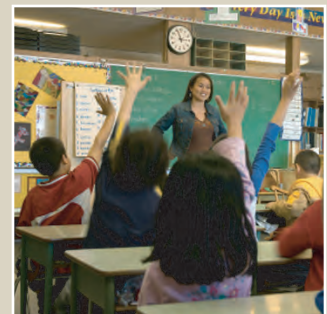




CALIFORNIA TITLE COMPANY

ALISO VIEJO

Community & School Information





ALISO VIEJO

With rolling hillside and valley terrain boasting picturesque views of mountains, streams, lush trails, pristine parks and city lights, Aliso Viejo is the envy of other cities throughout Orange County.

The City offers a bevy of amenities that mirror its motto of “Live, Work, Learn, Shop and Play” and its City slogan: “Aliso Viejo – Experience it All.” Aliso Viejo is well-known as a strong and lively community designed to meet the growing needs of individuals, families, professionals and enterprising businesses. It is a balanced community with opportunities for housing, jobs, future-planned multi-modal transportation and recreation. An abundance of parks and trails, cultural and recreational activities and youth sports programs further enhance the quality of life for a community with a vision to ensure long-term viability.

History

Aliso Viejo was originally part of the 22,000 acre Moulton Ranch. The Moulton family took title in the 1890's to land originally granted to Juan Avila by the Mexican government in 1842. In 1976, Mission Viejo Company purchased the last 6,600 acres for a new planned community that is now part of the City of Aliso Viejo. The first residential units were offered in March of 1982 and the first residents arrived in November of the same year.

Aliso Viejo became Orange County 's 34th city on July 1, 2001. The first planned community in Orange County, it was targeted to middle and upper-middle income homebuyers. Aliso Viejo had only 7,600 residents in 1990. Developers were building homes, condos and apartments so fast that there were waiting lists and lotteries held for singles and couples anxious to be a part of the community. By 2000, the population expanded by 32,000 residents, making it the top city in population growth in Orange County.



Places of Interest

Aliso & Wood Canyons Regional Park

This expansive park sits at the south end of the Laguna Greenbelt. Its canyons harbor a pastoral feel unmatched in Orange County. Favored with petroglyphs etched by native people, Aliso & Wood Canyons are natural wonders still to be enjoyed. 28373 Alicia Parkway, Laguna Niguel 92677 / 949-831-2790

Soka University

Founded on the Buddhist principles of peace, human rights and the sanctity of life, SUA opened in fall 2001 to its first 100 freshmen students. Ultimately, the university plans to serve 1,200 residential, undergraduate students. 1 University Drive, Aliso Viejo 92656 / 949-480-4000 / www.soka.edu

Edwards Aliso Viejo Stadium 20

Stadium theater in the heart of Aliso Viejo's shopping and dining. 26701 Aliso Creek Road, Aliso Viejo, CA 92656 / 949-425-3838

Nature Walks

Join Ranger Carroll for a short, informative nature walk along the Aliso Creek Trail. Learn about the history of Aliso and Wood Canyons Wilderness Park,





complete with information about plants, animals and other trails. Walks are relatively easy and recommended for families and individuals who enjoy the outdoors. Please, no pets! (949) 923-2299

Aliso Viejo Library

1 Journey, Aliso Viejo, CA 92656 / (949) 360-1730

Aliso Viejo Country Club

33 Santa Barbara, Aliso Viejo, CA 92656 / 949-598-9200

As Orange County's Newest Private Club, our Membership shares in our passion for golf and a well-lived life that is enriched by time spent with family and friends. Being a brand new Club allows us to build our own traditions and create a Club for our Members, built by their desires and dreams for the future.

Nestled in the hills of Saddleback Valley and surrounded by spectacular views of pristine mountain ranges and picturesque valleys, Aliso Viejo Country Club is an oasis from the fast-paced life of Orange County. The Club provides its Members a luxurious private Club experience at an affordable price, offering its Members the very best in golf, dining, and social activities.



