett C	308	0.0					6	12	33	31	17	14	31	0	0	0	2
9074	9	S	MTWTF	9923	Homeroom	831	Chambers	801	0.0					6	12	33	31	15	16	31	0	0	0	2
9076	9	S	MTWTF	9923	Homeroom	977	Danner	705	0.0					6	12	33	31	20	11	31	0	0	0	2
9077	9	S	MTWTF	9923	Homeroom	310	Pagani	304	0.0					6	12	33	31	16	15	31	0	0	0	2
9078	9	S	MTWTF	9923	Homeroom	943	Park	P7	0.0					6	12	33	31	17	14	31	0	0	0	2
9079	9	S	MTWTF	9923	Homeroom	340	Poston	P18	0.0					6	12	33	30	14	16	30	0	0	0	3
9080	9	S	MTWTF	9923	Homeroom	862	Pulido	504	0.0					6	12	33	30	15	15	30	0	0	0	3
9081	9	S	MTWTF	9923	Homeroom	440	Skaff	106	0.0					6	12	33	32	15	17	32	0	0	0	1
9082	9	S	MTWTF	9923	Homeroom	787	Stegner	310	0.0					6	12	33	32	15	17	32	0	0	0	1
9083	9	S	MTWTF	9923	Homeroom	763	Trotter	915	0.0					6	12	33	30	13	17	30	0	0	0	3
9084	9	S	MTWTF	9923	Homeroom	873	Williamson	809	0.0					6	12	33	30	16	14	30	0	0	0	3
9085	9	S	MTWTF	9923	Homeroom	719	Woodward, J	402	0.0					6	12	33	31	13	18	31	0	0	0	2
9086	9	S	MTWTF	9923	Homeroom	970	Marshall	P5	0.0					6	12	33	31	11	20	31	0	0	0	2
9087	9	S	MTWTF	9923	Homeroom	050	Busenkell	909	0.0					6	12	33	29	18	11	29	0	0	0	4
9088	9	S	MTWTF	9923	Homeroom	973	Wondra	104	0.0					6	12	33	31	13	18	31	0	0	0	2
9089	9	S	MTWTF	9923	Homeroom	766	Hughes	202	0.0					6	12	33	31	18	13	31	0	0	0	2
9093	9	S	MTWTF	9923	Homeroom	914	Cooper	P20	0.0					6	12	1	1	1	0	1	0	0	0	0
Class Average:														29.6		694	651	334	317	651	0	0	0	43
2313	2	S	MTWTF	6334	Hon Anatomy/Phy	749	McKinley	805	5.0					11	12	36	37	10	27	0	0	34	3	-1
4297	4	S	MTWTF	6334	Hon Anatomy/Phy	749	McKinley	805	5.0					11	12	36	35	8	27	0	0	27	8	1
6271	6	S	MTWTF	6334	Hon Anatomy/Phy	749	McKinley	805	5.0					11	12	36	30	8	22	0	0	27	3	6
Class Average:														34.0		108	102	26	76	0	0	88	14	6
1342	1	S	MTWTF	6244	Hon Precalculus	031	Bowen	207	5.0					9	12	38	36	15	21	0	28	8	0	2
3311	3	S	MTWTF	6244	Hon Precalculus	031	Bowen	207	5.0					9	12	38	38	16	22	0	25	12	1	0
5272	5	S	MTWTF	6244	Hon Precalculus	031	Bowen	207	5.0					9	12	38	31	20	11	0	18	12	1	7
Class Average:														35.0		114	105	51	54	0	71	32	2	9

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#/Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
									Grp	Grp	Nm	Grp											
0093	0	S	MTWTF	6924	Honors Biology	831 Chambers	801	5.0					9	12	36	23	10	13	23	0	0	0	13
1345	1	S	MTWTF	6924	Honors Biology	831 Chambers	801	5.0					9	12	36	33	18	15	32	1	0	0	3
3314	3	S	MTWTF	6924	Honors Biology	831 Chambers	801	5.0					9	12	36	36	16	20	35	1	0	0	0
4299	4	S	MTWTF	6924	Honors Biology	778 Cadiz	803	5.0					9	12	36	29	10	19	29	0	0	0	7
4300	4	S	MTWTF	6924	Honors Biology	831 Chambers	801	5.0					9	12	36	30	15	15	30	0	0	0	6
5274	5	S	MTWTF	6924	Honors Biology	778 Cadiz	803	5.0					9	12	36	30	12	18	30	0	0	0	6
Class Average:													30.2		216	181	81	100	179	2	0	0	35
4296	4	S	MTWTF	6314	Honors Physics	883 Ritscher	911	5.0					11	12	38	32	18	14	0	0	26	6	6
6270	6	S	MTWTF	6314	Honors Physics	883 Ritscher	911	5.0					11	12	38	26	20	6	0	0	24	2	12
Class Average:													29.0		76	58	38	20	0	0	50	8	18
0090	0	S	MTWTF	6974	HonorsAlg2Trig	806 Di Leo	P10	5.0					9	12	36	24	11	13	2	22	0	0	12
1336	1	S	MTWTF	6974	HonorsAlg2Trig	806 Di Leo	P10	5.0					9	12	36	26	12	14	13	12	1	0	10
2305	2	S	MTWTF	6974	HonorsAlg2Trig	031 Bowen	207	5.0					9	12	36	29	12	17	18	10	1	0	7
3308	3	S	MTWTF	6974	HonorsAlg2Trig	806 Di Leo	P10	5.0					9	12	36	30	14	16	14	15	1	0	6
4291	4	S	MTWTF	6974	HonorsAlg2Trig	031 Bowen	207	5.0					9	12	36	26	15	11	19	7	0	0	10
Class Average:													27.0		180	135	64	71	66	66	3	0	45
0094	0	S	MTWTF	6934	HonorsChemistry	937 Thompson C	704	5.0					10	12	36	36	18	18	0	35	1	0	0
1346	1	S	MTWTF	6934	HonorsChemistry	955 O'Malley	702	5.0					10	12	36	35	16	19	0	35	0	0	1
2315	2	S	MTWTF	6934	HonorsChemistry	907 Parker	701	5.0					10	12	36	36	14	22	0	36	0	0	0
2316	2	S	MTWTF	6934	HonorsChemistry	937 Thompson C	704	5.0					10	12	36	36	19	17	0	35	1	0	0
3315	3	S	MTWTF	6934	HonorsChemistry	955 O'Malley	702	5.0					10	12	36	37	15	22	0	36	1	0	-1
4301	4	S	MTWTF	6934	HonorsChemistry	907 Parker	701	5.0					10	12	36	25	12	13	0	24	1	0	11
5275	5	S	MTWTF	6934	HonorsChemistry	955 O'Malley	702	5.0					10	12	36	30	16	14	0	30	0	0	6
6272	6	S	MTWTF	6934	HonorsChemistry	907 Parker	701	5.0					10	12	36	23	12	11	0	22	1	0	13
Class Average:													32.3		288	258	122	136	0	253	5	0	30

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crld	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
1347	1	S	MTWTF	6944	HonorsEnglishI	738	Willett	302	5.0				9	9	34	34	17	17	34	0	0	0	0	
2317	2	S	MTWTF	6944	HonorsEnglishI	041	Brewer C	708	5.0				9	9	34	33	12	21	33	0	0	0	1	
2318	2	S	MTWTF	6944	HonorsEnglishI	851	Sanchez S	307	5.0				9	9	34	35	12	23	35	0	0	0	-1	
2319	2	S	MTWTF	6944	HonorsEnglishI	738	Willett	302	5.0				9	9	34	32	16	16	32	0	0	0	2	
3316	3	S	MTWTF	6944	HonorsEnglishI	738	Willett	302	5.0				9	9	34	35	14	21	35	0	0	0	-1	
4302	4	S	MTWTF	6944	HonorsEnglishI	041	Brewer C	708	5.0				9	9	34	31	13	18	31	0	0	0	3	
5276	5	S	MTWTF	6944	HonorsEnglishI	851	Sanchez S	307	5.0				9	9	34	31	14	17	31	0	0	0	3	
5277	5	S	MTWTF	6944	HonorsEnglishI	738	Willett	302	5.0				9	9	34	33	16	17	33	0	0	0	1	
6274	6	S	MTWTF	6944	HonorsEnglishI	738	Willett	302	5.0				9	9	34	30	8	22	30	0	0	0	4	
Class Average:										32.7			306	294	122	172	294	0	0	0	12			
1348	1	S	MTWTF	6954	HonorsEnglishII	787	Stegner	310	5.0				10	10	36	36	16	20	0	36	0	0	0	
2320	2	S	MTWTF	6954	HonorsEnglishII	787	Stegner	310	5.0				10	10	36	37	14	23	0	37	0	0	-1	
3317	3	S	MTWTF	6954	HonorsEnglishII	420	Szczudlak	305	5.0				10	10	36	35	13	22	0	35	0	0	1	
4303	4	S	MTWTF	6954	HonorsEnglishII	864	Beukema	P11	5.0				10	10	36	32	13	19	0	32	0	0	4	
4304	4	S	MTWTF	6954	HonorsEnglishII	787	Stegner	310	5.0				10	10	36	32	11	21	0	32	0	0	4	
5278	5	S	MTWTF	6954	HonorsEnglishII	864	Beukema	P11	5.0				10	10	36	29	11	18	0	29	0	0	7	
5279	5	S	MTWTF	6954	HonorsEnglishII	420	Szczudlak	305	5.0				10	10	36	32	13	19	0	32	0	0	4	
6275	6	S	MTWTF	6954	HonorsEnglishII	787	Stegner	310	5.0				10	10	36	29	14	15	0	29	0	0	7	
6276	6	S	MTWTF	6954	HonorsEnglishII	420	Szczudlak	305	5.0				10	10	36	31	10	21	0	31	0	0	5	
Class Average:										32.6			324	293	115	178	0	293	0	0	31			
1349	1	S	MTWTF	6964	HonorsWorldHist	330	Picazo	401	5.0				9	10	36	39	22	17	38	1	0	0	-3	
3318	3	S	MTWTF	6964	HonorsWorldHist	330	Picazo	401	5.0				9	10	36	39	18	21	39	0	0	0	-3	
6277	6	S	MTWTF	6964	HonorsWorldHist	330	Picazo	401	5.0				9	10	36	35	11	24	34	1	0	0	1	
Class Average:										37.7			108	113	51	62	111	2	0	0	-5			
7039	7	S	MTWTF	7291	Ind Study/PE OL	944	Green	OL	5.0				6	12	36	13	5	8	7	6	0	0	23	
Class Average:										13.0			36	13	5	8	7	6	0	0	23			
2327	2	S	MTWTF	0009	Instruct Coach	330	Picazo	401	0.0				9	12	0	0	0	0	0	0	0	0	0	
3338	3	S	MTWTF	0009	Instruct Coach	787	Stegner	310	0.0				9	12	0	0	0	0	0	0	0	0	0	
4309	4	S	MTWTF	0009	Instruct Coach	937	Thompson C	704	0.0				9	12	0	0	0	0	0	0	0	0	0	
4327	4	S	MTWTF	0009	Instruct Coach	938	Gomez	206	0.0				9	12	0	0	0	0	0	0	0	0	0	
Class Average:										0.0			0	0	0	0	0	0	0	0	0	0		

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
0101	0	S	MTWTF	2954	Jazz Ensemble	210	Olinger	902	5.0					9	12	36	28	24	4	11	12	3	2	8
0099	0	S	MTWTF	2954	Jazz Ensemble	768	Magana	1005	5.0					9	12	36	21	19	2	2	4	8	7	15
Class Average:														24.5		72	49	43	6	13	16	11	9	23
6215	6	S	MTWTF	1113	Learning StratD	817	Herwig	204	5.0					9	12	30	8	5	3	2	1	5	0	22
Class Average:														8.0		30	8	5	3	2	1	5	0	22
3304	3	S	MTWTF	5194	Madrigals (P)	157	Hancock	VOCL	5.0					9	12	75	65	32	33	0	9	28	28	10
Class Average:														65.0		75	65	32	33	0	9	28	28	10
1322	1	S	MTWTF	3714	Marine Ecol (P)	778	Cadiz	803	5.0					9	12	36	31	18	13	0	0	25	6	5
2293	2	S	MTWTF	3714	Marine Ecol (P)	778	Cadiz	803	5.0					9	12	36	34	13	21	0	0	30	4	2
3293	3	S	MTWTF	3714	Marine Ecol (P)	778	Cadiz	803	5.0					9	12	36	32	11	21	0	0	25	7	4
Class Average:														32.3		108	97	42	55	0	0	80	17	11
5227	5	S	MTWTF	1753	Math M	892	Corbett	502	5.0					9	12	36	12	8	4	2	4	5	1	24
5228	5	S	MTWTF	1753	Math M	910	Snyder	605	5.0					9	12	36	12	6	6	3	2	5	2	24
5229	5	S	MTWTF	1753	Math M	979	Conner	609	5.0					9	12	36	12	6	6	4	5	3	0	24
Class Average:														12.0		108	36	20	16	9	11	13	3	72
4290	4	S	MTWTF	5484	Mens Chorus IB	157	Hancock	VOCL	5.0					9	12	36	24	24	0	14	2	3	5	12
Class Average:														24.0		36	24	24	0	14	2	3	5	12
0091	0	S	MTWTF	6374	MultiMediaDsnIB	812	Sybirski	919	5.0					9	12	11	10	3	7	1	6	1	2	1
1343	1	S	MTWTF	6374	MultiMediaDsnIB	812	Sybirski	919	5.0					9	12	6	4	2	2	0	3	1	0	2
Class Average:														7.0		17	14	5	9	1	9	2	2	3
8184	8	S	MTWTF	9004	Natl Honor Soc	744	Harnett C	308	0.0					10	12	200	108	35	73	0	10	40	58	92
Class Average:														108.0		200	108	35	73	0	10	40	58	92
7032	7	S	MTWTF	7292	Online PE-MED	944	Green	OL	5.0					6	12	36	10	4	6	4	6	0	0	26
Class Average:														10.0		36	10	4	6	4	6	0	0	26
4307	4	S	MTWTF	4231	Pal II	773	Di Somma	309	5.0					10	12	36	24	7	17	0	0	9	15	12
Class Average:														24.0		36	24	7	17	0	0	9	15	12

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										Grp	Grp	Nm	Grp											
1360	1	S	MTWTF	9471	PE Activities 9	853	Veit	GYM	5.0					9	12	55	30	14	16	30	0	0	0	25
2326	2	S	MTWTF	9471	PE Activities 9	460	Gross	GYM	5.0					9	12	55	39	22	17	39	0	0	0	16
3325	3	S	MTWTF	9471	PE Activities 9	853	Veit	GYM	5.0					9	12	55	30	9	21	30	0	0	0	25
4310	4	S	MTWTF	9471	PE Activities 9	821	Barnes	GYM	5.0					9	12	55	17	6	11	17	0	0	0	38
5286	5	S	MTWTF	9471	PE Activities 9	853	Veit	GYM	5.0					9	12	36	31	16	15	31	0	0	0	5
6286	6	S	MTWTF	9471	PE Activities 9	150	Gipe	GYM	5.0					9	12	55	35	19	16	35	0	0	0	20
Class Average:														30.3		311	182	86	96	182	0	0	0	129
1359	1	S	MTWTF	9461	PE Activities	821	Barnes	GYM	5.0					9	12	55	37	22	15	0	33	2	2	18
2328	2	S	MTWTF	9461	PE Activities	853	Veit	GYM	5.0					9	12	55	20	14	6	1	16	1	2	35
2329	2	S	MTWTF	9461	PE Activities	150	Gipe	GYM	5.0	IE				9	12	45	23	11	12	4	10	7	2	22
3323	3	S	MTWTF	9461	PE Activities	821	Barnes	GYM	5.0					9	12	55	39	29	10	0	27	6	6	16
6287	6	S	MTWTF	9461	PE Activities	821	Barnes	GYM	5.0					9	12	55	51	24	27	1	35	7	8	4
Class Average:														34.0		265	170	100	70	6	121	23	20	95
7031	7	S	MTWTF	7290	PE Exception	944	Green	OL	5.0					9	12	36	0	0	0	0	0	0	0	36
Class Average:														0.0		36	0	0	0	0	0	0	0	36
2306	2	S	MTWTF	5831	PE M	892	Corbett	502	5.0					9	12	36	5	2	3	0	0	4	1	31
2307	2	S	MTWTF	5831	PE M	910	Snyder	605	5.0					9	12	36	3	1	2	1	1	1	0	33
2308	2	S	MTWTF	5831	PE M	979	Conner	609	5.0					9	12	36	3	2	1	2	1	0	0	33
Class Average:														3.7		108	11	5	6	3	2	5	1	97
4308	4	S	MTWTF	5211	PE/Badminton	853	Veit	GYM	5.0					10	12	46	46	12	34	1	29	8	8	0
Class Average:														46.0		46	46	12	34	1	29	8	8	0
6247	6	S	MTWTF	3104	Pep Squad	360	Ramirez	DNC	5.0					9	12	60	23	0	23	1	5	13	4	37
6248	6	S	MTWTF	3104	Pep Squad	360	Ramirez	SGY	5.0					9	12	60	24	0	24	5	7	6	6	36
6249	6	S	MTWTF	3104	Pep Squad	360	Ramirez	FDCT	5.0					9	12	60	28	0	28	17	10	1	0	32
7029	7	S	MTWTF	3104	Pep Squad	360	Ramirez	DNC	5.0					9	12	60	16	0	16	11	4	1	0	44
Class Average:														22.8		240	91	0	91	34	26	21	10	149
2295	2	S	MTWTF	3764	Physics (P)	883	Ritscher	911	5.0					9	12	36	36	29	7	0	2	24	10	0
5263	5	S	MTWTF	3764	Physics (P)	883	Ritscher	911	5.0					9	12	36	31	19	12	0	0	28	3	5
Class Average:														33.5		72	67	48	19	0	2	52	13	5

