

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

| School Information | |
|-------------------------|---|
| School Name | Serra High School |
| Street | 31422 Camino Capistrano |
| City, State, Zip | San Juan Capistrano, CA 92675 |
| Phone Number | (949) 489-7216 |
| Principal | Dr. Meg Ervais |
| E-mail Address | mervais@capousd.org |
| School Website | http://serra.capousd.ca.schoolloop.com |
| CDS Code | 30-66464-3035987 |

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

| District Information | |
|----------------------|------------------------------------|
| District Name | Capistrano Unified School District |
| Street | 33122 Valle Road |
| City, State, Zip | San Juan Capistrano, CA 92675 |
| Phone Number | (949) 234-9200 |
| Superintendent | Kirsten Vital |
| Web Site | www.capousd.org |
| E-mail Address | kmvital@capousd.org |

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Mission and Vision Statement

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

We are the small school with a BIG heart!

Schoolwide Learner Outcomes

BE RESPECTFUL

Students will:

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

BE RESPONSIBLE

Students will:

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

BE READY

Students will:

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Serra High School has developed a written Title I parental involvement policy with input from Title I parents. The policy was drafted by school personnel after numerous discussions with school stakeholders regarding the important role that parents play in the education of their students and realistic ways to get parents involved in the school. The policy was approved as part of the Single Plan for Student Achievement by members of the ELAC and School Site Council. It has distributed the policy to parents of Title I students by posting the policy on the school website and by giving each parent a copy of the policy each year as part of the registration packet. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Serra High School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The Annual Title I meeting occurs on Back to School Night. Parents are given copies of updated student performance data, informed about opportunities to serve on the ELAC and School Site Council, and encouraged to sign up for School Loop accounts and make good use of that resource.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evening.
 - o Parents are asked to meet with school staff regarding any concerns. These meetings are available before school, after school, and during the school day as needed.
 - The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - o All parents are encouraged to attend School Site Council meetings and ELAC meetings.
 - The school provides parents of Title I students with timely information about Title I programs.
 - o This information is posted on the school website and written copies are provided as needed.
 - The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - o All parents are encouraged to attend Back to School Night where each teacher reviews their instructional program. When new students enroll in the school, they meet with the principal for a detailed orientation.
 - If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - o School staff are available both before and after school for parent meetings, and when necessary, arrangements can be made to meet with parents during the school day to discuss student concerns. The school principal and academic advisor are available to meet with parents at almost any time by appointment.

School-Parent Compact

Serra High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the

responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Serra High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - o This information is provided each year at the Annual Title I Parent Meeting.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - o School staff meet with parents as needed to share resources and make suggestions of additional resources available to support their work with their children.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - o Parent involvement is encouraged and highlighted at each parent event held at Serra.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - o The Bilingual Community Liaison coordinates with parents regarding any concerns with their students and helps facilitate parent involvement by meeting with parents as needed to help them learn to access school resources.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - o Communications are shared in both Spanish and English.
- The school provides support for parental involvement activities requested by parents.
 - o Parent involvement is encouraged and appreciated at Serra. Information regarding parental involvement activities that are of interest to parents are solicited through parent surveys that are conducted regularly.

Accessibility

Serra High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- The school Bilingual Community Liaison is the parent's first point of contact regarding any concerns with students. They assist with the translation of all parent communications and meet with parents and teachers to help translate as needed to ensure that parents are being heard and understand the school's program.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Each Capistrano Unified school site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office. The Safety Plan was last reviewed, updated, and discussed with faculty in August – September, 2017, and reviewed by Executive Director, Safety and Student Services. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. Fire drills are held monthly in elementary schools, four times per year in middle and two times a year in high school. Drop, cover and hold drills are held each semester in middle and high school and quarterly for elementary. Lockdown drills are held twice a year and a disaster drill is held once a year throughout the District.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 12/2016

This section should be kept to 1-2 paragraphs.

Serra High School is located in historic San Juan Capistrano. The main school facility was built in 1934 and is considered an important part of the landscape of the downtown area. The school has 11 classrooms, a library, a computer lab, a conference room, and an administration office. The school shares the two recreation spaces, a multi-use field and multi-use courts with the city and community. The spaces are used exclusively by Serra during school hours, and are managed by the city outside of that time. The district maintenance staff regularly visits and assess the school's needs to ensure that the steps necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school. We take pride in our campus and it shows.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

This data should match the most recent inspection/FIT report for your school.