Annual Events

Community Spring Celebration & Pancake Breakfast

Annual AVCA sponsored event for families and young children. Kick off the Spring Season at the AVCA Spring Celebration, which includes visits with Peter Rabbit, egg hunts for children of all ages, children's crafts, family games and much more. Make sure to bring along your camera to catch your child's special moment with Peter Rabbit. Grand Park at Aliso Viejo Town Center
949-448-5922

Soka University's Annual International Festival

Featuring over 600 dancers and musicians on 3 stages, international food, art, film, storytelling, street painting, more than 100 exhibitors, children's games and inflatable rides. The event is free for children under 18 and \$5 for adults. All proceeds benefit the Soka University Scholarship Endowment. Soka University: 1 University Drive, Aliso Viejo, CA 92656 / 949-480-4081

Utilities

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

Electricity: Southern California Edison 800-655-4555 / www.sce.com
San Diego Gas & Electric 800-411-7343 / www.sdge.com

Gas: Southern California Gas Company 800-427-2200 / www.socalgas.com
San Diego Gas & Electric 800-411-7343 / www.sdge.com

Phone: AT&T 800-288-2020 / www.att.com
Cox Communications 949-240-1212 / www.cox.com

Trash: CR&R Waste Services 877-728-0446 / www.crrwasteservices.com

Water: Moulton Niguel Water District 949-831-2500 / www.mnwd.com





Education

Capistrano Unified School District

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

Elementary Schools

Canyon Vista Elementary
27800 Oak View Drive, Aliso Viejo, CA 92656
949-234-5941 Phone | 949-360-6273 Fax

Don Juan Avila Elementary
26278 Wood Canyon, Aliso Viejo, California 92656
(949) 349-9452 Phone | (949) 362-9108 Fax

Oak Grove Elementary
22705 Sanborn , Aliso Viejo, CA 92656
949-360-9001 Phone | 949-360-7372 Fax

Wood Canyon Elementary
23431 Knollwood, Aliso Viejo , CA 92656
(949) 448-0012 Phone | (949) 448-0017 Fax

Middle Schools

Aliso Viejo Middle
111 Park Ave., Aliso Viejo, CA 92656
Phone: (949) 831-2622 | FAX: (949) 643-2784

Don Juan Avila Middle
26278 Wood Canyon Drive, Aliso Viejo, CA 92656
(949) 362-0348

High Schools

Aliso Niguel High
28000 Wolverine Way, Aliso Viejo, CA 92656
(949) 831-5590

Laguna Beach Unified School District

550 Blumont Street / Laguna Beach, CA 92651
Tel: (949) 497-7700 / Fax: (949) 497-6021 / www.lbusd.org

Saddleback Valley Unified School District

25631 Peter Hartman Way / Mission Viejo, CA 92691
949-586-1234 / www.svusd.k12.ca.us

Soka University

1 University Drive, Aliso Viejo, CA 92656
949.480.4000 / www.soka.edu



ALISO VIEJO

12 JOURNEY, SUITE 100
ALISO VIEJO, CA 92656

INCORPORATED: 2001
AREA: 6.9 square miles
TELEPHONE: (949) 425-2500
WEBSITE: www.cityofaliso Viejo.com

Mayor: Phillip Tsunoda
Mayor Pro Tem: Carmen Cave
Council Members: Donald Garcia
Greg Ficke
William Philips

City Manager: (949) 425-2510
Community Development: 425-2525
City Council: 425-2510
Parks & Recreation: 425-2550
OC Fire Authority: (714) 744-0400
Sheriff Department: 647-7000

Population Characteristics

Population	
1950:	#
1960:	#
1970:	#
1980:	#
1990:	#
2000:	40,166 (*1)
2000:	#
2001:	#
2002:	42,587 (*2)
2003:	43,923 (*2)
2004:	44,809 (*2)
2005:	44,825 (*2)
2006:	44,807 (*2)
2007:	44,830 (*2)
2008:	45,173 (*2)
2009:	45,634 (*2)
2010:	46,123 (*2)

2000 Racial and Ethnic Population (*1)		
	Number	%
White	28,599	71.2%
Hispanic	4,680	11.7%
Asian & Pacific Islander	4,445	11.1%
Black	790	2.0%
All Other Races	1,646	4.1%
Total Population:	40,166	100.0%

Current Projections Series (*3) Population (OCP 2006)		
2015	49,143	
2020	49,721	
2025	49,943	
2030	50,188	
2035	50,214	