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										Grp	Grp	Nm	Grp											
5285	5	S	MTWTF	6961	Power Walking	821	Barnes	GYM	5.0					10	12	55	49	11	38	1	33	8	7	6
Class Average:														49.0		55	49	11	38	1	33	8	7	6
1341	1	S	MTWTF	6234	Precalculus (P)	765	Forrest	205	5.0					9	12	36	35	18	17	0	7	22	6	1
2311	2	S	MTWTF	6234	Precalculus (P)	752	OBrien	210	5.0					9	12	36	32	13	19	0	3	16	13	4
2312	2	S	MTWTF	6234	Precalculus (P)	973	Wondra	104	5.0					9	12	36	29	14	15	0	2	22	5	7
3310	3	S	MTWTF	6234	Precalculus (P)	765	Forrest	205	5.0					9	12	36	35	16	19	0	1	24	10	1
4294	4	S	MTWTF	6234	Precalculus (P)	752	OBrien	210	5.0					9	12	36	33	17	16	0	1	21	11	3
4295	4	S	MTWTF	6234	Precalculus (P)	973	Wondra	104	5.0					9	12	36	33	13	20	0	1	19	13	3
6269	6	S	MTWTF	6234	Precalculus (P)	973	Wondra	104	5.0					9	12	36	28	11	17	0	1	21	6	8
Class Average:														32.1		252	225	102	123	0	16	145	64	27
6231	6	S	MTWTF	2081	Psychology IA(P	735	Woodward, R	408	5.0					9	12	36	26	13	13	0	0	11	15	10
Class Average:														26.0		36	26	13	13	0	0	11	15	10
1260	1	S	MTWTF	1601	Resource D	117	Engelken	709	5.0					9	12	1	0	0	0	0	0	0	0	1
1367	1	S	MTWTF	1601	Resource D	935	Neustaedter	P15	5.0					9	12	1	2	2	0	1	1	0	0	-1
2244	2	S	MTWTF	1601	Resource D	425	Selikson	306	5.0					9	12	36	16	8	8	9	0	0	7	20
2245	2	S	MTWTF	1601	Resource D	914	Cooper	P20	5.0					9	12	1	3	1	2	3	0	0	0	-2
2341	2	S	MTWTF	1601	Resource D	935	Neustaedter	P15	5.0					9	12	1	1	0	1	1	0	0	0	0
3246	3	S	MTWTF	1601	Resource D	135	Garrett	108	5.0					9	12	36	17	11	6	0	15	0	2	19
3247	3	S	MTWTF	1601	Resource D	817	Herwig	204	5.0					9	12	36	16	9	7	1	4	11	0	20
3248	3	S	MTWTF	1601	Resource D	427	Johnstone	400	5.0					9	12	1	0	0	0	0	0	0	0	1
4233	4	S	MTWTF	1601	Resource D	117	Engelken	709	5.0					9	12	36	16	10	6	1	1	0	14	20
4234	4	S	MTWTF	1601	Resource D	427	Johnstone	400	5.0					9	12	36	15	12	3	0	15	0	0	21
4235	4	S	MTWTF	1601	Resource D	935	Neustaedter	P15	5.0					9	12	36	13	8	5	4	0	9	0	23
4236	4	S	MTWTF	1601	Resource D	914	Cooper	P20	5.0					9	12	1	5	5	0	4	0	0	1	-4
5220	5	S	MTWTF	1601	Resource D	935	Neustaedter	P15	5.0					9	12	1	2	2	0	0	0	1	1	-1
6217	6	S	MTWTF	1601	Resource D	914	Cooper	P20	5.0					9	12	36	17	11	6	13	0	2	2	19
6218	6	S	MTWTF	1601	Resource D	117	Engelken	709	5.0					9	12	2	3	3	0	0	1	0	2	-1
Class Average:														8.4		261	126	82	44	37	37	23	29	135

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									Grp	Grp	Nm	Grp											
3296	3	S	MTWTF	3951	Resource M	979 Conner	609	5.0					9	12	30	11	6	5	4	4	3	0	19
3297	3	S	MTWTF	3951	Resource M	910 Snyder	605	5.0					9	12	30	9	4	5	3	2	3	1	21
3298	3	S	MTWTF	3951	Resource M	892 Corbett	502	5.0					9	12	30	11	7	4	2	4	4	1	19
Class Average:													10.3		90	31	17	14	9	10	10	2	59
8190	8	S	MTWTF	8291	Saddleback(P)	881 Hatcher	GUID	10.0					9	12	36	14	5	9	0	2	5	7	22
Class Average:													14.0		36	14	5	9	0	2	5	7	22
8189	8	S	MTWTF	3182	SaddlebackVPA(P)	881 Hatcher	GUID	10.0					9	12	36	8	2	6	0	2	1	5	28
Class Average:													8.0		36	8	2	6	0	2	1	5	28

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
0100	0	S	MTWTF	1911	Sch Service	724	Harnett P	407	5.0					6	12	1	0	0	0	0	0	0	0	1
1353	1	S	MTWTF	1911	Sch Service	881	Hatcher	MNO	5.0					6	12	3	4	1	3	0	0	2	2	-1
1355	1	S	MTWTF	1911	Sch Service	177	Joerger	505	5.0					6	12	1	0	0	0	0	0	0	0	1
1356	1	S	MTWTF	1911	Sch Service	940	Wojaczynski	410	5.0					6	12	1	1	0	1	0	0	0	1	0
1357	1	S	MTWTF	1911	Sch Service	955	O'Malley	702	5.0					6	12	1	1	1	0	0	0	1	0	0
1361	1	S	MTWTF	1911	Sch Service	937	Thompson C	704	5.0					6	12	1	1	0	1	0	0	0	1	0
1362	1	S	MTWTF	1911	Sch Service	040	Brail	P1	5.0					6	12	1	1	0	1	0	0	0	1	0
1363	1	S	MTWTF	1911	Sch Service	410	Benjamin	503	5.0					6	12	1	1	1	0	0	0	0	1	0
1364	1	S	MTWTF	1911	Sch Service	775	Runyan	OFF	5.0					6	12	1	1	0	1	1	0	0	0	0
1365	1	S	MTWTF	1911	Sch Service	005	Alexander	P9	5.0					6	12	1	1	1	0	0	0	1	0	0
1369	1	S	MTWTF	1911	Sch Service	427	Johnstone	400	5.0					6	12	2	2	2	0	0	2	0	0	0
1370	1	S	MTWTF	1911	Sch Service	751	Seale	P14	5.0					6	12	1	1	0	1	0	0	0	1	0
2330	2	S	MTWTF	1911	Sch Service	881	Hatcher	MNO	5.0					6	12	3	2	0	2	0	0	1	1	1
2331	2	S	MTWTF	1911	Sch Service	977	Danner	705	5.0					6	12	1	1	1	0	0	0	0	1	0
2332	2	S	MTWTF	1911	Sch Service	440	Skaff	106	5.0					6	12	1	1	1	0	0	0	1	0	0
2333	2	S	MTWTF	1911	Sch Service	735	Woodward, R	408	5.0					6	12	1	0	0	0	0	0	0	0	1
2334	2	S	MTWTF	1911	Sch Service	936	Lombardo	P6	5.0					6	12	1	1	0	1	0	0	1	0	0
2335	2	S	MTWTF	1911	Sch Service	748	Ferraro	201	5.0					6	12	1	1	0	1	0	0	0	1	0
2336	2	S	MTWTF	1911	Sch Service	736	Polk	403	5.0					6	12	1	1	0	1	0	0	0	1	0
2337	2	S	MTWTF	1911	Sch Service	041	Brewer C	708	5.0					6	12	1	0	0	0	0	0	0	0	1
2338	2	S	MTWTF	1911	Sch Service	050	Busenkell	909	5.0					6	12	1	1	0	1	0	0	0	1	0
2340	2	S	MTWTF	1911	Sch Service	135	Garrett	108	5.0					6	12	1	1	0	1	0	0	0	1	0
3321	3	S	MTWTF	1911	Sch Service	110	Des Palmes	THTR	5.0					6	12	1	1	1	0	0	0	0	1	0
3326	3	S	MTWTF	1911	Sch Service	881	Hatcher	MnOf	5.0					6	12	3	3	0	3	0	1	0	2	0
3328	3	S	MTWTF	1911	Sch Service	851	Sanchez S	307	5.0					6	12	1	1	0	1	0	0	1	0	0
3329	3	S	MTWTF	1911	Sch Service	765	Forrest	205	5.0					6	12	1	1	0	1	0	0	0	1	0
3330	3	S	MTWTF	1911	Sch Service	883	Ritscher	911	5.0					6	12	1	1	0	1	0	0	0	1	0
3331	3	S	MTWTF	1911	Sch Service	265	Mooney	303	5.0					6	12	1	1	0	1	0	0	0	1	0
3332	3	S	MTWTF	1911	Sch Service	778	Cadiz	803	5.0					6	12	1	1	1	0	0	0	0	1	0
3333	3	S	MTWTF	1911	Sch Service	773	Di Somma	309	5.0					6	12	1	1	0	1	0	0	0	1	0
3334	3	S	MTWTF	1911	Sch Service	749	McKinley	805	5.0					6	12	1	1	0	1	0	0	0	1	0
3335	3	S	MTWTF	1911	Sch Service	864	Beukema	P11	5.0					6	12	1	1	0	1	0	0	1	0	0

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									Grp	Grp	Nm	Grp											
3336	3	S	MTWTF	1911	Sch Service	427 Johnstone	400	5.0					6	12	1	0	0	0	0	0	0	0	1
3337	3	S	MTWTF	1911	Sch Service	060 Cogan	807	5.0					6	12	1	1	1	0	0	0	1	0	0
4311	4	S	MTWTF	1911	Sch Service	881 Hatcher	MnOf	5.0					6	12	3	4	2	2	0	0	2	2	-1
4312	4	S	MTWTF	1911	Sch Service	420 Szczudlak	305	5.0					6	12	1	1	0	1	0	0	0	1	0
4313	4	S	MTWTF	1911	Sch Service	310 Pagani	304	5.0					6	12	1	1	1	0	0	0	0	1	0
4314	4	S	MTWTF	1911	Sch Service	140 Gibson	405	5.0					6	12	1	1	0	1	0	0	1	0	0
4315	4	S	MTWTF	1911	Sch Service	911 Cast	611	5.0					6	12	1	0	0	0	0	0	0	0	1
4316	4	S	MTWTF	1911	Sch Service	530 Tubbs, T	706	5.0					6	12	1	1	0	1	0	0	0	1	0
4317	4	S	MTWTF	1911	Sch Service	500 Thompson	409	5.0					6	12	1	1	0	1	0	0	0	1	0
4318	4	S	MTWTF	1911	Sch Service	837 Manzotti	510	5.0					6	12	1	1	0	1	0	0	1	0	0
4319	4	S	MTWTF	1911	Sch Service	775 Runyan	GUID	5.0					6	12	2	0	0	0	0	0	0	0	2
4320	4	S	MTWTF	1911	Sch Service	719 Woodward, J	402	5.0					6	12	1	1	0	1	0	0	0	1	0
4321	4	S	MTWTF	1911	Sch Service	763 Trotter	915	5.0					6	12	1	1	1	0	0	0	0	1	0
4322	4	S	MTWTF	1911	Sch Service	943 Park	P7	5.0					6	12	1	0	0	0	0	0	0	0	1
4323	4	S	MTWTF	1911	Sch Service	340 Poston	P18	5.0					6	12	1	1	1	0	0	0	1	0	0
4324	4	S	MTWTF	1911	Sch Service	330 Picazo	401	5.0					6	12	1	1	0	1	0	0	0	1	0
4325	4	S	MTWTF	1911	Sch Service	790 Uminsky	511	5.0					6	12	1	0	0	0	0	0	0	0	1
4333	4	S	MTWTF	1911	Sch Service	766 Hughes	202	5.0					6	12	1	1	1	0	0	0	0	1	0
4334	4	S	MTWTF	1911	Sch Service	041 Brewer C	708	5.0					6	12	1	1	0	1	0	0	0	1	0
4335	4	S	MTWTF	1911	Sch Service	787 Stegner	310	5.0					6	12	1	1	0	1	0	0	0	1	0
5287	5	S	MTWTF	1911	Sch Service	881 Hatcher	MnOf	5.0					6	12	3	3	3	0	0	0	0	3	0
5289	5	S	MTWTF	1911	Sch Service	738 Willett	302	5.0					6	12	1	1	0	1	0	0	1	0	0
5291	5	S	MTWTF	1911	Sch Service	425 Selikson	306	5.0					6	12	1	1	0	1	0	0	0	1	0
5292	5	S	MTWTF	1911	Sch Service	744 Harnett C	308	5.0					6	12	1	1	0	1	0	0	0	1	0
5293	5	S	MTWTF	1911	Sch Service	972 Bowden	203	5.0					6	12	1	0	0	0	0	0	0	0	1
5294	5	S	MTWTF	1911	Sch Service	520 Triana	301	5.0					6	12	1	0	0	0	0	0	0	0	1
6288	6	S	MTWTF	1911	Sch Service	881 Hatcher	MnOf	5.0					6	12	3	3	3	0	0	0	1	2	0
6289	6	S	MTWTF	1911	Sch Service	938 Gomez	206	5.0					6	12	1	0	0	0	0	0	0	0	1
6290	6	S	MTWTF	1911	Sch Service	914 Cooper	P20	5.0					6	12	1	1	1	0	0	0	0	1	0
6291	6	S	MTWTF	1911	Sch Service	873 Williamson	809	5.0					6	12	1	1	1	0	0	0	0	1	0
6292	6	S	MTWTF	1911	Sch Service	157 Hancock	902	5.0					6	12	1	1	1	0	0	0	1	0	0
6293	6	S	MTWTF	1911	Sch Service	766 Hughes	202	5.0					6	12	1	0	0	0	0	0	0	0	1

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										Grp	Grp	Nm	Grp											
6302	6	S	MTWTF	1911	Sch Service	150	Gipe	GYM	5.0					6	12	1	1	0	1	0	0	0	1	0
Class Average:														1.0		79	66	26	40	1	3	18	44	13
6230	6	S	MTWTF	2101	Sociology (P)	781	Chance	607	5.0					9	12	36	30	16	14	0	0	11	19	6
Class Average:														30.0		36	30	16	14	0	0	11	19	6
1270	1	S	MTWTF	1694	Spanish I (P)	896	Maldonado	P19	5.0					6	12	36	35	21	14	32	2	1	0	1
2248	2	S	MTWTF	1694	Spanish I (P)	896	Maldonado	P19	5.0					6	12	36	28	12	16	24	4	0	0	8
2249	2	S	MTWTF	1694	Spanish I (P)	334	Pinon	501	5.0					6	12	36	32	23	9	27	5	0	0	4
3251	3	S	MTWTF	1694	Spanish I (P)	334	Pinon	501	5.0					6	12	36	36	24	12	30	5	1	0	0
4239	4	S	MTWTF	1694	Spanish I (P)	334	Pinon	501	5.0					6	12	36	33	17	16	29	4	0	0	3
4240	4	S	MTWTF	1694	Spanish I (P)	896	Maldonado	P19	5.0					6	12	36	36	15	21	30	3	3	0	0
5223	5	S	MTWTF	1694	Spanish I (P)	896	Maldonado	P19	5.0					6	12	36	24	13	11	21	1	2	0	12
6220	6	S	MTWTF	1694	Spanish I (P)	896	Maldonado	P19	5.0					6	12	36	20	8	12	18	1	1	0	16
6221	6	S	MTWTF	1694	Spanish I (P)	334	Pinon	501	5.0					6	12	36	27	17	10	23	4	0	0	9
Class Average:														30.1		324	271	150	121	234	29	8	0	53
1271	1	S	MTWTF	1704	Spanish II (P)	180	Joyce	507	5.0					9	12	36	29	9	20	13	14	2	0	7
2250	2	S	MTWTF	1704	Spanish II (P)	790	Uminsky	511	5.0					9	12	36	35	19	16	11	21	2	1	1
3252	3	S	MTWTF	1704	Spanish II (P)	180	Joyce	507	5.0					9	12	36	32	17	15	8	19	5	0	4
3253	3	S	MTWTF	1704	Spanish II (P)	837	Manzotti	510	5.0					9	12	36	35	20	15	10	22	3	0	1
4241	4	S	MTWTF	1704	Spanish II (P)	180	Joyce	507	5.0					9	12	36	28	14	14	12	13	3	0	8
4242	4	S	MTWTF	1704	Spanish II (P)	790	Uminsky	511	5.0					9	12	36	36	17	19	11	18	6	1	0
5224	5	S	MTWTF	1704	Spanish II (P)	180	Joyce	507	5.0					9	12	36	21	13	8	7	10	4	0	15
5225	5	S	MTWTF	1704	Spanish II (P)	790	Uminsky	511	5.0					9	12	36	33	17	16	13	16	4	0	3
6222	6	S	MTWTF	1704	Spanish II (P)	837	Manzotti	510	5.0					9	12	36	27	11	16	6	14	6	1	9
6223	6	S	MTWTF	1704	Spanish II (P)	180	Joyce	507	5.0					9	12	36	17	12	5	9	8	0	0	19
Class Average:														29.3		360	293	149	144	100	155	35	3	67

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										Grp	Grp	Nm	Grp											
1272	1	S	MTWTF	1714	Spanish III (P)	790	Uminsky	511	5.0					9	12	36	28	14	14	0	18	10	0	8
2251	2	S	MTWTF	1714	Spanish III (P)	862	Pulido	504	5.0					9	12	36	32	14	18	1	19	12	0	4
3254	3	S	MTWTF	1714	Spanish III (P)	862	Pulido	504	5.0					9	12	36	34	16	18	1	19	14	0	2
3255	3	S	MTWTF	1714	Spanish III (P)	790	Uminsky	511	5.0					9	12	36	31	17	14	1	14	16	0	5
4243	4	S	MTWTF	1714	Spanish III (P)	862	Pulido	504	5.0					9	12	36	29	13	16	1	13	13	2	7
5226	5	S	MTWTF	1714	Spanish III (P)	862	Pulido	504	5.0					9	12	36	31	13	18	0	5	25	1	5
6224	6	S	MTWTF	1714	Spanish III (P)	862	Pulido	504	5.0					9	12	36	25	9	16	3	11	11	0	11
Class Average:														30.0		252	210	96	114	7	99	101	3	42
1366	1	S	MTWTF	3792	SpEd Stu Assist	892	Corbett	502	5.0					9	12	3	1	0	1	0	0	1	0	2
2339	2	S	MTWTF	3792	SpEd Stu Assist	150	Gipe	GYM	5.0					9	12	10	10	4	6	0	1	4	5	0
3339	3	S	MTWTF	3792	SpEd Stu Assist	910	Snyder	605	5.0					9	12	3	1	0	1	0	0	0	1	2
4331	4	S	MTWTF	3792	SpEd Stu Assist	892	Corbett	502	5.0					9	12	3	1	0	1	0	0	0	1	2
4332	4	S	MTWTF	3792	SpEd Stu Assist	910	Snyder	605	5.0					9	12	3	5	3	2	0	2	2	1	-2
4336	4	S	MTWTF	3792	SpEd Stu Assist	979	Conner	609	5.0					9	12	1	2	0	2	0	0	1	1	-1
5296	5	S	MTWTF	3792	SpEd Stu Assist	892	Corbett	502	5.0					9	12	3	1	0	1	0	0	0	1	2
5297	5	S	MTWTF	3792	SpEd Stu Assist	910	Snyder	605	5.0					9	12	3	3	2	1	0	1	1	1	0
5299	5	S	MTWTF	3792	SpEd Stu Assist	979	Conner	609	5.0					9	12	1	1	0	1	0	0	1	0	0
6297	6	S	MTWTF	3792	SpEd Stu Assist	892	Corbett	502	5.0					9	12	3	1	0	1	0	0	1	0	2
Class Average:														2.6		33	26	9	17	0	4	11	11	7
7028	7	S	MTWTF	1861	Stagecraft	110	Des Palmes	THTR	5.0					7	12	36	27	9	18	8	13	4	2	9
Class Average:														27.0		36	27	9	18	8	13	4	2	9
1331	1	S	MTWTF	5204	Str Orchestra(P	210	Olinger	INST	5.0					9	12	40	41	24	17	22	11	4	4	-1
5269	5	S	MTWTF	5204	Str Orchestra(P	210	Olinger	INST	5.0					9	12	40	32	18	14	17	8	6	1	8
6261	6	S	MTWTF	5204	Str Orchestra(P	210	Olinger	INST	5.0					9	12	40	32	19	13	14	7	7	4	8
Class Average:														35.0		120	105	61	44	53	26	17	9	15
2286	2	S	MTWTF	3201	Strgth/Exercise	360	Ramirez	GYM	5.0					9	12	30	30	30	0	1	11	6	12	0
4277	4	S	MTWTF	3201	Strgth/Exercise	150	Gipe	GYM	5.0					9	12	30	30	26	4	0	6	9	15	0
Class Average:														30.0		60	60	56	4	1	17	15	27	0
3257	3	S	MTWTF	1894	Student Govt	898	Migge	ASB	5.0					9	12	40	38	13	25	6	7	13	12	2
Class Average:														38.0		40	38	13	25	6	7	13	12	2