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | Repair Needed and Action Taken or Planned |
|---|---|------|------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | R-7: 4. BLINDS ARE BENT 22: 4. WATER STAIN CEILING TILES |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | P17: 7. WATER STAIN IN LIGHT PANEL |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | OFFICE: 11. PAINT IS CHIPPING AROUND LIGHT IS BREAK AREA R-2: 11. PAINT IS CHIPPING ON WALL AND DOOR FRAME R-3: 11. PAINT IS CHIPPING ON WALL R-8: 11. PAINT IS CHIPPING ON WALL P3: 11. NOT SKID PAINT IS PEELING ON RAMP |
| Structural: Structural Damage, Roofs | | X | | ATS 1: 12. DRY ROT ON TRIM AND SIDING ATS 2: 12. DRY ROT ON RAMP, DOOR FRAME, AND SIDING P3: 12. DRY ROT ON RAMP P18: 12. DRY ROT ON SIDING |

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | Repair Needed and Action Taken or Planned |
|--|---|------|------|--|
| | Good | Fair | Poor | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | P16B: 14. TRIP HAZARD @ WALKWAY OFFICE: 15. SKYLIGHT HAS BROKEN WINDOW IN BACK OFC AREA P3: 15. DRY ROT ON WINDOW FRAME |

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | |
|-----------------------|---|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Rating | | X | | |

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Teachers at this School | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 11 | 10 | 10 | |
| Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers) | 0 | 1 | 1 | |
| Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 0 | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 0 | |
| Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 1 | 1 |
| Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester. | 0 | 0 | |

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1 | 131 |
| Counselor (Social/Behavioral or Career Development) | 1 | ♦ |
| Library Media Teacher (Librarian) | 0 | ♦ |
| Library Media Services Staff (paraprofessional) | 0.875 | ♦ |
| Psychologist | 0.2 | ♦ |
| Social Worker | 0 | ♦ |
| Nurse | 0 | ♦ |
| Speech/Language/Hearing Specialist | 0 | ♦ |
| Resource Specialist (non-teaching) | 0 | ♦ |
| Other | 0 | ♦ |

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2016

This section should be kept to 1-2 paragraphs.

| 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 Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Mathematics | 2016 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. 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 |
|--|---|-------------------------------------|--|
| Science | 2007, 2008 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. 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 Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Foreign Language | 2004 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Health | 2004 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based. | | 0% |
| Visual and Performing Arts | 1998, 2005, 2010 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Science Laboratory Equipment (grades 9-12 schools only) | ♦ | ♦ | 0% |

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------------------|--------------------------------|------------------------|
| | Total | Supplemental/ Restricted Sources | Basic/ Unrestricted Sources | |
| School Site | \$14,511 | \$3,094 | \$11,417 | \$84,691 |
| District | ♦ | ♦ | \$5,769 | \$86,146 |
| Percent Difference: School Site and District | ♦ | ♦ | 97.9 | -1.7 |
| State | ♦ | ♦ | \$6,574 | \$79,228 |
| Percent Difference: School Site and State | ♦ | ♦ | 73.7 | 6.9 |

♦ means data is not required. The fields are intentionally not provided.

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

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

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Each district school provides some 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:

- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Learners
- Extended Day/Year/Summer School
- Intervention Programs
- Enrichment Programs
- Technology
- AVID Programs
- Parent Education/Family Nights
- Tutoring (some Title I schools and other federal programs)
- Translation for Home-School Communication
- Counseling (Social, Emotional, and College 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.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

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

Capistrano Unified School District places great value on the role of professional learning, 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 learning 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.

It is the goal of Capistrano Unified School District to ensure all students receive Great First Instruction (GFI). The vision for GFI is that all learning environments include Lesson Preparation, Interaction, Strategies, and Review and Assessment as defined by the Sheltered Instruction Observation Protocol (SIOP). By design, the model for providing professional learning is multi-tiered, and ranges from large-scale, district-wide learning opportunities focused on priority areas to site-specific, embedded professional learning (including coaching) that supports teachers in the transfer of that learning to the classroom. In addition, professional learning “academies” provide supplemental training during the summer and after school hours to further support district initiatives and teacher needs for ongoing professional learning. The outcome of all CUSD professional learning is to improve educator effectiveness 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 learning 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. In 2017 the District developed the CUSD Professional Learning Communities Framework as it's guiding document for professional collaboration. All collaborative teams utilize Common Goals, Relational Trust, Focus on Learning, Shared Responsibility, Action-Oriented, Data Driven, and Systems and Structures for Support to ensure all students are learning at high levels. These embedded professional learning 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.

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Since 2004, all schools provide specific release time for embedded professional learning 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.

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School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

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

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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- 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 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 150 |
| % of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program | 100% |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school | 100% |