Vital Statistics (*4)			
	2002	2003	2004
Total Births	954	886	868
Birth Rate	22.4	20.2	19.4
Total Deaths	87	110	108
Death Rate	2.0	2.5	2.4

2000 Population by Age (*1)		
	Total	%
0-4	4,043	10.1%
5-9	3,174	7.9%
10-14	2,176	5.4%
15-19	1,620	4.0%
20-24	1,652	4.1%
25-34	10,162	25.3%
35-44	9,425	23.5%
45-54	4,583	11.4%
55-59	1,249	3.1%
60-64	732	1.8%
65-74	895	2.2%
75-84	375	0.9%
85+	80	0.2%
Total:	40,166	100.0%
Median Age:	32.7	
Percent of County:		1.4%

Voter Registration, 2010 (*5)			
Democratic	7,991	Peace & Freedom	48
Republican	11,495	Misc.	88
Independent	691	Decline To State	6,517
Green	126		
Libertarian	203	Total:	27,159

City not incorporated at this date.

*2000 U.S. Census data reflects boundaries of Aliso Viejo, Census Designated Place, not July 2001 incorporated city boundary.

Sources: (*1) April Decennial Census of Population, U.S. Census Bureau.

(*4) OC Health Care Agency rates per 1,000 population
2004 is the latest published data by city.

(*2) E-5 Released May 2010, State Dept. of Finance.

(*5) OC Registrar of Voters, May 2010.

(*3) Center for Demographic Research, CSUF.

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



Canyon Vista Elementary School
Home of the Crocodiles

2009-10 School Accountability Report Card Report (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools' contact information.

School	District
School Name Canyon Vista Elementary	Capistrano Unified
Street 27800 Oak View Dr.	949-234-9200
City, State, Zip Aliso Viejo, CA 92656	www.capousd.org
Phone Number 949-234-5941	Superintendent Joseph M. Farley, Ed.D.
Principal Donald Mahoney	E-mail Address jmfarley@capousd.org
E-mail Address dpmahoney@capousd.org	CDS Code 30-56464-0100735

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

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

Canyon Vista Elementary School

A California Distinguished School

Our Mission is Learning

"We will ensure that all our children will learn more today than yesterday, and more tomorrow than today."
It is the mission of Canyon Vista Elementary School to meet the needs of all students with No Child Left Behind and to promote self-motivated academic scholars with strong character development within a safe environment. Scholars will grow and learn in a collaborative culture where parents, teachers and staff work together for the common goal of increased student achievement.

Vision:
We envision Canyon Vista Elementary School as a place where staff:

- Work together in collaborative teams.**
- Implement strategies to monitor and improve student achievement with ongoing, research based strategies.**
- Demonstrate a personal commitment to the academic success and general well being of all students.**
- Encourage responsibility, fairness, caring, citizenship, trustworthiness, & respect.**
- Provide a safe and nurturing environment.**

Canyon Vista Elementary School (CVES) is nestled in the hilltop community of Aliso Viejo next to Soka University, our community partner. With a breathtaking view of Wood Canyon and the hillsops of Laguna Beach, the school opened its doors in August of 2003. As a "walking school", all of the families live within the local community and walk in neighborhood groups to the beautiful, new school. The school is at the hub of a tightly knit community where parents gather in the afternoons to socialize amongst themselves and in the office prior to picking up their children. The facility, housing grades K-5, is comprised of thirty classrooms, a multi-purpose room, and computer lab featuring the latest in state of the art technology including internet access in every classroom and wireless access throughout the school.

Students at Canyon Vista are motivated and encouraged to think critically, communicate effectively, and be active participants in successfully achieving their academic and personal growth goals to become lifelong learners. Canyon Vista teachers follow the district and state guidelines with a shared commitment to implement the best practices and strategies based on multiple measures of data, while utilizing instructional time efficiently, and creating a safe and supportive environment.

In 2010, Canyon Vista earned an API of 906. The staff has a commitment to excellence, the principles of No Child Left Behind, and to developing the whole child. We believe that every child can and will learn and meet the grade level standards. We accept high levels of learning for all students as the fundamental purpose of our school and are willing to examine all practices in light of their impact on learning. Staff members were hired based upon exceptional commitments of time and resources to children. Families in Aliso Viejo know their neighbors and take pride in being a part of our school's community. They are a powerful link in the home/school partnership to ensure that each child develops the intellectual, physical, and emotional capacities to be a life-long learner.