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Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#	Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
										Grp	Grp	Nm	Grp											
8153	8	S	MTWTF	0200	TeacherContactM	914	Cooper	P20	0.0					6	12	30	29	18	11	28	0	0	1	1
8154	8	S	MTWTF	0200	TeacherContactM	892	Corbett	502	0.0					6	12	30	13	9	4	2	4	5	2	17
8155	8	S	MTWTF	0200	TeacherContactM	117	Engelken	709	0.0					6	12	30	25	16	9	0	1	0	24	5
8156	8	S	MTWTF	0200	TeacherContactM	135	Garrett	108	0.0					6	12	30	24	17	7	0	17	0	7	6
8157	8	S	MTWTF	0200	TeacherContactM	817	Herwig	204	0.0					6	12	30	25	16	9	1	0	24	0	5
8158	8	S	MTWTF	0200	TeacherContactM	427	Johnstone	400	0.0					6	12	30	24	18	6	0	24	0	0	6
8159	8	S	MTWTF	0200	TeacherContactM	935	Neustaedter	P15	0.0					6	12	30	24	17	7	4	2	18	0	6
8160	8	S	MTWTF	0200	TeacherContactM	425	Selikson	306	0.0					6	12	30	27	13	14	13	0	0	14	3
8161	8	S	MTWTF	0200	TeacherContactM	910	Snyder	605	0.0					6	12	30	14	8	6	3	3	6	2	16
8162	8	S	MTWTF	0200	TeacherContactM	979	Conner	609	0.0					6	12	30	13	7	6	4	6	3	0	17
Class Average:														21.8		300	218	139	79	55	57	56	50	82
6284	6	S	MTWTF	2171	Team Sport 9	360	Ramirez	FLD	5.0					9	12	100	0	0	0	0	0	0	0	100
Class Average:														0.0		100	0	0	0	0	0	0	0	100
9092	9	S	MTWTF	9162	TNT	520	Triana	301	0.0					9	12	100	51	34	17	0	23	20	8	49
Class Average:														51.0		100	51	34	17	0	23	20	8	49
2309	2	S	MTWTF	5974	Topics in Calc	765	Forrest	205	5.0					9	12	36	31	16	15	0	0	13	18	5
4292	4	S	MTWTF	5974	Topics in Calc	765	Forrest	205	5.0					9	12	36	36	18	18	0	0	12	24	0
6264	6	S	MTWTF	5974	Topics in Calc	765	Forrest	205	5.0					9	12	36	16	8	8	0	0	8	8	20
Class Average:														27.7		108	83	42	41	0	0	33	50	25
1323	1	S	MTWTF	3731	TPP Work Exp	135	Garrett	108	5.0					11	12	36	15	12	3	0	0	0	15	21
Class Average:														15.0		36	15	12	3	0	0	0	15	21
1316	1	S	MTWTF	3621	TV Brdcast Jrnl	156	Hallam	913	5.0					9	12	1	4	1	3	0	0	0	4	-3
Class Average:														4.0		1	4	1	3	0	0	0	4	-3
1332	1	S	MTWTF	5394	TV BrdcastJrnlB	156	Hallam	913	5.0					9	12	35	33	18	15	1	4	13	15	2
2303	2	S	MTWTF	5394	TV BrdcastJrnlB	156	Hallam	913	5.0					9	12	1	1	1	0	0	1	0	0	0
Class Average:														17.0		36	34	19	15	1	5	13	15	2

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										Grp	Grp	Nm	Grp											
0084	0	S	MTWTF	2114	US History (P)	040	Brail	P1	5.0					9	12	36	23	14	9	0	0	23	0	13
1286	1	S	MTWTF	2114	US History (P)	040	Brail	P1	5.0					9	12	37	37	20	17	0	0	37	0	0
1287	1	S	MTWTF	2114	US History (P)	976	Rutledge	P8	5.0					9	12	37	37	20	17	0	0	37	0	0
2259	2	S	MTWTF	2114	US History (P)	976	Rutledge	P8	5.0					9	12	37	37	23	14	0	0	37	0	0
3262	3	S	MTWTF	2114	US History (P)	040	Brail	P1	5.0					9	12	37	36	21	15	0	0	36	0	1
4250	4	S	MTWTF	2114	US History (P)	751	Seale	P14	5.0					9	12	37	37	15	22	0	0	37	0	0
4251	4	S	MTWTF	2114	US History (P)	976	Rutledge	P8	5.0					9	12	37	36	20	16	0	0	36	0	1
6232	6	S	MTWTF	2114	US History (P)	976	Rutledge	P8	5.0					9	12	37	38	22	16	0	1	36	1	-1
Class Average:														35.1		295	281	155	126	0	1	279	1	14
2240	2	S	MTWTF	1464	US HistoryB D	427	Johnstone	400	5.0					9	12	36	15	8	7	0	0	15	0	21
Class Average:														15.0		36	15	8	7	0	0	15	0	21
2304	2	S	MTWTF	5404	Video Prod IB	156	Hallam	913	5.0					9	12	35	27	21	6	2	5	14	6	8
Class Average:														27.0		35	27	21	6	2	5	14	6	8
2239	2	S	MTWTF	1454	Wh/Geo/CultB D	135	Garrett	108	5.0					9	12	36	6	4	2	0	6	0	0	30
4229	4	S	MTWTF	1454	Wh/Geo/CultB D	135	Garrett	108	5.0					9	12	36	9	3	6	0	9	0	0	27
Class Average:														7.5		72	15	7	8	0	15	0	0	57
1282	1	S	MTWTF	2024	Wh/Geo/Cult(P)	140	Gibson	405	5.0					9	12	36	36	22	14	0	36	0	0	0
1283	1	S	MTWTF	2024	Wh/Geo/Cult(P)	940	Wojaczynski	410	5.0					9	12	36	35	12	23	0	35	0	0	1
2254	2	S	MTWTF	2024	Wh/Geo/Cult(P)	140	Gibson	405	5.0					9	12	36	37	17	20	0	37	0	0	-1
2255	2	S	MTWTF	2024	Wh/Geo/Cult(P)	365	Rasic	404	5.0					9	12	36	37	24	13	0	37	0	0	-1
3258	3	S	MTWTF	2024	Wh/Geo/Cult(P)	140	Gibson	405	5.0					9	12	36	37	21	16	0	37	0	0	-1
3259	3	S	MTWTF	2024	Wh/Geo/Cult(P)	365	Rasic	404	5.0					9	12	36	34	17	17	0	34	0	0	2
4246	4	S	MTWTF	2024	Wh/Geo/Cult(P)	330	Picazo	401	5.0					9	12	36	34	20	14	0	34	0	0	2
4247	4	S	MTWTF	2024	Wh/Geo/Cult(P)	365	Rasic	404	5.0					9	12	36	34	19	15	0	34	0	0	2
5232	5	S	MTWTF	2024	Wh/Geo/Cult(P)	940	Wojaczynski	410	5.0					9	12	36	37	27	10	0	37	0	0	-1
5233	5	S	MTWTF	2024	Wh/Geo/Cult(P)	976	Rutledge	P8	5.0					9	12	36	36	18	18	0	36	0	0	0
6227	6	S	MTWTF	2024	Wh/Geo/Cult(P)	940	Wojaczynski	410	5.0					9	12	36	37	19	18	0	37	0	0	-1
Class Average:														35.8		396	394	216	178	0	394	0	0	2
4289	4	S	MTWTF	5214	Wind Ensmble (P	768	Magana	INST	5.0					9	12	45	43	29	14	2	12	20	9	2
Class Average:														43.0		45	43	29	14	2	12	20	9	2

Tesoro High School

01/31/2017

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2016-2017

CLASS LOAD ANALYSIS BY COURSE AND PERIOD

Page 35

Sec#	Pd	Sm	Days	Crs ID	Course Title	Tch#/Name	Rm	Crd	Sch Crs Tm Sm				Sx	Range	Max	Total	Boys	Girls	9	10	11	12	Left
									Grp	Grp	Nm	Grp											
0087	0	S	MTWTF	2831	Wld Lit/Cmp (P)	520 Triana	301	5.0					12	12	37	37	16	21	0	0	0	37	0
1296	1	S	MTWTF	2831	Wld Lit/Cmp (P)	864 Beukema	P11	5.0					12	12	37	38	20	18	0	0	0	38	-1
2271	2	S	MTWTF	2831	Wld Lit/Cmp (P)	520 Triana	301	5.0					12	12	37	35	13	22	0	0	0	35	2
3270	3	S	MTWTF	2831	Wld Lit/Cmp (P)	864 Beukema	P11	5.0					12	12	37	37	24	13	0	0	0	37	0
5241	5	S	MTWTF	2831	Wld Lit/Cmp (P)	520 Triana	301	5.0					12	12	37	36	22	14	0	0	0	36	1
6237	6	S	MTWTF	2831	Wld Lit/Cmp (P)	864 Beukema	P11	5.0					12	12	37	34	18	16	0	0	0	34	3
Class Average:													36.2		222	217	113	104	0	0	0	217	5
0082	0	S	MTWTF	1884	Yearbook	812 Sybirski	919	5.0					9	12	25	21	6	15	0	6	2	13	4
1278	1	S	MTWTF	1884	Yearbook	812 Sybirski	919	5.0					9	12	30	13	1	12	1	3	2	7	17
Class Average:													17.0		55	34	7	27	1	9	4	20	21



2013-14 School Quality Snapshot

Tesoro High

Capistrano Unified

1 Tesoro Creek Rd., Las Flores, CA 92688

Grades Offered: 9 - 12

Enrollment: 2,345

Charter: No

Title I Funded: No

CDS Code: 30-66464-3030756

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?

The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?

It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?

The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?

The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?

The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?

Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ca/>

California's Academic Performance Index (API)

2013 Growth API	882
Growth from Prior to Current Year	-14
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No
2013 Growth API State Rank	10
2013 Growth API Similar Schools Rank	5

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian	Yes	-22
Filipino		--
Hispanic or Latino	Yes	-10
Native Hawaiian or Pacific Islander		--
White	Yes	-18
Two or More Races		--
English Learners		--
Socioeconomically Disadvantaged	Yes	2
Students with Disabilities	No	-6

Green = Student group met target

Red = Student group did not meet target

-- = Student group is not numerically significant

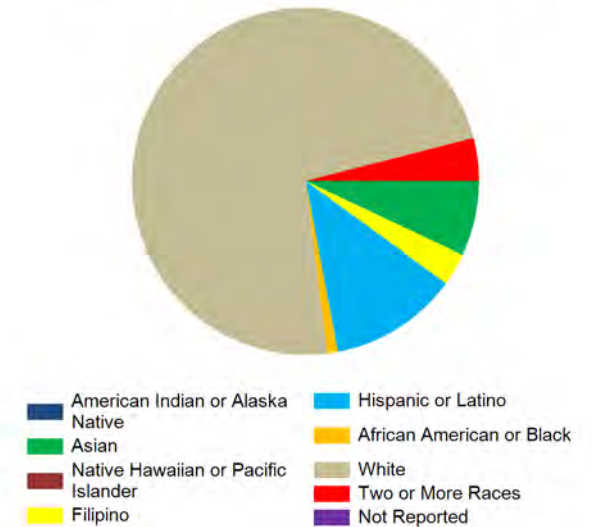
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

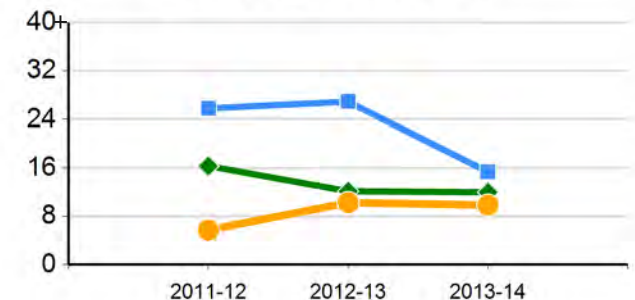
2013-14 Enrollment by Race/Ethnicity



2013-14 Subgroup Enrollment

English Learners	1%
Socioeconomically Disadvantaged	6%
Students with Disabilities	8%

Percentage of Students Redesignated to Fluent-English Proficient





2013-14 School Quality Snapshot

Tesoro High

Capistrano Unified

1 Tesoro Creek Rd., Las Flores, CA 92688

Grades Offered: 9 - 12

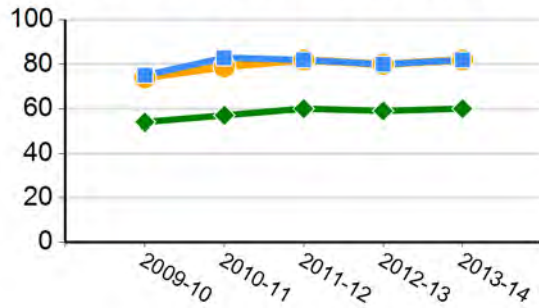
Enrollment: 2,345

Charter: No

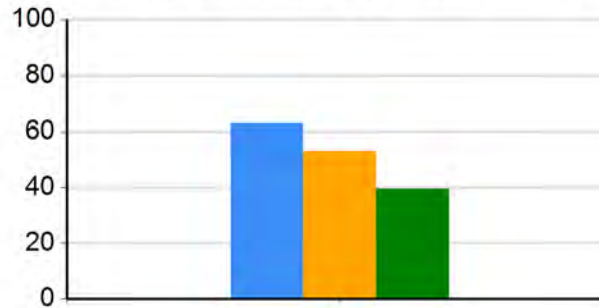
Title I Funded: No

CDS Code: 30-66464-3030756

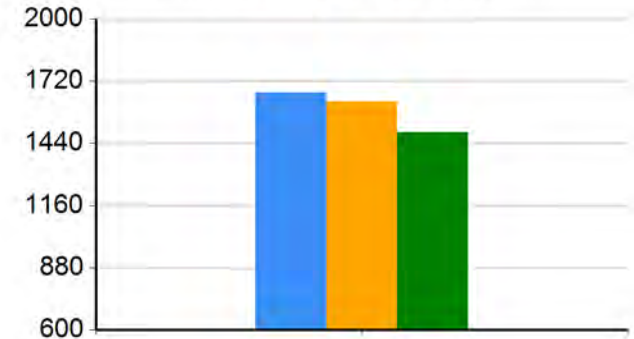
CST Science Results
(percent proficient and above)



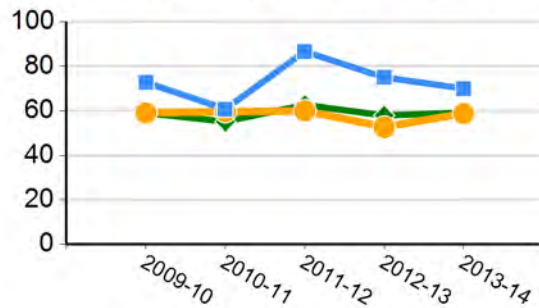
Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements



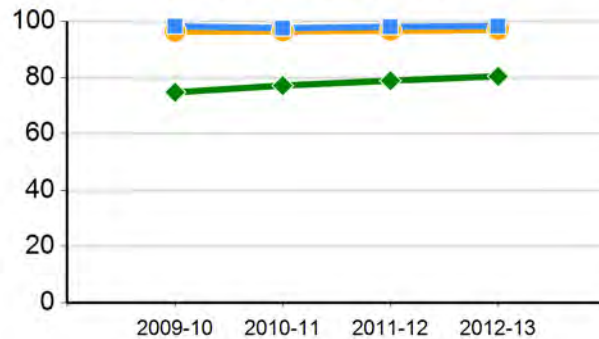
2012-13 Average SAT Score



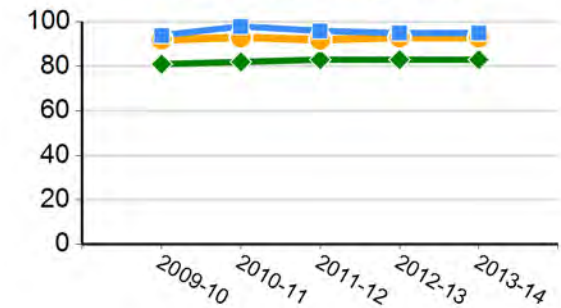
Percentage of English Learners Making Progress in Learning English



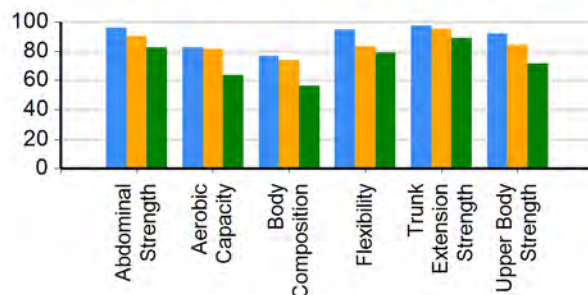
Cohort Graduation Rate*



CAHSEE English-Language Arts Grade 10 Passing Rate



Percentage of Students in the Healthy Fitness Zone in 2012-13



2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

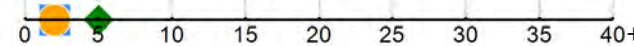


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

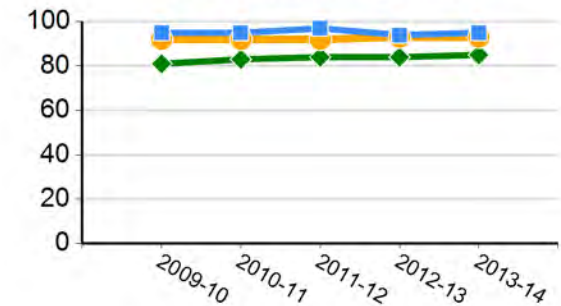
* Only four years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics Grade 10 Passing Rate



Tesoro High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., 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 (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 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Tesoro High School
Street	1 Tesoro Creek Road
City, State, Zip	Las Flores, CA 92688
Phone Number	(949) 234-5310
Principal	Bill Mocnik
E-mail Address	wemocnik@capousd.org
Web Site	http://www.tesorohighschool.com
Grades Served	9-12
CDS Code	30-66464-3030756

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	kmvital@capousd.org
Web Site	www.capousd.org

School Description and Mission Statement (Most Recent Year)

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

Tesoro High School, Capistrano Unified’s fifth high school, opened its doors in the fall of 2001. Currently Tesoro serves approximately 2,400 students in Grades 9-12 and served just fewer than 3,100 at its peak. An extensive program in academics, including college prep and advanced courses, special education services, athletics, and fine and performing arts, are available to all students. Tesoro provides technology and computer access throughout the campus. Specially designed classrooms for physics, advanced mathematics, digital photography, video production, graphic arts, and several computer labs support instruction and learning.

Tesoro High School has built many support systems into the daily schedule. The school operates on a block schedule. While students have six classes in their schedule, they attend only three classes per day, every other day. This reduces the load to approximately 75 to 100 students per day per teacher. Included in the schedule is a 33 minute period called “tutorial.” Four days a week, sophomores, juniors, and seniors attend tutorial in any class of their choice. Students use this time to get extra help from their teacher, make up labs and tests, or work on projects. All 9th grade students are assigned a certificated staff member with whom they meet weekly in their homeroom class for the school year. Focusing on the forty developmental assets, the homeroom program provides a venue to hold individual students accountable for grades, to discuss study skills, and to develop lasting and meaningful connections between staff and students, thereby making a large school seem small.

A continuously refined component to the 9th grade Homeroom program is IMPACT, a student mentoring program. Approximately 175 hand-selected juniors and seniors are trained on a weekly basis to work with all freshmen in the Homeroom classes during the school year. The IMPACT program focuses on the key transition from middle to high school and provides structure and leadership training to upper-class students who in turn work with freshman in a mentoring capacity.

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

As a Professional Learning Community, Tesoro High School provides an atmosphere where teachers collaborate regularly on vertical and horizontal curricular teams working on standards-based curriculum maps, assessment tools, and teaching methodologies. Team goals are based on standards-based test results. Tesoro High School is a place where all students' needs are met in an environment where the Titan community consistently does the right and proper thing by demonstrating Wisdom, Strength, and Honor.

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	630
Grade 10	581
Grade 11	573
Grade 12	571
Total Enrollment	2,355

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	7.6
Filipino	2.4
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.1
White	70.9
Two or More Races	4.6
Socioeconomically Disadvantaged	7.1
English Learners	1.4
Students with Disabilities	8.5

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	85	91	88	1909
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	2
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.6	4.4
All Schools in District	96.0	4.0
High-Poverty Schools in District	84.5	15.5
Low-Poverty Schools in District	97.4	2.6

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1998, 2002, 2003 - 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	2003 - 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	2007, 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	2005, 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	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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	1998, 2005, 2010 - 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)	2007, 2008 - All students are provided an instructional material as determined by type of science the student is studying. Lab equipment is customized by type of science and lab/classroom. All textbooks are state-adopted and standards-based.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

In 2007, the school received a donation for 20 permanent benches for outdoor student seating. In addition, 26 outdoor lunch tables were installed. Eight additional permanent benches were donated in 2010. Two large shade structures were installed in February 2008. A dedicated science computer lab was completed in spring 2008. The computer labs are in the process of having the infrastructure updated (wiring). Banners and building signage were added in 2011 and 2012. In 2013-14, additional banners/signage was placed around the tennis courts leading all the way to the stadium. Also added in 2013-14 were 33 benches and 15 outdoor lunch tables for student seating.

With the expectation of future growth through School of Choice and the new residential developments that are being built within our boundaries, Tesoro will have a new 24 classroom building built in the area across from the current portable classrooms. The portable classrooms will be removed and the overall net gain in classroom space will accommodate the future growth. The building is expected to be completed in time for the 2018-19 school year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	80	68	44
Mathematics	53	55	33

Note: Percentages are not calculated 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	548	514	93.8	8	13	28	51
Male	11		253	46.2	13	17	33	38
Female	11		261	47.6	3	9	24	65
Black or African American	11		10	1.8	--	--	--	--
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		44	8.0	2	5	25	68
Filipino	11		12	2.2	8	17	0	75

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	11	69	12.6	16	17	30	36	
Native Hawaiian or Pacific Islander	11	0	0.0	--	--	--	--	
White	11	357	65.1	7	13	28	52	
Two or More Races	11	20	3.6	5	15	20	60	
Socioeconomically Disadvantaged	11	34	6.2	21	21	29	29	
English Learners	11	7	1.3	--	--	--	--	
Students with Disabilities	11	27	4.9	56	22	19	4	
Foster Youth	11	--	--	--	--	--	--	

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	548	514	93.8	24	23	29	24
Male	11	253	46.2	29	22	26	23	
Female	11	261	47.6	19	24	32	25	
Black or African American	11	10	1.8	--	--	--	--	
American Indian or Alaska Native	11	2	0.4	--	--	--	--	
Asian	11	43	7.8	7	12	33	49	
Filipino	11	12	2.2	17	17	50	17	
Hispanic or Latino	11	69	12.6	38	26	22	14	
Native Hawaiian or Pacific Islander	11	0	0.0	--	--	--	--	
White	11	358	65.3	23	24	29	24	
Two or More Races	11	20	3.6	25	20	35	20	
Socioeconomically Disadvantaged	11	34	6.2	56	6	18	21	
English Learners	11	8	1.5	--	--	--	--	
Students with Disabilities	11	27	4.9	89	11	0	0	
Foster Youth	11	--	--	--	--	--	--	

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	79	82	83	80	82	80	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Students at the School	83
Male	81
Female	83
Black or African American	69
American Indian or Alaska Native	--
Asian	82
Filipino	92
Hispanic or Latino	75
White	83
Two or More Races	81
Socioeconomically Disadvantaged	38
English Learners	--
Students with Disabilities	78
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

- Programs and classes offered that are specifically focused on career preparation and or preparation for work Career Technical Education is offered throughout Capistrano Unified School District in both middle school and high school. Some STEM courses begin as early as elementary school and pathway through community college. All CTE courses offered include a module on career preparation including interviewing, resume preparation, employment retention, portfolio preparation, as well as extensive industry specific skills. All CTE courses incorporate academic instruction and adhere to the CTE State Model Curriculum Standards which integrate Common Core State Standards. CUSD offers courses in 14 of the 15 State approved industry sectors and has over 25 complete pathways that include introductory, concentrator and multiple capstone courses. Students are provided with options to prepare them for college and career choices after high school. CUSD funds a fully functional Regional Occupational Program that partners with local business and industry to provide internship opportunities in many courses including Medical Assisting, Dental Assisting, Emergency Medical Technician, Hospital Careers, Pharmacy Technician, Surgical Technologist, Veterinary Technician, Automotive Technician, Retail Careers, Restaurant Careers, and Careers in Hospitality. Many courses include industry certification, articulations or dual credit with community college, or are UC a-g accredited. There are over 200 sections of CTE courses available to all students throughout the district and all provide completing students with industry recognized certification.
- How these programs and classes are integrated with academic courses and how they support academic achievement All CTE courses include academic instruction as it relates to the industry/career focus. CTE instruction often provides the relevance and application of academic skills in sectors such as Health Science and Medical Technology (mixing compounds for medication or

testing, for example), Engineering (math and physics) and Auto Technology (determining speed and velocity, etc.) Often, students find the relevance of the academic skills they've attained make sense once they apply them in CTE courses. Many students achieve higher grades and take a greater interest in their academic related courses after enrolling in a CTE course. More and more, college entrance factors are increased by CTE experience and is often found to be as valuable as a student's GPA in determining admittance. The California Department of Education states that attendance in a CTE course more than doubles the rate of college entrance for minority students. And students who complete a blended academic-career curriculum are more likely to pursue secondary education, earn a higher GPA in college and are less likely to drop out in the first year of college. CUSD's CTE courses integrate and 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 All CTE teachers hold appropriate teaching credentials that include training in working with special population students. CTE courses are marketed and available to all students, and are highly encouraged by the guidance staff. Brochures are available explaining CTE benefits and pathways available. Information is available on the district website as well as the ROP website for students and parents.
- The measurable outcomes of these programs and classes, and how they are evaluated Every CTE course is competency-based and has establish competencies that were designed based on state approved curriculum. Students must complete hands-on projects and tests that show mastery of each competency before the teacher can sign-off on that competency. In addition, exams that include all competencies are given near the end of each course, some that are established by the State or the industry standard. As an example, students in Dental Assisting earn an X-ray license, Pharmacy Technicians take a State Board of Pharmacy exam to become licensed. Grades are issues in the same manner as academic courses, with a grading scale provided to students through a syllabus in the beginning of the year. Teachers use grading software as approved by the district.
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee Patricia Romo, Executive Director of Career Technical Education is the CTE advisory committee representative. Advisory meetings are held annually for each of the 14 industry sectors and advisory members include teachers, students, business and industry partners, administrators, and parents.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	506
% of pupils completing a CTE program and earning a high school diploma	22.00%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	34%

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.99
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	63.48

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	75	74	77	76	64	66	57	56	58
Mathematics	78	79	78	74	66	65	60	62	59

Note: Percentages are not calculated 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 (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	26	29	45	27	43	30
All Students at the School	23	32	45	22	43	35
Male	26	35	39	21	44	35
Female	19	29	53	24	42	34
Black or African American	46	54		69	31	
Asian	21	15	64	3	38	59
Filipino	27	33	40	20	33	47
Hispanic or Latino	31	42	27	45	34	21
White	20	31	49	19	45	36
Two or More Races	23	33	44	26	46	28
Socioeconomically Disadvantaged	37	40	23	30	53	16
Students with Disabilities	80	11	9	87	13	

Note: Percentages are not calculated 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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.20	23.40	58.70

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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. Our recently created Tesoro Titan Foundation has funded a computer lab, teacher conferences, and instructional technology for individual teachers. Finally, the Education for the Children Foundation funds numerous grants for teachers that directly benefit the students in classrooms.

For additional information about these organizations please visit tesorohighschool.com.

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.20	0.70	1.20	1.80	1.60	1.90	13.10	11.40	11.50
Graduation Rate	98.09	98.36	96.48	96.89	97.17	96.81	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	95.04	96.85	84.6
Black or African American	100	96.55	76
American Indian or Alaska Native	100	95.83	78.07
Asian	92.31	99.17	92.62
Filipino	100	101.22	96.49
Hispanic or Latino	90.67	94.14	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	96.25	97.61	89.93
Two or More Races	85	94.94	82.8
Socioeconomically Disadvantaged	73.91	80.69	61.28
English Learners	44.44	72.56	50.76
Students with Disabilities	92	89.61	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.20	3.13	2.72	2.21	2.02	1.86	5.07	4.36	3.80
Expulsions	0.08	0.08	0.08	0.11	0.09	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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. The Safety Plan was last reviewed, updated, and discussed with faculty and a student representative (high schools) in September-October, 2015 and reviewed by Executive Director, Safety and Student Services on October 9, 2015.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	27	25	19	48	27	23	22	43	26	23	35	32
Mathematics	28	17	19	44	28	20	19	40	28	15	24	40
Science	34	2	17	38	34	2	18	36	26	19	31	28
Social Science	32	9	9	47	31	9	7	49	31	8	14	46

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	391
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist		N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,225	\$1,691	\$5,534	\$82,213
District	N/A	N/A	\$5,681	\$81,876
Percent Difference: School Site and District	N/A	N/A	-2.6	0.4
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	3.5	12.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Each district school receives categorical funding to provide supplemental services to assist students:

- in reaching academic proficiency
- in mastering grade level content standards and
- to successfully graduate from high school.

Services vary by school and may include:

- Tutoring (designated Program Improvement schools and other federal programs)
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Learners
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID Programs
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (Academic and Career)
- Special Education

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,899	\$43,165
Mid-Range Teacher Salary	\$73,475	\$68,574
Highest Teacher Salary	\$98,931	\$89,146
Average Principal Salary (Elementary)	\$122,196	\$111,129
Average Principal Salary (Middle)	\$127,804	\$116,569
Average Principal Salary (High)	\$136,872	\$127,448
Superintendent Salary	\$267,204	\$234,382
Percent of Budget for Teacher Salaries	44%	38%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	10	N/A
Fine and Performing Arts	1	N/A
Foreign Language	6	N/A
Mathematics	6	N/A
Science	10	N/A
Social Science	24	N/A
All courses	59	1.4

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Capistrano Unified School District places great value on the role of professional development, and utilizes systems-wide structures and strategies to promote continuous learning of adults that result in increased learning for students. The ongoing focus for professional development is to support the district's Wildly Important Goal for Teaching and Learning. It is the district goal to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

By design, the model for providing professional development is multi-tiered, and ranges from large-scale, district-wide training focused on priorities areas to site-specific, embedded professional development (including coaching) that supports teachers in the transfer of that training to the classroom. In addition, professional development "academies" provide supplemental training after school hours to further support district initiatives and teacher needs for ongoing professional learning. The outcome of all CUSD professional development is to improve teacher practice in order to increase student learning. In support of this outcome, administrators participate in professional learning to increase their knowledge of quality practices, California Content Standards, and strategies for instructional leadership.

Since 2004, all schools provide specific release time for embedded professional development using late start or early release days. In grades K-8, this time is known as ACE time (Articulation and Collaboration for Excellence). The purpose of this time is for educators to examine the impact of their practice on student learning, with a focus on continuous improvement. Schools work to identify key areas of learning based on an analysis of student data, upon which they place their focus for professional learning and set annual measurable goals based upon those 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. The action plan developed to accomplish these goals outlines priorities for teacher training and implementation.

Throughout the year, the structure of collaboration typically involves teacher teams engaging in ongoing examination of standards-based curriculum, the examination of meaningful formative and summative assessment data, and powerful teaching strategies that get results in student learning. 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.

Introduction:

LEA: Capistrano Unified School District **Contact (Name, Title, Email, Phone Number):** Kirsten M. Vital, Superintendent, kmvital@capousd.org, (949) 234-9203 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

As part of the LCAP development process, this data was analyzed for implications related to the priority areas of Conditions of Learning, Pupil Outcomes, and Engagement. Additional information regarding Capistrano Unified School District and comparisons to the county and state may be referenced on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual

update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
The District website includes a featured section devoted to LCFF/LCAP, which provides stakeholders with information regarding the process for its development, relevant data, related events and activities, and schedule of associated actions. The website can be found at http://capousd.ca.schoolloop.com/lcap An LCAP Planning Team consisting of District Office certificated and classified staff and Principals was convened to help guide the LCAP work for 2015-2016.	Input from all groups was taken into consideration when analyzing the progress and needs within the goal areas. Trends were identified in the following areas: Strengths: - Technology as a learning resource - Basic instructional materials provided - Students have several opportunities to work as part of a team

Three meetings were held to plan stakeholder engagement, analyze needs assessment data, and provide input into the development of LCAP documents.

Executive staff and site administrators continued to engage parents, administrators and certificated staff (including certificated local bargaining unit), classified staff (including classified local bargaining unit), and students in meetings, advisory group input sessions and school site/parent meetings. Notices were sent through email, District listserves, website updates, and automated phone messaging.

At each of the stakeholder engagement group meetings held during the 2015-2016 school year, an overview was presented on the goals, actions and strategies, stakeholder engagement plans, and annual update. Input was gathered on services, ways District staff can support stakeholders, and suggestions for plan updates. Some groups rotated to charts displayed around the room and others gathered in groups of two to five members. Participants were given pens/markers to write input on large chart paper. Comments and feedback were recorded on group input charts, shared out, and later typed into documents. This input was compiled, shared with District leaders, and posted for examination on the District website.

To make the 73-page 2015-2016 LCAP more understandable, CUSD contracted with a vendor to develop a LCAP Infographic - a 12-page pictorial summary in English and Spanish of the LCAP which was distributed at all engagement meetings and posted online. The LCAP Infographic information includes a District overview, summary of the goals, actions, and expenditures, and annual update, metrics and progress indicators. Stakeholder feedback about the LCAP Infographic was very positive and feedback shared was that it helped people better understand the plan.

List of Stakeholder Input Meetings that occurred during the 2015-16 School Year:

Student Advisor to the Board - October 9

LCAP Parent Advisory Committee – November 2, February 2, April 14

District English Learner Advisory Committee (DELAC) – December 8 and April 26

Special Education Community Advisory Committee (CAC) – February 18

Capistrano Unified Council PTSA – March 7 and March 4 (Legislative

Counselors
Instructional Coaches

Areas to Focus On:

Career Technical Education outreach; Vocational and real life skills

Intervention/academic supports

Visual and Performing Arts outreach

Facility cleanliness

Bullying/Cyber Bullying

Communication between teacher/school and parents

Information on a-g

Parent education/information

AVID

Universal screening

Bilingual support staff

Secondary sections

Capistrano Unified Education Association and the District agree that employees are the District's greatest asset in delivering programs and services to students. The District will be unable to achieve desired results without employees. Maintaining 180 instructional days, providing time for teacher collaboration, engaging in aligned and coherent professional development, and recruiting and retaining qualified teachers are all essential components to pupil progress.

The priorities expressed by stakeholders during the engagement meetings and survey results led to the following planned actions for 2016-17:

1. Continue Counselors
2. Continue Instructional Coaches
3. Plans for implementation of Districtwide Bullying/Cyber Bullying curriculum
4. Schoolloop used by all teachers
5. Addition of Coordinator, College and Career and two College and Career Counselors
6. Continue Parent Institute for Quality Education (PIQE)
7. Implement Career Technical Education grant
8. Implement intervention curriculum for grades 1-5
9. Purchase Ticket to Read for Districtwide use

Committee) Elementary Principals Meeting – March 7 Middle School Principals Meeting - March 7 High School Principals Meeting - March 11 CSEA (Classified Local Bargaining Unit) – March 31 CUEA (Certificated Local Bargaining Unit) – April 12 School site and staff meetings – various by site (high school students participate on high school site councils) In addition to the in-person meetings, all CUSD parents, staff and secondary students were invited to engage in the LCAP through participation in a LCAP survey. CUSD staff partnered with the Orange County Department of Education's Office of Evaluation to develop a LCAP Parent Survey, LCAP Student Survey, and LCAP Staff Survey. The parent survey was available in English and Spanish. All surveys were available online and hard copies of the parent survey were available in elementary school offices and kiosk computers in secondary school offices for parents without internet access. A total of 10,436 surveys were collected: Student surveys - 7,554 Parent surveys - 1,984 Staff surveys - 898	10. Provide AVID training for all AVID teachers 11. Continue Bilingual Community Services Liaisons 12. Enhance secondary off-ratio sections for English language development and intervention 13. Visual and Performing Arts coordination
Annual Update: During the stakeholder engagement meetings listed above, the Annual Update was highlighted in the LCAP Infographic. Additionally, stakeholders provided feedback on the goals, actions, and strategies in preparation for the development of 2016-17 goals, actions, and strategies.	Annual Update: Stakeholder feedback revealed: LCAP Infographic helped people better understand the LCAP goals, actions, services, and progress. LCAP Survey was a good idea to engage more stakeholders. Counselors, Instructional Coaches, Bilingual Community Services Liaisons, and Parent Institute for Quality Education are effective strategies that should be continued. Technology is being used as a learning resource.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Goal 1: Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.	Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify
Identified Need :	• Prepare students for success in college, career, and other post-secondary options • Prepare students to use digital tools • Implement a systematic approach for identifying at-risk students • Implement appropriate interventions to meet the needs of at-risk students • Increase a-g completion rates • Refine and expand course offerings to reflect rigor and a broad course of study that prepares students for college, career, and other post-secondary options • Expand CTE pathways • Improve college readiness, enrollment, and persistence rates, including student groups • Increase technological resources/devices for staff and students As measured by: - SBA ELA and Mathematics Results - CST/CMA/CAPA Science - Teachers appropriately credentialed and assigned - Early Assessment Program (EAP) - CELDT and AMAO Data - English Learner reclassification rate - Interim assessments - Subgroup performance (ELL, LTEL, SWD, SED) on SBA and district interim assessments - Sufficiency of and student access to standards aligned instructional materials - Number of high school students, including Adult Transition Program (ATP) students placed in a career internship/apprenticeship - Suspension/Expulsion rates - Attendance rates and chronic absenteeism rates - MS & HS dropout rates - HS graduation rates - California Healthy Kids Survey - SST and 504 data (annual referral and related data) - Special Education referral and placement data # of students referred for Tier II and III interventions - Discipline/office referrals - a-g completion - On-track high school students - College-Going Rate (Nat'l. Clearinghouse)	