Opportunities for Parental Involvement (School Year 2009-10)

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

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

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

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

Grade Level	Number of Students
Kindergarten	120
Grade 1	137
Grade 2	126

Grade 3	144
Grade 4	112
Grade 5	105
Total Enrollment	744

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	
	1-20	21-32 33+
African American	1.21 %	
American Indian or Alaska Native		
Asian	11.02 %	
Filipino	2.02 %	
Hispanic or Latino	14.38 %	
Pacific Islander	.13 %	
White (not Hispanic)	60.35 %	
Multiple or No Response	10.89 %	
Socioeconomically Disadvantaged	7.00 %	
English Learners	5.00 %	
Students with Disabilities	6.00 %	

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08		2008-09			2009-10				
	Avg. Class Size	Number of Classrooms	1-20	21-32	33+	Avg. Class Size	Number of Classrooms	1-20	21-32	33+
K	31.7	3	30.0	4		30.0	4			4
1	19.3	7	20.0	6		20.0	6			6
2	19.2	6	19.6	8		19.6	8			8
3	19.8	5	18.8	6		18.8	6			6
4	32.5	2	30.7	3	1	30.7	3			3
5	36.0	3	32.3	3	1	32.3	3			3
6										
K-3		1								
3-4	23.0					32.0				1
4-8				1						
Other										

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

semester throughout the district. Lockdown drills and disaster drill are held once a year.

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

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.4	0.3	0.3	3.3	3.3	3.3
Expulsions	0.0	0.0	0.0	0.3	0.3	0.3

IV. School Facilities

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

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

Canyon Vista Elementary School has 31 classrooms, a multipurpose room, a library, TV studio, RSP room, and an administration building. The campus was built in 2004. The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

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

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District	
	2007-08	2008-09	2009-10	2009-10	2009-10
With Full Credential	31	26	27	27	2131
Without Full Credential	0	0	0	0	38
Teaching Outside Subject Area of Competence	0	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	3	2
Total Teacher Misassignments	0	3	2
Vacant Teacher Positions	0	0	0

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

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

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1999 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Mathematics	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
History-Social Science	2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Visual and Performing Arts	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%

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

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,746	\$1,957	\$4,990	\$71,709
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	-5.51%	-7.66%
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	12.17%	5.18%

Types of Services Funded (Fiscal Year 2009-10)

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

Capistrano Unified School District received fewer dollars per ADA (Average Daily Attendance) than the state average for unified school districts. Our school district lobbied for equitable funding per student for all school districts in California. Funds were received from the state and federal governments for school improvement, compensatory education (Title I), English language learners, migrant services, special education, preschool services, Accelerated Academic Achievement (AAA/GATE), child welfare and attendance, and instructional and library materials.

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

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

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$42,377
Mid-Range Teacher Salary	\$73,476	\$67,667
Highest Teacher Salary	\$97,031	\$87,102
Average Principal Salary (Elementary)	\$122,243	\$108,894
Average Principal Salary (Middle)	\$125,618	\$113,713
Average Principal Salary (High)	\$133,899	\$124,531
Superintendent Salary	\$225,225	\$223,323
Percent of Budget for Teacher Salaries	46.70 %	40.20 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

Subject	School		District		State	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
English-Language Arts	73	81	64	70	71	46
Mathematics	73	74	78	59	63	64
Science	73	76	80	66	71	74
History-Social Science	0	0	0	61	67	68

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian	93	93	75	75
Filipino	*	*	*	*
Hispanic or Latino	64	62	81	81
Pacific Islander				
White (not Hispanic)	83	78	83	83
Male	76	77	82	82
Female	86	79	78	78
Economically Disadvantaged	52	41	*	*

test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

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

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	
All Students at the School	2	14	7	906
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-2	19	1	901
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.
 "" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

English Learners	71	62	*
Students with Disabilities	45	41	*
Students Receiving Migrant Education Services			

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones	
	Four of Six Standards	Six of Six Standards
5	10.4	51.1

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	9	9	9
Similar Schools	3	3	2