	Number of CTE Career Pathways Number of Advanced Placement and IB students Advanced Placement exam pass rates with 3 or higher Naviance participation VAPA and electives data College Remediation data (CSU, Saddleback) Articulation data (CATEMA) Subgroup analysis (EL, SWD, SED) of participation in broad course of study, college-going rates, a-g completion, and AP/IB participation Number of digital devices for staff and students	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All Students (including unduplicated)

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increased student proficiency in academic achievement measures (including SBA) by State growth targets or by 3% in all grade bands and subgroups. Classroom instruction will reflect grade level standards, including integrated digital literacy skills as measured by Bright Bytes. Increased reclassification rate by 3% over previous year. Number of LTEL students will decrease by 2% over previous year in Grades 5-12 AMAO 1: Meet target AMAO 2: Meet target and increase by 3% Increase teachers appropriately credentialed and assigned by 1% Maintain 100% student access to standards-aligned instructional materials Systematic approach for identifying at-risk students Appropriate interventions to meet the needs of at-risk students Universal screening data will be gathered on an ongoing basis at all sites Counseling support will be available for sites Decreased referrals for more restricted programs Decreased suspensions and expulsions Decreased special education identification Maintain District attendance rate of 96% or higher Reduce chronic absenteeism rate by .4% Increase the number of students completing a-g by 3% from previous year Increase HS graduation rate Decrease MS and HS dropout rate Continued expansion of CTE pathways to reflect high wage/high demand industries/careers EAP results will reflect a 3% increase or identified State target over the prior year in students identified as "college ready" Increase Advanced Placement pass rate with 3 or higher by 3% Increase number of Advanced Placement course test takers Annual Tech. Plan objectives will be met. Classroom 1:1 device program will be expanded.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure effective learning conditions through highly qualified staff, reducing class size and providing adequate instructional days for students.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:	Maintain student days at 180 1000-1999: Certificated Personnel Salaries Supplemental \$638,000 Decrease class size per negotiated agreement 1000-1999: Certificated Personnel Salaries Supplemental \$1,130,230 Teacher Induction 1000-1999: Certificated Personnel Salaries Educator Effectiveness \$315,000

		(Specify)	
Provide professional development for teachers and classified instructional staff on state standards, effective instructional practices, assessment and data analysis.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Instructional coaches K-8 1000-1999: Certificated Personnel Salaries Base \$1,268,410 Clerical support 2000-2999: Classified Personnel Salaries Title II \$86,500 Mileage 5000-5999: Services And Other Operating Expenditures Supplemental \$500 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$22,700 Data Meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000 Instructional Coaches 9-12 1000-1999: Certificated Personnel Salaries Supplemental \$400,000 NGSS professional development for teachers in 6th grade and high school biology 1000-1999: Certificated Personnel Salaries Base \$28,980 NGSS professional development for elementary teachers during ACE days. \$0
Ensure state standards-aligned curriculum and materials	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Curriculum Specialists (K-5) and (6-12) 1000-1999: Certificated Personnel Salaries Supplemental \$706,104
Provide professional development, technical support, and progress analysis in the area of digital literacy	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	TIS TOSAs to provide professional development and technical support for elementary and secondary digital literacy 1000-1999: Certificated Personnel Salaries Base \$200,000 Technical and training support for elementary and secondary re: digital literacy tools 2000-2999: Classified Personnel Salaries Base \$80,000 Bright Bytes 5800: Professional/Consulting Services And Operating Expenditures Base \$62,000
Increase number of ELs who reclassify as fully English proficient, and decrease the number of LTEL students.	Districtwide	☐ All	Summer EL Support and CELDT Testing 1000-1999:

		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Certificated Personnel Salaries Supplemental \$91,000 Testing Technicians 2000-2999: Classified Personnel Salaries Supplemental \$14,408 Secondary ELD sections 1000-1999: Certificated Personnel Salaries Supplemental \$420,000
Provide program guidance, professional development, materials and support for teachers and paraprofessionals serving English learners with a focus on ensuring access to state standards and ELD aligned instruction.	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	ELD Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$145,000
English learner program operations	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Director and Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$259,124 Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$67,272 Office Supplies 4000-4999: Books And Supplies Supplemental \$10,000 Printing 5000-5999: Services And Other Operating Expenditures Supplemental \$600 Account Clerk 2000-2999: Classified Personnel Salaries Supplemental \$25,000 Bilingual Clerk 2000-2999: Classified Personnel Salaries Supplemental \$68,544 Bilingual Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$60,725 Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$40,000
Support data-driven decision making to increase student learning.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent	Analyst 2000-2999: Classified Personnel Salaries Supplemental \$86,464

		English proficient _ Other Subgroups: (Specify)	
Provide professional development for special education teachers on curriculum and effective instructional practices.	Districtwide	☐ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) Students with Disabilities	One day collaboration and professional development on Unique Learning Systems (ULS) for teachers in kindergarten through Adult Transition programs. 1000-1999: Certificated Personnel Salaries Medi-Cal \$3,000 Substitutes and materials for four days of professional development for teachers in mild-moderate programs. 1000-1999: Certificated Personnel Salaries Medi-Cal \$7,040
Provide interventions for students at academic, social-emotional, and behavioral risk.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$3,200,000 School Attendance Review Board and Alternative To Suspension Support 1000-1999: Certificated Personnel Salaries Base \$100,000 Alternative To Suspension Support 1000-1999: Certificated Personnel Salaries Base \$35,000 Credit Recovery teacher additional assignment 1000-1999: Certificated Personnel Salaries Supplemental \$74,000 Secondary intervention sections for focus middle schools 1000-1999: Certificated Personnel Salaries Supplemental \$160,000 Ticket To Read 5000-5999: Services And Other Operating Expenditures Supplemental \$52,500
Enhance screening tools and other assessments to identify and monitor students requiring interventions.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	MTSS supplies, materials, and assessments 4000-4999: Books And Supplies Supplemental \$40,000 Child Behavior Pathways 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000 DIBELS 5800: Professional/Consulting Services And Operating Expenditures Base \$6,100
Provide management and oversight of districtwide interventions and site support.	Districtwide	☒ All OR: ☐ Low Income pupils	Director and Coordinators 1000-1999: Certificated Personnel Salaries Supplemental \$367,328 Site coordination additional assignment (including Student

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Success Team coordination) 1000-1999: Certificated Personnel Salaries Supplemental \$120,825 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$71,642
Provide interventions for foster students.	Districtwide	_ All OR: _ Low Income pupils _ English Learners ☒ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Academic tutoring 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Provide a program reflecting a broad course of study including STEM, CTE, VAPA, and electives.	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental instructional materials - STEM 4000-4999: Books And Supplies Base \$30,000 Executive Director, Career Technical Education 1000-1999: Certificated Personnel Salaries Supplemental \$79,816 Coordinator, Visual and Performing Arts 1000-1999: Certificated Personnel Salaries Supplemental \$115,000 Career Technical Education 4000-4999: Books And Supplies CTE Incentive Grant \$2,373,545 OC STEM Partnership \$0
Provide college readiness and support program for potential first generation college attendees.	Del Obispo, Kinoshita, AVMS, BAMS, MFMS, DJAMS, NHMS, Newhart, LRMS, SCHS, DHHS, CVHS, ANHS, SJHHS	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	AVID Participation fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000 AVID Participation fee 5800: Professional/Consulting Services And Operating Expenditures Title I \$6,950 AVID Summer Intensive Teacher Professional Development 5000-5999: Services And Other Operating Expenditures Base \$96,735

Provide college readiness assessments and activities.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Naviance 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$57,000 College Fair in collaboration with CUCPTSA 5000-5999: Services And Other Operating Expenditures Base \$5,000 Two College and Career Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$200,000 Coordinator, College and Career 1000-1999: Certificated Personnel Salaries Supplemental \$120,000 PSAT Grades 10 and 11 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$107,880
Increase the number of students with disabilities succeeding in general education classes.	Districtwide	☐ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) Students with Disabilities	Provide professional development on effective collaborative model between general education and special education teachers. 1000-1999: Certificated Personnel Salaries Special Education 8,000 TOSAs to provide mentoring and coaching to teachers to support students with disabilities access to effective instruction in core curriculum. 1000-1999: Certificated Personnel Salaries Special Education \$400,000
Expand broad course of study through shifts from accelerated classes to honors classes with pacing guide development.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Pacing Guide Development 1000-1999: Certificated Personnel Salaries Base \$4,000
Expand and enhance partnership with Saddleback College - expand college pathways with certificate track while in high school.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Monthly Saddleback College High School Partnership Council \$0

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increased student proficiency in academic achievement measures (including SBA) by State growth targets or by 3% in all grade bands and subgroups. Classroom instruction will reflect grade level standards, including integrated digital literacy skills as measured by Bright Bytes. Increased reclassification rate by 3% over previous year. Number of LTEL students will decrease by 2% over previous year in Grades 5-12 AMAO 1: Meet target AMAO 2: Meet target and increase by 3% Each site will have a defined MTSS plan in accordance with District guidelines to support student learners. Universal screening data will be gathered on an ongoing basis at all sites. Counseling support will be available for sites. Decreased referrals for more restricted programs. Decreased suspensions and expulsions and/or special education services. Increase the number of students completing a-g by 3% from previous year. Increase HS graduation rate Decrease MS and HS dropout rate Continued expansion of CTE pathways to reflect high wage/high demand industries/careers. EAP results will reflect a 3% increase or identified State target over the prior year in students identified as "college ready". Annual Tech. Plan objectives will be met. Classroom 1:1 device program will be expanded.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure effective learning conditions through highly qualified staff, reducing class size, and adequate instructional days for students.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Maintain student days at 180 1000-1999: Certificated Personnel Salaries Supplemental \$638,000 Decrease class size per negotiated agreement 1000-1999: Certificated Personnel Salaries Supplemental \$1,130,230 Teacher Induction 1000-1999: Certificated Personnel Salaries Educator Effectiveness \$315,000
Provide professional development for teachers and classified instructional staff on state standards, effective instructional practices, assessment, and data analysis.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent	Instructional coaches K-8 1000-1999: Certificated Personnel Salaries Base \$1,268,410 Clerical support 2000-2999: Classified Personnel Salaries Title II \$86,500 Mileage 5000-5999: Services And Other Operating

		English proficient _ Other Subgroups: (Specify)	Expenditures Supplemental \$500 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$22,700 Data Meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000 Instructional Coaches 9-12 1000-1999: Certificated Personnel Salaries Supplemental \$400,000 NGSS professional development for teachers in 6th grade and high school biology 1000-1999: Certificated Personnel Salaries Base 28,980 NGSS professional development for elementary teachers during ACE days \$0
Ensure state standards-aligned curriculum and materials.	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum Specialists (K-5) and (6-12) 1000-1999: Certificated Personnel Salaries Supplemental \$706,104
Provide professional development, technical support, and progress analysis in the area of digital literacy	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	TIS TOSAs to provide professional development and technical support for elementary and secondary digital literacy. 1000-1999: Certificated Personnel Salaries Base \$200,000 Technical and training support for elementary and secondary re: digital literacy tools 2000-2999: Classified Personnel Salaries Base \$80,000 Bright Bytes 5800: Professional/Consulting Services And Operating Expenditures Base \$62,000
Increase number of ELs who reclassify as fully English proficient, and decrease the number of LTEL students.	Districtwide	_ All OR: _ Low Income pupils ☒ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer EL Support and CELDT Testing 1000-1999: Certificated Personnel Salaries Supplemental \$91,000 Testing Technicians 2000-2999: Classified Personnel Salaries Supplemental \$14,408 Secondary ELD sections 1000-1999: Certificated Personnel Salaries Supplemental \$420,000

Provide program guidance, professional development, and support for teachers and paraprofessionals serving English learners with a focus on ensuring access to state standards and ELD aligned instruction.	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	ELD Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$145,000
English learners program operations	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Director and Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$259,124 Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$67,272 Office Supplies 4000-4999: Books And Supplies Supplemental \$10,000 Printing 5000-5999: Services And Other Operating Expenditures Supplemental \$600 Account Clerk 2000-2999: Classified Personnel Salaries Supplemental \$25,000 Bilingual Clerk 2000-2999: Classified Personnel Salaries Supplemental \$68,544 Bilingual Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$60,725 Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$40,000
Support data-driven decision making to increase student learning.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Analyst 2000-2999: Classified Personnel Salaries Supplemental \$86,464
Provide professional development for special education teachers on curriculum and effective instructional practices.	Districtwide	☐ All OR: ☐ Low Income pupils	One day collaboration and professional development on Unique Learning Systems (ULS) for teachers in kindergarten through Adult Transition programs. 1000-1999: Certificated

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) <u>Students with Disabilities</u>	Personnel Salaries Medi-Cal \$3,000 Substitutes and materials for four days of professional development for teachers in mild-moderate programs 1000-1999: Certificated Personnel Salaries Medi-Cal \$7,040
Provide interventions for students at academic, social-emotional, and behavioral risk.	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$3,200,000 School Attendance Review Board and Alternative to Suspension Support 1000-1999: Certificated Personnel Salaries Base \$100,000 Alternative to Suspension Support 2000-2999: Classified Personnel Salaries Base \$35,000 Credit Recovery Teacher Additional Assignment 1000-1999: Certificated Personnel Salaries Supplemental \$228,500 Secondary intervention sections for focus middle schools 1000-1999: Certificated Personnel Salaries Supplemental \$160,000 Ticket to Read 5000-5999: Services And Other Operating Expenditures Supplemental \$52,500
Enhance screening tools and other assessments to identify and monitor students requiring interventions.	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	MTSS supplies, materials, and assessments 4000-4999: Books And Supplies Supplemental \$40,000 Child Behavior Pathways 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000 DIBELS 5800: Professional/Consulting Services And Operating Expenditures Base \$6,100
Provide management and oversight of District wide interventions and site support.	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Director and Coordinators 1000-1999: Certificated Personnel Salaries Supplemental \$367,328 Site Coordination and Additional Assignment (including Student Success Team coordination) 1000-1999: Certificated Personnel Salaries Supplemental \$120,825 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$71,642

Provide interventions for foster students.	Districtwide	☐ All OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Academic Tutoring 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Provide a program reflecting a broad course of study including STEM, CTE, VAPA, and electives.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Supplemental instructional materials - STEM 4000-4999: Books And Supplies Base \$30,000 Executive Director, Career Technical Education 1000-1999: Certificated Personnel Salaries Supplemental \$79,816 Coordinator, Visual and Performing Arts 1000-1999: Certificated Personnel Salaries Supplemental \$115,000 Career Technical Education 4000-4999: Books And Supplies CTE Incentive Grant \$2,455,159 OC STEM Partnership \$0
Provide college readiness and support program for potential first generation college attendees	Del Obispo, Kinoshita, AVMS, BAMS, MFMS, DJAMS, NHMS, Newhart, LRMS, SCHS, DHHS, CVHS, ANHS, SJHHS	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	AVID Participation Fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000 AVID Participation Fee 5800: Professional/Consulting Services And Operating Expenditures Title I \$6,950 AVID Summer Intensive Teacher Professional Development 5000-5999: Services And Other Operating Expenditures Base \$96,735
Provide college readiness assessments and activities.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Naviance 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$57,000 College Fair in collaboration with CUCPTSA 5000-5999: Services And Other Operating Expenditures Base \$5,000 Two College and Career Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$200,000 Coordinator, College and Career 1000-1999: Certificated

		(Specify)	Personnel Salaries Supplemental \$120,000 PSAT Grade 9, 10, and 11 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$160,500
Increase the number of students with disabilities succeeding in general education classes.	Districtwide	☐ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) <u>Students with Disabilities</u>	Provide professional development on effective collaborative model between general education and special education teachers. 1000-1999: Certificated Personnel Salaries Special Education \$8,000 TOSAs to provide mentoring and coaching to teachers to support students with disabilities access to effective instruction in core curriculum. 1000-1999: Certificated Personnel Salaries Special Education \$400,000
Expand broad course of study through shifts from accelerated classes to honors classes with pacing guide development.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Pacing Guide Development 1000-1999: Certificated Personnel Salaries Base \$4,000
Expand and enhance partnership with Saddleback College - expand college pathways with certified track while in high school.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Monthly Saddleback College High School Partnership Council \$0

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increased student proficiency in academic achievement measures (including SBA) by State growth targets or by 3% in all grade bands and subgroups. Classroom instruction will reflect grade level standards, including integrated digital literacy skills as measured by Bright Bytes. Increased reclassification rate by 3% over previous year. Number of LTEL students will decrease by 2% over previous year in Grades 5-12 AMAO 1: Meet target AMAO 2: Meet target and increase by 3% Each site will have a defined MTSS plan in accordance with District guidelines to support student learners. Universal screening data will be gathered on an ongoing basis at all sites. Counseling support will be available for sites. Decreased referrals for more restricted programs. Decreased suspensions and expulsions and/or special education services. Increase the number of students completing a-g by 3% from previous year. Increase HS graduation rate Decrease MS and HS dropout rate Continued expansion of CTE pathways to reflect high wage/high demand industries/careers. EAP results will reflect a 3% increase or identified State target over the prior year in students identified as "college ready". Annual Tech. Plan objectives will be met. Classroom 1:1 device program will be expanded.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure effective learning conditions through reducing class size and providing adequate instructional days for students.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Maintain student days at 180 1000-1999: Certificated Personnel Salaries Supplemental \$638,000 Decrease class size per negotiated agreement 1000-1999: Certificated Personnel Salaries Supplemental \$1,130,230
Provide professional development for teachers and classified instructional staff on state standards, effective instructional practices, assessment and data analysis.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent	Instructional coaches K-8 1000-1999: Certificated Personnel Salaries Base \$1,268,410 Clerical support 2000-2999: Classified Personnel Salaries Title II \$86,500 Mileage 5000-5999: Services And Other Operating

		English proficient _ Other Subgroups: (Specify)	Expenditures Supplemental \$500 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$22,700 Data Meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000 Instructional Coaches 9-12 1000-1999: Certificated Personnel Salaries Supplemental \$400,000 NGSS professional development for teachers in 6th grade and high school biology 1000-1999: Certificated Personnel Salaries Base \$28,980 NGSS professional development for elementary teachers during ACE days. \$0
Ensure state standards-aligned curriculum and materials	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum Specialist (K-5) and (6-12) 1000-1999: Certificated Personnel Salaries Supplemental \$706,104
Provide professional development, technical support, and progress analysis in the area of digital literacy	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	TIS TOSAs to provide professional development and technical support for elementary and secondary digital literacy 1000-1999: Certificated Personnel Salaries Base \$200,000 Technical and training support for elementary and secondary re: digital literacy tools 2000-2999: Classified Personnel Salaries Base \$80,000 Bright Bytes 5800: Professional/Consulting Services And Operating Expenditures Base \$62,000
Increase number of ELs who reclassify as fully English proficient, and decrease the number of LTEL students.	Districtwide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer EL Support and CELDT Testing 1000-1999: Certificated Personnel Salaries Supplemental \$91,000 Testing Technicians 2000-2999: Classified Personnel Salaries Supplemental \$14,408 Secondary ELD sections 1000-1999: Certificated Personnel Salaries Supplemental \$420,000

Provide program guidance, professional development, materials and support for teachers and paraprofessionals serving English learners with a focus on ensuring access to state standards and ELD aligned instruction.	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	ELD Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$145,000
English learner program operations	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Director and Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$259,124 Office Supplies 4000-4999: Books And Supplies Supplemental \$10,000 Printing 5000-5999: Services And Other Operating Expenditures Supplemental \$600 Bilingual Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$60,725 Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$67,272 Account Clerk 2000-2999: Classified Personnel Salaries Supplemental \$25,000 Bilingual Clerk 2000-2999: Classified Personnel Salaries Supplemental \$68,544 Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$40,000
Support data-driven decision making to increase student learning	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Analyst 2000-2999: Classified Personnel Salaries Supplemental \$86,464
Provide professional development for special education teachers on curriculum and effective instructional practices.	Districtwide	☐ All OR: ☐ Low Income pupils	One day collaboration and professional development on Unique Learning Systems (ULS) for teachers in kindergarten through Adult Transition programs. 1000-1999: Certificated

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) <u>Students with Disabilities</u>	Personnel Salaries Medi-Cal \$3,000 Substitutes and materials for four days of professional development for teachers in mild-moderate programs. 1000-1999: Certificated Personnel Salaries Medi-Cal \$7,040
Provide interventions for students at academic, social-emotional, and behavioral risk.	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$3,200,000 School Attendance Review Board and Alternative To Suspension Support 1000-1999: Certificated Personnel Salaries Base \$100,000 Alternative To Suspension Support 1000-1999: Certificated Personnel Salaries Base \$35,000 Credit Recovery teacher additional assignment 1000-1999: Certificated Personnel Salaries Supplemental \$228,500 Secondary intervention sections for focus middle schools 1000-1999: Certificated Personnel Salaries Supplemental \$160,000 Ticket to Read 5000-5999: Services And Other Operating Expenditures Supplemental \$52,500
Enhance screening tools and other assessments to identify and monitor students requiring interventions	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	MTSS supplies, materials, and assessments 4000-4999: Books And Supplies Supplemental \$40,000 Child Behavior Pathways 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000 DIBELS 5800: Professional/Consulting Services And Operating Expenditures Base \$6,100
Provide management and oversight of districtwide interventions and site support.	Districtwide	☒ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Director and Coordinators 1000-1999: Certificated Personnel Salaries Supplemental \$367,328 Site coordination additional assignment (including Student Success Team coordination) 1000-1999: Certificated Personnel Salaries Supplemental \$120,825 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$71,642

Provide interventions for foster students.	Districtwide	☐ All OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Academic tutoring 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Provide a program reflecting a broad course of study including STEM, CTE, VAPA, and electives.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Supplemental instructional materials - STEM 4000-4999: Books And Supplies Base \$30,000 Executive Director, Career Technical Education 1000-1999: Certificated Personnel Salaries Supplemental \$79,816 Coordinator, Visual and Performing Arts 1000-1999: Certificated Personnel Salaries Supplemental \$115,000 Career Technical Education 4000-4999: Books And Supplies CTE Incentive Grant \$1,636,773 OC STEM Partnership \$0
Provide college readiness and support programs for potential first generation college attendees.	Del Obispo, Kinoshita, AVMS, BAMS, MFMS, DJAMS, NHMS, Newhart, LRMS, SCHS, DHHS, CVHS, ANHS, SJHHS	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	AVID Participation fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000 AVID Participation fee 5800: Professional/Consulting Services And Operating Expenditures Title I \$6,950 AVID Summer Intensive Teacher Professional Development 5000-5999: Services And Other Operating Expenditures Base \$96,735
Provide college readiness assessments and activities.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Naviance 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$57,000 College Fair in collaboration with CUCPTSA 5000-5999: Services And Other Operating Expenditures Base \$5,000 Two College and Career Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$200,000 Coordinator, College and Career 1000-1999: Certificated

		(Specify)	Personnel Salaries Supplemental \$120,000 PSAT Grades 9, 10, and 11 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$160,500
Increase the number of students with disabilities succeeding in general education classes.	Districtwide	☐ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) Students with Disabilities	Provide professional development on effective collaborative model between general education and special education teachers. 1000-1999: Certificated Personnel Salaries Special Education \$8,000 TOSAs to provide mentoring and coaching to teachers to support students with disabilities access to effective instruction in core curriculum. 1000-1999: Certificated Personnel Salaries Special Education \$400,000
Expand broad course of study through shifts from accelerated classes to honors classes with pacing guide development.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Pacing Guide Development 1000-1999: Certificated Personnel Salaries Base \$4,000
Expand and enhance partnership with Saddleback College - expand college pathways with certificate track while in high school.	High Schools	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Monthly Saddleback College High School Partnership Council \$0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2: Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.		Related State and/or Local Priorities: 1 _ 2 _ 3 ☒ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	• Increase parent engagement representative of the District's diverse student population • Increase partnership engagement in educating CUSD students As measured by: Participation in District advisory meetings and Parent Support Network program (special education) Site parent engagement in PTSA Data from online communication tools, including Parent Portal Parent education participation		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All Students, including all subgroups	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Comprehensive strategic communications plan implemented (Facebook, Capo Talk Communications, School Messenger) Increased participation by parents from underrepresented student groups in parent information and support activities as measured by: Increased portal accounts Increased parent education participation in programs such as Parent Institute for Quality Education (PIQE) Increased PTSA membership		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilitate effective communications with CUSD families and stakeholders.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Public Information Officer 2000-2999: Classified Personnel Salaries Base \$160,232 School Messenger 5800: Professional/Consulting Services And Operating Expenditures Base \$83,052 Schoolloop 5800: Professional/Consulting Services And Operating Expenditures Base \$114,582
Ensure translation of school documents for schools with	Districtwide	☒ All	Contracted translation services 5800: Professional/Consulting

15% or more English learners.	e	OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Services And Operating Expenditures Supplemental \$23,000
Facilitate communication, parent education, and engagement of parents of English learners.	Districtwide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bilingual Community Services Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$1,147,755 Parent Education programs such as Parent Institute for Quality Education (PIQE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$60,000 DELAC meeting childcare 2000-2999: Classified Personnel Salaries Supplemental \$800 Additional assignment for translation at District meetings 2000-2999: Classified Personnel Salaries Supplemental \$200 District Bilingual Receptionist 2000-2999: Classified Personnel Salaries Supplemental \$50,046
Provide Parent Support Network program to engage parents of students with special needs.	Districtwide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities	Parent Support Network administrator 1000-1999: Certificated Personnel Salaries Medi-Cal \$20,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Comprehensive strategic communications plan implemented (Facebook, Capo Talk Communications, School Messenger) Increased participation by parents from underrepresented student groups in parent information and support activities as measured by: Increased portal accounts Increased parent education participation in programs such as Parent Institute for Quality Education (PIQE) Increased PTSA membership		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilitate effective communications with CUSD families and stakeholders.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Public Information Officer 2000-2999: Classified Personnel Salaries Base \$160,232 School Messenger 5800: Professional/Consulting Services And Operating Expenditures Base \$83,052 Schoolloop 5800: Professional/Consulting Services And Operating Expenditures Base \$114,582 LCAP Survey 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,200
Ensure translation of school documents for schools with 15% or more English learners	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Contracted translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$23,000
Facilitate communications, parent education, and engagement of parents of English learners.		☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Bilingual Community Services Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$1,147,755 Parent Education programs such as Parent Institute for Quality Education (PIQE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$60,000 DELAC meeting childcare 2000-2999: Classified Personnel Salaries Supplemental \$800 Additional assignment for translation at District meetings 2000-2999: Classified Personnel Salaries Supplemental \$200 District Bilingual Receptionist 2000-2999: Classified Personnel Salaries Supplemental \$50,046

Provide Parent Support Network program to engage parents of students with special needs	Districtwide	☐ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) <u>Students with Disabilities</u>	Parent Support Network administrator 1000-1999: Certificated Personnel Salaries Medi-Cal \$20,000
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Comprehensive strategic communications plan implemented (Facebook, Capo Talk Communications, School Messenger) Increased participation by parents from underrepresented student groups in parent information and support activities as measured by: Increased portal accounts Increased parent education participation in programs such as Parent Institute for Quality Education (PIQE) Increased PTSA membership		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilities effective communications with CUSD families and stakeholders.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Public Information Officer 2000-2999: Classified Personnel Salaries Base \$160,232 School Messenger 5800: Professional/Consulting Services And Operating Expenditures Base \$83,052 Schoolloop 5800: Professional/Consulting Services And Operating Expenditures Base \$114,582
Ensure translation of school documents for schools with 15% or more English learners.	Districtwide	☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Contracted translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$23,000
Facilitate communication, parent education, and engagement of parents of English learners.	Districtwide	☐ All OR:	Bilingual Community Services Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$1,147,755

		_ Low Income pupils ☒ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Education programs such as Parent Institute for Quality Education (PIQE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$60,000 DELAC meeting childcare 2000-2999: Classified Personnel Salaries Supplemental \$800 Additional assignment for translation at District meetings 2000-2999: Classified Personnel Salaries Supplemental \$200 District Bilingual Receptionist 2000-2999: Classified Personnel Salaries Supplemental \$50,046
Provide Parent Support Network program to engage parents of students with special needs.	Districtwide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient ☒ Other Subgroups: (Specify) <u>Students with Disabilities</u>	Parent Support Network administrator 1000-1999: Certificated Personnel Salaries Medi-Cal \$20,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal 3: Optimize facilities and learning environments for all students.		Related State and/or Local Priorities: 1 ☒ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
	Identified Need :	- Develop long-term facilities improvement program - Prepare for short and long-term facilities needs - Enhanced anti-bullying programs. As measured by: Williams Act data Facilities Inspection Tool (FIT) by site		
	Goal Applies to:	Schools: All		
		Applicable Pupil Subgroups:	All Students (including unduplicated)	
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	Standards for facility maintenance (good repair) will be met. Williams Act facilities inspections will reflect compliance. Site discretionary supply accounts will return to baseline levels. Planning for implementation of anti-bullying/cyber-bullying curriculum			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Ensure that facilities are clean, safe, and functional.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Deferred maintenance 5000-5999: Services And Other Operating Expenditures Base \$2,500,000 Routine Maintenance (Classified employees) 2000-2999: Classified Personnel Salaries Base \$8,443,000 Routine Maintenance (services and supplies) 5000-5999: Services And Other Operating Expenditures Base \$5,780,000 Implement Prop. 39 grant plan to increase facility energy efficiency 6000-6999: Capital Outlay State Defined \$6,000,000 Facility sub-committee \$0	
Enhance learning environment and effectively address bullying and/or cyber bullying.	Districtwide	☒ All OR:	Teacher training for Digital Citizenship/Cyber Bullying curriculum \$0	

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training for systematic bullying procedures \$0 Planning for Districtwide anti-bullying curriculum \$0 Campus Supervisor and Student Supervisor training 2000-2999: Classified Personnel Salaries Base \$5,000
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Standards for facility maintenance (good repair) will be met. Williams Act facilities inspections will reflect compliance. Site discretionary supply accounts will return to baseline levels. Planning for implementation of anti-bullying/cyber-bullying curriculum		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that facilities are clean, safe, and functional.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred maintenance 5000-5999: Services And Other Operating Expenditures Base \$2,500,000 Routine Maintenance (services and supplies) 2000-2999: Classified Personnel Salaries Base \$8,443,000 Implement Prop. 39 grant plan to increase facility energy efficiency 6000-6999: Capital Outlay State Defined \$6,000,000 Facility Sub-Committee \$0
Enhance learning environment and effectively address bullying and/or cyber bullying.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher training for Digital Citizenship/Cyber Bullying curriculum \$0 Training for systematic bullying procedures \$0 Planning for Districtwide anti-bullying curriculum \$0 Campus Supervisor and Student Supervisor training 2000-2999: Classified Personnel Salaries Base \$5,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Standards for facility maintenance (good repair) will be met. Williams Act facilities inspections will reflect compliance. Site discretionary supply accounts will return to baseline levels. Planning for implementation of anti-bullying/cyber-bullying curriculum		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that facilities are clean, safe, and functional.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Deferred maintenance 5000-5999: Services And Other Operating Expenditures Base \$2,500,000 Routine Maintenance (Classified employees) 2000-2999: Classified Personnel Salaries Base \$8,443,000 Routine Maintenance (services and supplies) 5000-5999: Services And Other Operating Expenditures Base \$5,780,000 Implement Prop. 39 grant plan to increase facility energy efficiency 6000-6999: Capital Outlay State Defined \$6,000,000 Facility Sub-Committee \$0
Enhance learning environment and effectively address bullying and/or cyber bullying.	Districtwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Teacher training for Digital Citizenship/Cyber Bullying curriculum \$0 Training for systematic bullying procedures 1000-1999: Certificated Personnel Salaries Base \$0 Planning for Districtwide anti-bullying curriculum \$0 Campus Supervisor and Student Supervisor training 2000-2999: Classified Personnel Salaries Base \$5,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal 1: Students will demonstrate academic growth and proficiencies needed to ensure they leave the TK-12 system ready for college and career.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE only: 9 ☐ 10 ☐ Local : Specify	
Goal Applies to:	Schools:	All Applicable Pupil Subgroups: All Students (including unduplicated)		
Expected Annual Measurable Outcomes:	1. Increased student proficiency in academic achievement measures (including SBAC) by 3% in all grade bands and subgroups. 2. Classroom instruction will reflect grade level standards, including integrated digital literacy skills as measured by Bright Bytes or equivalent. 3. Increased reclassification rate by 3% over previous year. 4. Number of LTEL students will decrease by 2% over previous year in Grades 5-12 AMAO 1: Meet target AMAO 2: Meet target and increase by 3%		Actual Annual Measurable Outcomes:	The most current data is reported below. In most cases, this is from the 2014-2015 school year. 1. CST Science 2013-2014 to 2014-2015 advanced and proficient scores decreased in grades 5 (81% to 78%) and 8 (89% to 86%). CST Science advanced and proficient scores increased in grade 10 (77% to 78%). Expected outcome of 3% increase was not met in science. Smarter Balanced Assessment (SBA) baseline data (2014-2015) was 68% met or exceeded the standard in English language arts and 56% met or exceeded the standard in math. 2. 97.5% of teachers were appropriately assigned and credentialed in 2014-2015. 96.25% of teachers were appropriately assigned and credentialed in 2015-2016. All students had access to standards aligned instructional materials. Initial Bright Bytes survey was conducted in October, 2015 for baseline data. Growth digital literacy data will be gathered through Bright Bytes in May-June, 2016. 3. Reclassification rate increased by 1.9% from 9.9% to 11.8%. Expected outcome of 3% increase was not met. 4. 79.4% of English learners were LTELs in 2013-2014. 75.2% of English learners were LTELs in 2014-2015 which is a decrease of 4.2%. AMAO 1: Did not meet target, but increased by 3.1% AMAO 2: Target for less than five years - met AMAO 2: Target for more than five years - met (increased 3.3%)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure effective learning conditions through highly qualified staff, reducing class size, and adequate instructional days for students.	Funding for VPSS and CSET testing and prep costs for teachers in core areas 5000-5999: Services And Other Operating Expenditures Title II \$20,000 Maintain student days at 180 1000-1999: Certificated Personnel Salaries Supplemental 638,000 Decrease class size per negotiated agreement 1000-1999: Certificated Personnel Salaries Supplemental \$1,130,230	Enhanced effective learning conditions by reducing class size and providing adequate instructional days for students. Fully implemented 180 student days. Decreased class size per negotiated agreement. Due to authorization of ESSA, efforts for HQT were redirected to other professional development areas.	Funding for VPSS and CSET testing and prep costs for teachers in core areas 5000-5999: Services And Other Operating Expenditures Title II \$0 Maintained student days at 180. 1000-1999: Certificated Personnel Salaries Supplemental \$638,000 Decreased class size per negotiated agreement 1000-1999: Certificated Personnel Salaries Supplemental \$1,130,230
Scope of Service Districtwide		Scope of Service Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development for teachers and classified instructional staff on state standards, effective instructional practices, assessment and data analysis.	Instructional coaches 1000-1999: Certificated Personnel Salaries Base \$1,268,410 Clerical support 2000-2999: Classified Personnel Salaries Title II \$86,500 Conferences and Training, mileage, printing 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 Subs and additional assignment for	Provided professional development for teachers and paraprofessionals on state standards and effective instructional practices. Fully implemented instructional coaches, clerical support, conferences, training, mileage, printing, and other professional development/related activities focused on the State standards and quality instruction.	Instructional coaches 1000-1999: Certificated Personnel Salaries Base \$1,268,410 Clerical support 2000-2999: Classified Personnel Salaries Title II \$76,429 Conferences, training, mileage, printing 5000-5999: Services And Other Operating Expenditures Supplemental \$500 Subs and additional assignment for CCSS/ELD training 1000-1999:

	CCSS/ELD training 1000-1999: Certificated Personnel Salaries Base \$250,000		Certificated Personnel Salaries Base \$250,000
	Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$45,000		Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$22,676
	Data meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000		Data Meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$125,000
Scope of Service	Districtwide	Scope of Service	Districtwide
☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Ensure state standards-aligned curriculum and materials	Curriculum Specialists (K-5 and 6- 12) 1000-1999: Certificated Personnel Salaries Supplemental \$585,415	Fully implemented State standards- aligned curriculum and materials.	Curriculum Specialists (K-5 and 6-12) 1000-1999: Certificated Personnel Salaries Supplemental \$672,480
Scope of Service	Districtwide	Scope of Service	Districtwide
☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Provide professional development, technical support, and progress analysis in the area of digital literacy	TIS TOSAs to provide professional development and technical support for elementary and secondary digital	Provided professional development, technical support, and progress analysis in the area of digital literacy.	TIS TOSAs 1000-1999: Certificated Personnel Salaries Base \$230,796 Technical and training support for

	literacy 1000-1999: Certificated Personnel Salaries Base \$200,000 Technical and training support for elementary and secondary re: digital literacy tools 2000-2999: Classified Personnel Salaries Base \$80,000 Brightbytes or equivalent 5800: Professional/Consulting Services And Operating Expenditures Base \$62,000	TIS TOSAs provided Chromebook and digital literacy training across the District and worked with Curriculum Specialists to incorporate digital literacy into CUSD curriculum. Training User Support Specialist (TUSS) and Lead TUSS managed Google domain, electronic learning programs, and assisted with the repair of Chromebooks. Bright Bytes was used for data collection, and principal training to access data to guide planning and instruction in digital literacy and digital citizenship and the four C's.	elementary and secondary re: digital literacy tools 2000-2999: Classified Personnel Salaries Base \$80,000 Brightbytes 5800: Professional/Consulting Services And Operating Expenditures Base \$65,279
Scope of Service Districtwide		Scope of Service Districtwide	
☒ All ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☒ All ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Increase number of ELs who reclassify as fully English proficient, and decrease the number of LTEL students	Summer EL Support and CELDT Testing 1000-1999: Certificated Personnel Salaries Supplemental \$60,000 Testing technicians 2000-2999: Classified Personnel Salaries Supplemental \$35,000 Secondary ELD sections 1000-1999: Certificated Personnel Salaries Supplemental \$200,000	Successfully implemented the 2015 Summer EL support sessions, using testing technicians and providing additional assignment to teachers. Utilized secondary ELD sections to provide designated ELD, and purchased instructional materials for ELD instruction and CELDT readiness.	Summer EL Support and CELDT Testing 1000-1999: Certificated Personnel Salaries Supplemental \$90,808 Testing Technicians 2000-2999: Classified Personnel Salaries Supplemental \$14,408 Secondary ELD sections 1000-1999: Certificated Personnel Salaries Supplemental \$172,469