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

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

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program

Overall	Yes	No
"Yes"	Met 2010 AYP Criteria	
"No"	Did not Meet 2010 AYP Criteria	

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

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

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

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

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

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



Don Juan Avila Elementary School

Home of the Eagles



2009-10 School Accountability Report Card Report (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School	District
School Name Don Juan Avila Elementary	Capistrano Unified
Street 26278 Wood Canyon Dr.	Phone Number 949-234-9200
City, State, Zip Aliso Viejo, CA 92656-8080	Web Site www.capousd.org
Phone Number 949-349-9452	Superintendent Joseph M. Farley, Ed.D.
Principal Shawn Lohman	E-mail Address jmfarley@capousd.org
E-mail Address slohman@capousd.org	CDS Code 30-66464-6117634

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

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

Don Juan Avila Elementary School

A California Distinguished School



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

Our mission is clear and vital: To help all children learn, to learn more, tomorrow than they learn today, and to learn more next year than they learn this year. The staff at Don Juan Avila Elementary School (DJAES), in partnership with the home, will assist our students to become contributing members of society, empowered with the skills and knowledge necessary to excel in a changing world. Our Education Team is dedicated to provide high academic standards where students are challenged and exceeding beyond expectations is expected. We will instill the enjoyment of lifelong learning in a safe and nurturing environment. Our school community is a diverse representation of multi-socioeconomic levels with neighborhoods that include single-family dwellings, condominiums, and apartments. Unique cultural enrichment opportunities exist at Don Juan Avila Elementary School thanks to the many wonderful languages spoken by our students and community residents.

Our school motto is "Excelling Beyond Expectations!" This simple, yet powerful, statement drives our daily instructional practices, is the focal point of our character education program, and emphasizes our professional desire to always do our best.

The setting of high standards and expectations for all students is the key to success and the DJAES Education Team works with the students, parents, and community to offer a sound educational program that really works. The Don Juan Avila Elementary School offers a complete and comprehensive educational program to approximately 800 preschool through fifth grade students and an adjoining 6 - 8 middle school campus, which provides an exciting and unique opportunity for both students and staff. We believe in the importance of student acquisition of basic skills and the ability to use those skills in all subject areas, including language arts, math, science, social studies, and the arts. Special emphasis is placed on reading, writing, mathematics, critical thinking, and problem-solving because, ultimately, students need to be ready for tomorrow's demands. At DJAES, both students and teachers use a variety of technological resources and a high speed internet access as tools to increase student learning throughout all areas of the curriculum in an exciting, dynamic environment.

DJAES promotes strong parent, community and business involvement. This takes the form of continual school-home communication, parent volunteers, a great PTA, community volunteers, an on-campus YMCA for before- and after-school child care, plus the active seeking of donations and business partnerships. In essence, DJAES builds a strong sense of community — a place where everyone comes together to promote teaching and learning. Character education and community service are important aspects of what we do and what we stand for at DJAES. The 3-R's of our Character Education Program are:

1. Respect
2. Responsibility
3. Readiness

Every year the Student Council focuses on programs that encourage students to give back to the community, such as collecting food for Saddleback Outreach, raising and donating money to the Red Cross and CHOC-Child Life, in addition to local families in need. Students also reach out to military personnel with care packages and letters, and they make Toys for Tots an annual event.

Parent volunteers are a critical component of our instructional program. Members of the local law enforcement and fire prevention agencies donate their time to assist the administrative team and PTA safety committee. Their invaluable assistance has been truly beneficial in our effort to ensure student safety. The Don Juan Avila Elementary Parent Teacher Association is also an integral part of our school community.

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

Opportunities for Parental Involvement (School Year 2009-10)

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

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

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

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

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

Grade Level	Number of Students	
	2008-09	2009-10
Kindergarten	139	
Grade 1	153	
Grade 2	146	
Grade 3	124	
Grade 4	126	
Grade 5	133	
Total Enrollment	821	