Scope of Service Districtwide ☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Districtwide ☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Provide program guidance, professional development, and support for teachers and paraprofessionals serving EL students with a focus on ensuring access to CCSS and ELD-aligned instruction	ELD Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$100,000 Subs for task force meetings 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 Subs for task force meetings 2000-2999: Classified Personnel Salaries Supplemental \$500	Fully implemented the use of ELD Advisors to support ELD; enhanced the scope and expertise of ELD advisors through professional learning to support redesignation and appropriate program placement. The anticipated Task Force was not needed as a separate body as the work was integrated into ELD Advisor meetings.	ELD Advisors 1000-1999: Certificated Personnel Salaries Supplemental \$144,372 Subs for task force meetings 1000-1999: Certificated Personnel Salaries Supplemental \$0 Subs for task force meetings 2000-2999: Classified Personnel Salaries Supplemental \$0
Scope of Service Districtwide ☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Districtwide ☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
EL Program Operations	Director and Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$186,884 Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$64,400	Program operations were fully implemented in order to support schools in their efforts to ensure EL students are assessed and receive access to ELD instruction and state standards aligned instruction.	Director and Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$143,389 Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$64,685

	Office supplies 4000-4999: Books And Supplies Supplemental \$4,297 Printing 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 Account Clerk 2000-2999: Classified Personnel Salaries Supplemental \$37,516 Bilingual Clerk 2000-2999: Classified Personnel Salaries Supplemental \$120,000 Bilingual Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$60,382 Bilingual Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$30,000		Office supplies 4000-4999: Books And Supplies Supplemental \$10,000 Printing 5700-5799: Transfers Of Direct Costs Supplemental \$600 Account Clerk 2000-2999: Classified Personnel Salaries Supplemental \$22,121 Bilingual Clerk 2000-2999: Classified Personnel Salaries Supplemental \$65,908 Bilingual Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$58,390 Bilingual Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$38,459 Intermediate Office Assistant 2000-2999: Classified Personnel Salaries Supplemental \$18,402
Scope of Service Districtwide _ All OR: _ Low Income pupils ☒ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide _ All OR: _ Low Income pupils ☒ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support data-driven decision making to increase student learning.	Analyst 2000-2999: Classified Personnel Salaries Base \$77,600	A second analyst was hired to support school sites with accessing data to increase ability to adjust instruction and intervene to increase student learning.	Analyst 2000-2999: Classified Personnel Salaries Supplemental \$38,681
Scope of Service Districtwide ☒ All OR:		Scope of Service Districtwide ☒ All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development for special education teachers on curriculum and effective instructional practices.	One day collaboration and professional development on Unique Learning Systems (ULS) for teachers in kindergarten through Adult Transition programs. 1000-1999: Certificated Personnel Salaries Medi-Cal \$3,000 Substitutes and materials for four days of professional development for teachers in mild moderate programs 1000-1999: Certificated Personnel Salaries Medi-Cal \$7,040	Provided professional development for special education teachers on curriculum and effective instructional practices. Did not complete substitutes and materials for four days of professional development for teachers in mild moderate programs. Professional development was completed after school. More in depth training and release days will be completed in 2016-2017 based on teacher input.	Completed one day collaboration and professional development on Unique Learning Systems (ULS) and assessment for teachers in kindergarten through Adult Transition programs. 1000-1999: Certificated Personnel Salaries Medi-Cal \$3,000 Subs and materials for four days of professional development for teachers in mild moderate programs. 1000-1999: Certificated Personnel Salaries Medi-Cal \$0
Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities</u>		Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Disabilities</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Support for English learners continues to be an area of focus. Supplemental middle and high school sections for English language development were provided in 2015-2016, however due to the need to focus on effectively staffing classes with proper language levels at reduced class sizes, additional supplemental sections will be provided in 2016-2017. The English Learner Task Force was not needed as a separate body in 2015-2016 as planned as the work was integrated into ELD Advisor meetings. The English Learner Task Force will not continue as a separate body in 2016-2017 and work will continue to be integrated into the ELD Advisor meetings. A new Coordinator, English Learner Services will be hired in 2016-2017 to provide leadership with the ELA/ELD standards and integrated and designated English language development. The CUSD Board of Trustees adopted three Wildly Important Goals (WIGs) in 2015-2016. In 2016-2017, LCAP goals will be aligned to these three WIGs, therefore, the LCAP goals will be reduced from five to three.		

	The actions from this goal will fall under Goal 1 in the 2016-2017 LCAP.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2: Provide interventions for academically, behaviorally, and social/emotionally at risk students.		Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 COE only: 9 ☐ 10 ☐ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All Students, including all subgroups		
Expected Annual Measurable Outcomes:	1. Each site will have a defined MTSS plan in accordance with District guidelines to support student learners. 2. Universal screening data will be gathered on an ongoing basis at all sites. 3. Baseline counseling data will be collected on individual and small group counseling, and parent and classroom presentations. 4. Decreased referrals for more restricted programs. 5. Decreased suspensions and expulsions and/or special education services. 6. Decrease chronic absenteeism rate (9.9% of students in 2013-2014 were chronically absent).		Actual Annual Measurable Outcomes:	1. Each site has a defined MTSS School Counseling Plan. Four focus middle schools have a defined MTSS plan. 2. Grade 1-5 reading intervention pilot occurred in 2015-2016. Early literacy skills assessment (DIBELS Next) data will be gathered in 2016-2017. 3. Prevention: School counselors presented targeted, social-emotional lessons to 30,941 K-8 students using the Second Step curriculum, and 6,000 high school students using the Signs of Suicide curriculum. Baseline bullying reports for 2014-2015 is 114. Intervention: Small, social-emotional intervention groups were held at 28 elementary school sites and 12 middle school sites. 4. There were 1,345 Special Education referrals in 2013-2014. There were 1,358 in 2014-2015. 5. Suspension rate decreased from 2.0% in 2013-2014 to 1.9% in 2014-2015. Expulsion rate remained the same at 0.1% from 2013-2014 to 2014-2015. CUSD rates for suspension for 2014-2015 are lower than Orange County (2.3%) and California (3.8%). CUSD expulsion rates are near Orange County and the same as California (OC 0.0% and CA .1%). 6. Chronic absenteeism rate was decreased from baseline: 9.97% in 2013-2014 and 9.95% in 2014-2015. Attendance rate in 2013-2014 was 96.31% and in 2014-2015 was 96.06%.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		

Provide interventions for students at academic risk	Additional sections for secondary sites for credit recovery 1000-1999: Certificated Personnel Salaries Supplemental \$140,000 Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$1,496,625 School Attendance Review Board and Alternative To Suspension Support 1000-1999: Certificated Personnel Salaries Base \$100,000 Alternative To Suspension Support 2000-2999: Classified Personnel Salaries Base \$35,000 Social-emotional curriculum for counselor use 4000-4999: Books And Supplies Supplemental \$140,000	Fully implemented interventions for students at academic risk. Academic intervention classes were implemented at high schools for credit deficient students. Additional counselors were hired to provide social-emotional support to students. Counselors conducted lessons with Second Step (K-8) and Signs of Suicide (grade 10) curriculum, assisted with social, emotional, and behavioral development, and whole school prevention and small group and individual intervention. SARB and ATS Counselor monitored SARB letters, provided school support for DA meetings and hearings, and provided social-emotional counseling for ATS program. ATS Teacher supported general and special education students in the ATS program with goal setting and academics. Credit Recovery was offered at all high schools for students to make up credits to graduate and/or to get back on the a-g track if failed an a-g class.	Additional sections for secondary sites 1000-1999: Certificated Personnel Salaries Supplemental \$80,226 Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$1,535,938 School Attendance Review Board and Alternative To Suspension Counselor Support 1000-1999: Certificated Personnel Salaries Base \$ Alternative To Suspension Support 2000-2999: Classified Personnel Salaries Base \$35,000 Social-emotional curriculum for counselor use 4000-4999: Books And Supplies Supplemental \$114,563 Teacher additional assignment for Credit Recovery program 1000-1999: Certificated Personnel Salaries Supplemental \$99,935
Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	

Enhance screening tools and other assessments to identify and monitor students requiring interventions	MTSS supplies, materials & assessments 4000-4999: Books And Supplies Supplemental \$85,000 Administer CA Healthy Kids Survey 4000-4999: Books And Supplies Base \$6,072	Identified screening tools and other assessments to identify and monitor students requiring interventions. Based on the grade 1-5 intervention pilot, Passport curriculum materials were purchased for implementation in 2016-2017. In addition, electronic DIBELS Next assessments were purchased for intervention teachers as well as Ticket To Read licenses for every elementary site so all elementary students will receive individual reading support. Purchased small group counseling resources and created District school counseling library for counselor check-out. CA Healthy Kids Survey was administered to students in grades 7, 9, and 11. 50 parents and 50 students ages 1-5 years participated in the Child Behavior Pathways 8-week pilot program for behavior assessment and intervention.	MTSS supplies, materials, & assessments 4000-4999: Books And Supplies Supplemental \$539,615 Administer CA Healthy Kids Survey 4000-4999: Books And Supplies Base \$6,072 Child Behavior Pathways 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Provide management and oversight of	Director and Coordinators 1000-	Implemented management and	Director and Coordinators 1000-1999:

districtwide interventions and site support	1999: Certificated Personnel Salaries Supplemental \$352,370 Site coordination additional assignment 1000-1999: Certificated Personnel Salaries Supplemental \$200,000 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$70,000	oversight of districtwide interventions and site support. Director, Intervention, Coordinators of Credit Recovery and SST, and Sr. Staff Secretary in place. Coordination and additional assignment was for school counselor showcase for community outreach and for Lead Counselor to support development of school counseling program (communication tools and assessment systems). A Progressive Discipline Task Force was convened to develop proactive intervention strategies to support all students in positive behavior systems.	Certificated Personnel Salaries Supplemental \$353,201 Site coordination and additional assignment 1000-1999: Certificated Personnel Salaries Supplemental \$11,206 Sr. Staff Secretary 2000-2999: Classified Personnel Salaries Supplemental \$68,887 Progressive Discipline Task Force 1000-1999: Certificated Personnel Salaries Supplemental \$5,983
Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Provide interventions for foster students	Academic Tutoring 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000	Provided academic tutoring intervention and after school care for foster students. Conducted outreach to parents and foster liaisons.	Academic tutoring 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Scope of Service Districtwide ☐ All		Scope of Service Districtwide ☐ All	

OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Implement District adopted Digital Citizenship/Cyber Bullying curriculum.	Substitutes for program development 1000-1999: Certificated Personnel Salaries Base \$3,000	Provided substitutes for teachers at all grade levels to develop Digital Citizenship/Cyber Bullying curriculum. Full implementation will occur in 2016-2017.	Substitutes for program development 1000-1999: Certificated Personnel Salaries Base \$3,000
Scope of Service: High Schools ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service: High Schools ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Developing and implementing a Multi-Tiered System of Support has been the focus of Goal 2 to provide academic, behavior, and social-emotional support to students. Work to date has focused on hiring staff to provide leadership in this area, counselors for social-emotional prevention and intervention, and the pilot, purchase, and training on reading intervention curriculum for grades 1-5. This work will continue in 2016-2017 with a focus on implementation of the reading intervention curriculum, training on revised Student Success Team procedures, and pilot intervention sections at four middle schools. Due to the adoption of the WIGs and the three new LCAP goals, the actions from this goal will fall under Goal 1 in the 2016-2017 LCAP.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 3: Increase the number of K-12 student offerings reflecting a broad course of study to ensure students are on-track to graduate from high school college and career ready		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups:	All Students (including unduplicated)		
Expected Annual Measurable Outcomes:	1. Increase the number of students completing a-g by 3% from previous year. 2. Increase HS graduation rate 3. Decrease MS and HS dropout rate 4. Increase number of students taking Advanced Placement classes. Corrected number tested in 2013-2014 was 4,034. 5. Increase Advanced Placement pass rate. Corrected pass rate for 2013-2014 was 78.4%. 6. Naviance participation with 3 activities each in 10th and 11th grades, and 2 activities in 12th grade 7. Continued expansion of CTE pathways to reflect high wage/high demand industries/careers. 8. Ensure that 11th grade students take the PSAT. 9. EAP results will reflect a 3% increase over the prior year in students identified as "college ready".		Actual Annual Measurable Outcomes:	1. Official CDE 2013-2014 a-g completion rate was 52.5%. Official CDE a-g completion rate includes charter schools. CUSD a-g rate without charter school data for 2013-2014 was 54.9%. Official CDE 2014-2015 a-g completion rate was 54.4% (including charter schools) which is an increase of 1.9%. CUSD a-g rate without charter school data for 2014-2015 was 57.3% which is an increase of 2.4%. 2. High school graduation rate in 2013-2014 was 96.8%% and in 2014-2015 was 96.6%. Although it dipped by .2%, CUSD grad rate has been consistently above 96% over the past five years. The English learner student group increased grad rate from 88.3% in 2013-2014 to 89% in 2014-2015. 3. Middle school drop out rate - seven students in grade 7 and three students in grade 8 for a total of 10 students were reported as middle school dropouts (no reported school entry after leaving CUSD) in 2013-2014. Zero students in grade 7 and two students in grade 8 for a total of two students were reported as middle school dropouts in 2014-2015 (This CDE data may be revised at a later date due to CALPADS reporting). High school drop out rate for 2013-2014 was 1.9%. In 2014-2015 it was 1.4% which is a decrease of .5%. 4. Number of students taking at least one AP class in 2013-2014 was 4,034 and in 2014-2015 was 4,218 which is an increase of 184 students. 5. AP pass rate for 2013-2014 was 78.4% and in 2014-2015 was 78.7% which is an increase of .3%. 6. Naviance was expanded in 10th, 11th, and 12th grades (still occurred in 9th). 7. Two additional CTE pathways were added in 2014-2015: Engineering and Biotechnology for a total of 16 pathways; Seven

			additional pathways were added in 2015-2016 for a total of 23 pathways; In 2015-2016, CUSD received a \$3 million CTE grant 8. PSAT was offered to students as an optional activity due to College Board scheduling requirements. 9. EAP "college ready" rate in 2013-2014 was 42% in English language arts and 17% in math. In 2014-2015, it was 41% in English language arts and 22% in math.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a program reflecting a broad course of study including STEM, CTE, VAPA and electives.	Supplemental instructional materials 4000-4999: Books And Supplies Supplemental \$28,000 Secondary sections in support of a broad course of study (CTE, STEM, VAPA, Electives) 1000-1999: Certificated Personnel Salaries Supplemental \$260,000 Executive Director, CTE 1000-1999: Certificated Personnel Salaries Supplemental \$141,809 VAPA Coordination 1000-1999: Certificated Personnel Salaries Supplemental \$88,000 VAPA Coordination 1000-1999: Certificated Personnel Salaries Title II \$22,000	Provided a program reflecting a broad course of study including STEM, CTE, VAPA, and electives. Supplemental music instructional materials were purchased for Title 1 schools. Supplemental visual arts materials were purchased for the South Orange County School of the Arts at Dana Hills High School. VAPA Coordinator is reviewing course offerings throughout the District to evaluate new course offerings at middle school.	Supplemental instructional materials 4000-4999: Books And Supplies Supplemental \$28,000 Secondary sections in support of a broad course of study (CTE, STEM, VAPA, Electives) 1000-1999: Certificated Personnel Salaries Supplemental \$178,425 Executive Director, CTE 1000-1999: Certificated Personnel Salaries Supplemental \$153,492 VAPA Coordination 1000-1999: Certificated Personnel Salaries Supplemental \$55,532 VAPA Coordination 1000-1999: Certificated Personnel Salaries Title II \$0
Scope of Service	Districtwide	Scope of Service	Districtwide
☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	

Provide college readiness and support program for potential first generation college attendees		AVID participation fee 5000-5999: Services And Other Operating Expenditures Supplemental \$67,140	Provided college readiness and support program for potential first generation college attendees. AVID programs were provided at 12 middle and high schools. Program is going to be expanded to two elementary schools in 2016-2017.	AVID participation fee 5000-5999: Services And Other Operating Expenditures Supplemental \$75,051
Scope of Service	MFMS, DJAMS, NHMS, Newhart, LRMS, SCHS, DHHS, CVHS, ANHS, SJHHS		Scope of Service AVMS, BAMS, MFMS, DJAMS, NHMS, Newhart, LRMS, SCHS, DHHS, CVHS, ANHS, SJHHS	
☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)			☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Provide college-readiness assessments and activities		Provide PSAT assessment to Grade 11 students 5000-5999: Services And Other Operating Expenditures Supplemental 60,000 Naviance expansion - 3 activities each in 10th and 11th grades, and 2 activities in 12th grade 5800: Professional/Consulting Services And Operating Expenditures Base \$52,715 Collaborate with CUCPTSA on inaugural College Fair at Aliso Niguel High School on October 19, 2015. \$0	Implemented college-readiness activities. Naviance was expanded in 10th, 11th, and 12th grades (still occurred in 9th). Collaborated with CUCPTSA on the inaugural College Fair at Aliso Niguel High School on October 19, 2015. PSAT was offered to students as an optional activity due to College Board scheduling requirements.	PSAT assessment to Grade 11 students 5000-5999: Services And Other Operating Expenditures Supplemental \$0 Naviance expansion - 3 activities each in 10th and 11th grades, and 2 activities in 12th grade 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$56,617 Collaborate with CUCPTSA on inaugural College Fair at Aliso Niguel High School on October 19, 2015. 5000-5999: Services And Other Operating Expenditures Base \$4,973

Scope of Service High Schools		Scope of Service High Schools	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase the number of students with disabilities succeeding in general education classes.	Provide professional development on effective collaborative model between general education and special education teachers. 1000-1999: Certificated Personnel Salaries Special Education \$8000 TOSAs to support SWD access to effective instruction in core curriculum 1000-1999: Certificated Personnel Salaries Special Education \$400,000	Enhanced the success of students with disabilities in general education classes. Provided Capistrano Behavior Intervention Training and Capistrano Autism training to general education and special education teachers. TOSAs and Autism Specialists followed up and assisted with support for behavior, social-emotional and academic strategies and behavior plans.	Provide professional development on effective collaborative model between general education and special education teachers. 1000-1999: Certificated Personnel Salaries Special Education \$8,000 TOSAs to support SWD access to effective instruction in core curriculum 1000-1999: Certificated Personnel Salaries Special Education \$400,000
Scope of Service Districtwide		Scope of Service Districtwide	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
Expand broad course of study through shifts from accelerated classes to honors classes with pacing guide development	Pacing Guide Development 1000-1999: Certificated Personnel Salaries Base \$4,000	Expanded broad course of study through shifts from accelerated classes to honors classes with pacing guide development.	Pacing Guide Development 1000-1999: Certificated Personnel Salaries Base \$4,000

		Created Curriculum Alignment Guides (CAGs) and Standards Schedules for core four classes; added two honors classes and planned for an additional two honors classes for 2016-2017.	
Scope of Service High Schools		Scope of Service High Schools	
☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Expand and enhance partnership with Saddleback College - expand college pathways with certificate track while in high school.	Monthly Saddleback College High School Partnership Council \$0	Expanded and enhanced partnership with Saddleback College. Consolidated offerings within CTE and ROP for clear articulation leading to a degree or certificate; planning for dual enrollment.	Monthly Saddleback College High School Partnership Council \$0
Scope of Service High Schools		Scope of Service High Schools	
☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3 focused on providing a broad course of study for students to be college and career ready. Career technical education was expanded in 2015-2016 and will continue to be enhanced through a CTE Incentive Grant where all pathways will benefit. A culinary classroom will be added at Dana Hills High School, a CISCO Academy at San Clemente, and an English lab at Capistrano Valley High School. Due to this expansion, LCFF Supplemental funding for supplemental sections and materials for broad course of study have been redirected to other priority areas.		

	Due to the adoption of the WIGs and the three new LCAP goals, the actions from this goal will fall under Goal 1 in the 2016-2017 LCAP.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Goal 4: Expand parent and community engagement to include representation of all students.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All Students (including unduplicated)		
Expected Annual Measurable Outcomes:	1. Upgraded parent communications including leveraging website, video, social media and other digital forms of communication 2. Increased participation by parents from underrepresented student groups in parent information and support activities including Parent Portal and Parent University.		Actual Annual Measurable Outcomes:	1. Hired new Public Information Officer who has worked to (1) develop and implement a comprehensive strategic communications plan, (2) utilize Facebook, (3) enhance the external Capo Talk communications email from 25% to 31% and now reaches 68,000 people, and (4) increased use of School Messenger parent and family communication tool. 2. 1,984 parents participated in the LCAP Parent Survey. 47 completed the survey in Spanish and 123 parents were from Title I schools. 130 parents of English learners from three schools graduated from the PIQE parent education program in 2013-2014. 453 parents of English learners from eight schools graduated from the PIQE parent education program in 2014-2015. Portal data in 2014-2015 had 46,814 accounts. In 2015-2016, accounts totaled 49,886 which was an increase of 3,072 accounts. Title I schools averaged 54% with accounts in 2014-2015 and had an increase to an average of 67% with accounts in 2015-2016.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Facilitate effective communications with CUSD families and stakeholders	Engagement through online LCAP survey 5000-5999: Services And Other Operating Expenditures	Facilitated effective communications with CUSD families and stakeholders. Partnered with OCDE to develop and implement LCAP parent, staff, and	Engagement through online LCAP survey 5000-5999: Services And Other Operating Expenditures	

	Supplemental \$200 Expansion of Associated Student Body (ASB) Executive Council to gather student input \$0	student survey. Student Advisor to the Board expanded ASB Executive Council by inviting ASB presidents to bring other high school students to the Executive Council meetings.	Supplemental \$3,165 Expansion of Associated Student Body (ASB) Executive Council to gather student input \$0
Scope of Service Districtwide		Scope of Service Districtwide	
☒ All ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☒ All ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Ensure translation of school documents for schools with 15% or more ELs	Contracted translation services 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000	Ensured translation of school documents for schools with 15% or more English learners through Bilingual Community Services Liaison and contracted translation support.	Contracted translation services 5000-5999: Services And Other Operating Expenditures Supplemental \$22,358
Scope of Service Districtwide		Scope of Service Districtwide	
☐ All ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☐ All ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Facilitate communication, parent education, and engagement of parents of ELs	Bilingual community liaisons 2000-2999: Classified Personnel Salaries Supplemental \$1,028,418 Parent education programs such as PIQE 5000-5999: Services And	Facilitated communication, parent education, and engagement of parents of English learners. Fully implemented Bilingual Community	Bilingual Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$1,103,611 Parent education programs such as PIQE 5800: Professional/Consulting

	Other Operating Expenditures Supplemental \$30,000 DELAC childcare 2000-2999: Classified Personnel Salaries Supplemental \$1,000 Additional assignment for translation at District meetings 2000-2999: Classified Personnel Salaries Supplemental \$500	Services Liaisons at all school sites with 15% or more English learners and provided support at other sites. Fully implemented Parent Institute for Quality Education (PIQE) at three high schools, one middle school and one elementary school. Classes were placed regionally and available to all parents of English learners. Fully implemented childcare at all DELAC meetings. Fully implemented translation at District meetings.	Services And Operating Expenditures Supplemental \$59,000 DELAC childcare 2000-2999: Classified Personnel Salaries Supplemental \$750 Additional assignment for translation at District meetings 2000-2999: Classified Personnel Salaries Supplemental \$100
Scope of Service Districtwide ☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Districtwide ☐ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Conduct parent education on state standards through Parent University sessions in English Language Arts and Math for parents of elementary, middle, and high school students	Certificated additional assignment 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Was unable to conduct Parent University sessions as planned due to unavailability of personnel but sessions will be offered in 2016-2017 through the new College and Career Center.	Certificated additional assignment 1000-1999: Certificated Personnel Salaries Supplemental \$0
Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English		Scope of Service Districtwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide Parent Support Network program to engage parents of students with special needs	Parent support network administrator 1000-1999: Certificated Personnel Salaries Medi-Cal \$20,000	Provided Parent Support Network program to engage parents of students with special needs.	Parent support network administrator 1000-1999: Certificated Personnel Salaries Medi-Cal \$5,000
Scope of Service Districtwide		Scope of Service Districtwide	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X Other Subgroups: (Specify)</u> <u>Students with disabilities</u>		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X Other Subgroups: (Specify)</u> <u>Students with disabilities</u>	
Implement home literacy and math calendar of activities for parents of Transitional Kindergarten students	Parent Night 1000-1999: Certificated Personnel Salaries Base \$3,000 Printing Costs 5000-5999: Services And Other Operating Expenditures Base \$250	Implemented home literacy and math calendar of activities for parents of Transitional Kindergarten students. Parent nights occurred in January-February, 2016. Additional printing costs were not needed as teachers printed the calendar of activities at school sites.	Parent Night 1000-1999: Certificated Personnel Salaries Base \$3,000 Printing Costs 5000-5999: Services And Other Operating Expenditures Base \$0
Scope of Service Districtwide		Scope of Service Districtwide	
<u>X All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X All</u> ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 4 focused on expanding parent and community engagement to represent all students. The LCAP surveys developed and implemented in 2015-2016 increased CUSD's engagement of parents, staff, and middle and high school students. The District felt this information was very valuable in informing the LCAP and plans to engage parents, staff and secondary students in LCAP surveys every other year, therefore, the survey action will not be represented in 2016-2017, but will reappear in Year 2: 2017-2018. All other efforts such as bilingual liaisons, parent education, and translation were effective in enhancing communication and building partnerships between the school and home and will continue in 2016-2017. The District will be establishing a college and career center and Parent University activities will be conducted through that venue in 2016-2017. Due to the adoption of the WIGs and the three new LCAP goals, the actions from this goal will fall under Goal 2 in the 2016-2017 LCAP.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Goal 5: Develop a multi-year plan to enhance facilities that are clean, safe, healthy, functional and appropriate to foster academic achievement. Increase the number of student and staff technological devices required to support 21st century learning.		Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students (including unduplicated)		
Expected Annual Measurable Outcomes:	1. Standards for facility maintenance will be met. 2. Williams Act facilities inspections will reflect compliance. 3. Annual Tech Plan objectives will be met. 4. Classroom 1:1 device program will be expanded (See Tech Plan). 5. Site discretionary supply accounts will continue at baseline levels. 6. Implementation of anti-bullying/cyber-bullying curriculum		Actual Annual Measurable Outcomes:	1. FIT scores for all schools met Good repair standard. Five schools scored Exemplary. 2. Kinoshita and Viejo scored in Good repair status on the FIT. Deficiencies at Viejo were corrected. 3. 90% of Tech Plan objectives were met. 10% of the Tech Plan objectives have been redirected to multi-year objectives. 4. Chromebooks were expanded at high school and middle school math. 5. Site discretionary supply accounts continued at baseline levels and were also enhanced with additional one-time money. 6. San Clemente High School implemented Cool To Be Kind; San Clemente schools implemented Character Counts; Mission Viejo schools implemented Rachel's Challenge; Executive Director, Safety and Student Services oversaw systematic bullying procedures; Looking into Districtwide anti-bullying curriculum.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Manage assets/inventory of instructional equipment and materials	Online digital tracking and repository solution 5000-5999: Services And Other Operating Expenditures Base \$330,000	Follett Destiny system was purchased to manage assets/inventory of instructional equipment and materials.	Online digital tracking and repository solution 5000-5999: Services And Other Operating Expenditures Base \$72,548	
	Inventory baseline and maintenance (additional assignment) 2000-2999: Classified Personnel Salaries Base	One-day training was provided to representatives from various departments from Business, Personnel, and Education Services.	Inventory baseline and maintenance (additional assignment) 2000-2999: Classified Personnel Salaries Base \$0	

	\$60,000		
Scope of Service Districtwide		Scope of Service Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide digital tool access to teachers and students.	Purchase of digital devices 4000-4999: Books And Supplies Base \$650,000	Provided digital tool access to teachers and students: Chromebooks, carts, headphones, and mice	Purchase of digital devices 4000-4999: Books And Supplies Base \$650,000
Scope of Service Districtwide		Scope of Service Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Ensure that facilities are clean, safe, and functional	Deferred maintenance 5000-5999: Services And Other Operating Expenditures Base \$2,000,000 Routine maintenance (Classified employees) 2000-2999: Classified Personnel Salaries Base \$7,415,000 Routine maintenance (services and supplies) 5000-5999: Services And Other Operating Expenditures Base \$4,456,000 Implement Prop 39 energy grants to increase facility energy efficiency 6000-6999: Capital Outlay State	Ensured that facilities are clean, safe, and functional. Fully implemented deferred and routine maintenance. Developed Prop. 39 energy grant plan to improve District energy efficiency to lower utility costs. Conducted four Facility Forums and a Facility Survey to develop consensus report on District facility needs.	Deferred maintenance 5000-5999: Services And Other Operating Expenditures Base \$2,000,000 Routine maintenance (Classified employees) 2000-2999: Classified Personnel Salaries Base \$8,443,,000 Routine maintenance (services and supplies) 5000-5999: Services And Other Operating Expenditures Base \$5,780,,000 Implement Prop 39 energy grants to increase facility energy efficiency 6000-6999: Capital Outlay State

		Defined \$2,098,000 Campus and Student Supervision 2000-2999: Classified Personnel Salaries Base \$282,443 Facilities Forum - September 2015 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000			Defined \$330,000 Campus and Student Supervision 2000-2999: Classified Personnel Salaries Base \$282,443 Facilities Forums and Facilities Survey 5800: Professional/Consulting Services And Operating Expenditures Base \$75,996
Scope of Service	Districtwide		Scope of Service	Districtwide	
☒ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Site allocation for instructional resources		Baseline allocations for supplies/materials 4000-4999: Books And Supplies Base \$323,500	Implemented site allocations for instructional resources. Sites were allocated funding back to baseline allocations.		Baseline allocations for supplies/materials 4000-4999: Books And Supplies Base \$319,609
Scope of Service	Districtwide		Scope of Service	Districtwide	
☒ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Facilities continue to be a focus for CUSD. CUSD held four Facilities Forums and conducted a Facilities Survey in 2015-2016 and will continue to engage the community in 2016-2017 around this topic. In addition, in 2016-2017 CUSD will conduct its own Facilities Inspection Tool reviews instead of contracting out for this service so CUSD staff are aware of the standards for good repair. The work will not only be centered on repairing the deficiencies, but will also focus on proactive planning due to staff having a better understanding of good repair.			

	Due to the adoption of the WIGs and the three new LCAP goals, the actions from this goal will fall under Goal 3 in the 2016-2017 LCAP.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$10,306,046</u>
Capistrano Unified School District has budgeted \$7,924,989 of the \$10,306,046 LCFF Supplemental funds to address the priorities for all students but principally meets the needs of English Learners, Low-Income, and Foster Youth students. All requests for expending funds go through an approval process through an administrator overseeing that funds are spent to support these student groups: Goal 1: To increase post-secondary options for all students, the following actions/services will be implemented for all students, including unduplicated students: Class size reduction, 180 student days, Professional development for all teachers (including use of Curriculum Specialists) with emphasis on providing standards-based high quality instruction, including Tier I interventions for all students. The described actions and services are in alignment with concepts discussed in the Blueprint for Great Schools and ELA/ELD California Framework (Professional learning is the vehicle for all school staff to learn to effectively implement the curricular and instructional practices proposed in this framework, Ch 11, p. 4) . Additional research to support the above actions and services for Goal 1 include: CA CCSS ELA Appendices A-C; Do low attaining and younger students benefit most from small classes? Results from a systematic observation study of class size effects on pupil engagement and teacher pupil interaction, UK 2008; 30-100 hours Professional learning in the Learning Profession, NSDC report, 2009; Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement (professional development has an effect size of 0.62 which is in the zone of desired effects). The following actions/services will also be implemented for all students including unduplicated students: Student access to interventions (academic, behavioral, and social) through a Multi-Tiered System of Support (MTSS) including counseling, Data Analyst to assist school sites with student assessment data to identify students for intervention, school site MTSS coordination, intervention staff, and credit recovery programs. Additional research to support the above actions and services include: Removing barriers to Learning and Improving Student Outcomes: The Importance of School-Based Mental Health Services, American Counseling Assn., American School Counselor Assn., National Assn. of School Psychologists, School Social Work Assn. of America and National Alliance of Specialized Instructional Support Personnel Effective Specialized Instructional Support Services Research Brief May 2013; Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System, 2015; Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement (response to intervention has an effect size of 1.07 and early intervention has an effect size of 0.47 which are both in the zone of desired effects). In addition, the following actions/services will be implemented for all students, including unduplicated students: AVID support, Naviance implementation, PSAT, and Career Technical Education and Visual and Performing Arts program development and coordination. Additional research to support the districtwide CTE and VAPA actions and services include: CTE Pathways Initiative Annual Report 2013; Transforming Teaching through Arts Integration, 2014; Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement (career education programs have a positive impact on student outcomes, Baker & Popwicz). Use of funds for unduplicated pupils: The District has determined based on the research outlined above and stakeholder input that these actions and services are the most	

effective use of funds to meet the goals.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2.78	%

Capistrano Unified School District has developed a plan to utilize \$2,488,474 of the \$10,306,046 LCFF Supplemental Funds to specifically to meet the needs of English learners, low-income, and foster youth students by allocating money for a variety of targeted programs and services including:

Goal 1: Increased support to English Learners, including long-term English Learners through summer program for English Learners in grades 4-12, supplemental English Language Development sections for secondary schools, English Language Development school site advisors, English Language program operations, and translation staff. Interventions through tutoring for foster youth

Goal 2: Increased parent communication and support through parent and community outreach, parent education programs, translation, school site Bilingual Liaisons, childcare for English Learner parent meetings, and translation at District meetings.

An additional \$222,382 will be allocated and spent on targeted services for English Learners, low-income, and foster youth to meet the \$2,732,956 effort for designated continued services, which is the 2.78 minimum proportionality percentage.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Funding Sources	28,009,716.0 0	28,443,788.0 0	38,635,589.0 0	33,147,523.0 0	37,790,937.0 0	109,574,049. 00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	17,688,990.0 0	19,574,126.0 0	19,002,091.0 0	13,222,091.0 0	19,002,091.0 0	51,226,273.0 0
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
CTE Incentive Grant	0.00	0.00	2,373,545.00	2,455,159.00	1,636,773.00	6,465,477.00
Educator Effectiveness	0.00	0.00	315,000.00	315,000.00	0.00	630,000.00
Medi-Cal	30,040.00	8,000.00	30,040.00	30,040.00	30,040.00	90,120.00
Special Education	408,000.00	408,000.00	408,000.00	408,000.00	408,000.00	1,224,000.00
State Defined	2,098,000.00	330,000.00	6,000,000.00	6,000,000.00	6,000,000.00	18,000,000.0 0
Supplemental	7,656,186.00	8,047,233.00	10,413,463.0 0	10,623,783.0 0	10,620,583.0 0	31,657,829.0 0
Title I	0.00	0.00	6,950.00	6,950.00	6,950.00	20,850.00
Title II	128,500.00	76,429.00	86,500.00	86,500.00	86,500.00	259,500.00
Title III	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	28,009,716.0 0	28,443,788.0 0	38,635,589.0 0	33,147,523.0 0	37,790,937.0 0	109,574,049. 00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	7,875,783.00	7,640,892.00	10,615,857.0 0	10,735,357.0 0	10,455,357.0 0	31,806,571.0 0
2000-2999: Classified Personnel Salaries	9,529,259.00	10,433,950.0 0	10,430,288.0 0	10,465,288.0 0	10,430,288.0 0	31,325,864.0 0
4000-4999: Books And Supplies	1,236,869.00	1,667,859.00	2,453,545.00	2,535,159.00	1,716,773.00	6,705,477.00
5000-5999: Services And Other Operating Expenditures	7,000,090.00	7,958,595.00	8,435,335.00	2,655,335.00	8,435,335.00	19,526,005.0 0
5700-5799: Transfers Of Direct Costs	0.00	600.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	269,715.00	411,892.00	700,564.00	756,384.00	753,184.00	2,210,132.00
6000-6999: Capital Outlay	2,098,000.00	330,000.00	6,000,000.00	6,000,000.00	6,000,000.00	18,000,000.0 0

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	All Funding Sources	28,009,716.00	28,443,788.00	38,635,589.00	33,147,523.00	37,790,937.00	109,574,049.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,828,410.00	1,759,206.00	1,636,390.00	1,601,390.00	1,636,390.00	4,874,170.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	0.00	0.00	315,000.00	315,000.00	0.00	630,000.00
1000-1999: Certificated Personnel Salaries	Medi-Cal	30,040.00	8,000.00	30,040.00	30,040.00	30,040.00	90,120.00
1000-1999: Certificated Personnel Salaries	Special Education	408,000.00	408,000.00	408,000.00	408,000.00	408,000.00	1,224,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	5,587,333.00	5,465,686.00	8,226,427.00	8,380,927.00	8,380,927.00	24,988,281.00
1000-1999: Certificated Personnel Salaries	Title II	22,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	7,950,043.00	8,840,443.00	8,688,232.00	8,723,232.00	8,688,232.00	26,099,696.00
2000-2999: Classified Personnel Salaries	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	1,492,716.00	1,517,078.00	1,655,556.00	1,655,556.00	1,655,556.00	4,966,668.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title II	86,500.00	76,429.00	86,500.00	86,500.00	86,500.00	259,500.00
4000-4999: Books And Supplies	Base	979,572.00	975,681.00	30,000.00	30,000.00	30,000.00	90,000.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	CTE Incentive Grant	0.00	0.00	2,373,545.00	2,455,159.00	1,636,773.00	6,465,477.00
4000-4999: Books And Supplies	Supplemental	257,297.00	692,178.00	50,000.00	50,000.00	50,000.00	150,000.00
5000-5999: Services And Other Operating Expenditures	Base	6,786,250.00	7,857,521.00	8,381,735.00	2,601,735.00	8,381,735.00	19,365,205.00
5000-5999: Services And Other Operating Expenditures	Supplemental	193,840.00	101,074.00	53,600.00	53,600.00	53,600.00	160,800.00

5000-5999: Services And Other Operating Expenditures	Title II	20,000.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	600.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	144,715.00	141,275.00	265,734.00	265,734.00	265,734.00	797,202.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	125,000.00	270,617.00	427,880.00	483,700.00	480,500.00	1,392,080.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	6,950.00	6,950.00	6,950.00	20,850.00
6000-6999: Capital Outlay	State Defined	2,098,000.00	330,000.00	6,000,000.00	6,000,000.00	6,000,000.00	18,000,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).