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment
African American	0.97 %
American Indian or Alaska Native	0.37 %
Asian	13.64 %
Filipino	2.56 %
Hispanic or Latino	13.15 %
Pacific Islander	0.12 %
White (not Hispanic)	58.10 %
Multiple or No Response	11.09 %
Socioeconomically Disadvantaged	9.00 %
English Learners	10.00 %
Students with Disabilities	5.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08			2008-09			2009-10		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	31.3	4		30.8	3	1	30.8	3	1
1	20.3	3		20.3	6	2	20.3	6	2
2	20.2	5		18.9	8		18.9	8	
3	19.8	6		20.5	3	3	20.5	3	3
4	32.7	1	2	32.8	1	3	32.8	1	3

5	34.5		4	30.3		4	30.3		4
6									
K-3	20.0	2							
3-4	23.0		1						
4-8									
Other									

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

For additional information on emergency planning in CUSD please go to:

<http://www.capoustd.org/pdf/Emergency%20Planning%20for%20CUSD.pdf>

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.0	0.0	3.3	3.3	3.3
Expulsions	0.0	0.0	0.0	0.3	0.3	0.3

IV. School Facilities

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

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

This school has 33 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 2000. Portable classrooms were added in 2001 to accommodate class size reduction.

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

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

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

Systems: Gas Leaks, Mechanical/HVAC, Sewer Interior: Interior Surfaces	Repair Status			Repair Needed and Action Taken or Planned		
	Exemplary	Good	Poor	Exemplary	Good	Poor
	N/A	X			X	
	N/A	X			X	

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X				
Electrical: Electrical	N/A	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X				
Safety: Fire Safety, Hazardous Materials	N/A	X				
Structural: Structural Damage, Roofs	N/A	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		X			
Overall Rating			Good			N/A

V. Teachers

Teacher Credentials

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

	School			District
	2007-08	2008-09	2009-10	
Teachers				
With Full Credential	34	31	30	2131
Without Full Credential	0	0	0	38
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	0	0	0

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

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

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1999 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Mathematics	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
History-Social Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Visual and	2008 - All students are provided an individual textbook or	0%

	Arts	Science
African American	*	*
American Indian or Alaska Native	*	*
Asian	93	94
Filipino	69	69
Hispanic or Latino	62	60
Pacific Islander	79	79
White (not Hispanic)	73	79
Male	82	78
Female	63	61
Economically Disadvantaged	59	73
English Learners	46	39
Students with Disabilities		*
Students Receiving Migrant Education Services		

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones	
	Four of Six Standards	Five of Six Standards
5	7.3	22.6
		Six of Six Standards
		64.5

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

X: Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	9	9	9
Similar Schools	3	2	4

"N/A"

means a number is not applicable or not available due to missing data.

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

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

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

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

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

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	
All Students at the School	-5	34	-8	897
African American				
American Indian or Alaska Native				
Asian		26		
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-7	33	-11	911
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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

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

Adequate Yearly Progress

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

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

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

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.

Academic Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

"Yes"
 "No"
 Met 2010 AYP Criteria
 Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

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

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies", focused on district initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

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

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California

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



Oak Grove Elementary School
Home of the All-Stars

2009-10 School Accountability Report Card Report (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School	District
School Name Oak Grove Elementary	Capistrano Unified
Street 22705 Sanborn	949-234-9200
City, State, Zip Aliso Viejo, CA 92656	www.capoused.org
Phone Number 949-360-9001	Joseph M. Farley, Ed.D.
Principal Jill O'Connell-Bogle	jmfarley@capoused.org
E-mail Address jobogle@capoused.org	CDS Code 30-66464-6113344

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

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

Oak Grove Elementary School

A California Distinguished School

Our Mission Is Learning



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

At Oak Grove Elementary School, our mission is clear and vital: To help all children learn, to learn more tomorrow than they learned today, and to learn more next year. With our parents and our richly diverse Aliso Viejo community, we always strive to assist children in realizing their full potential as responsible, productive, contributing members of society. Oak Grove provides an educational environment where students are challenged, excellence is expected, and differences are valued. We are dedicated to providing high academic standards and instilling the enjoyment of lifelong learning in a safe and nurturing environment. Together, the parents and staff of Oak Grove Elementary are committed to the philosophy that all children are gifted. We are the Oak Grove Elementary School All-Stars. We believe every child is a winner!

Recognized twice (2000 & 2004) as a California Distinguished School, Oak Grove Elementary is located high on the bluffs overlooking beautiful Aliso Viejo with a panoramic view of Saddleback Mountain and the entire valley. Our school opened in September 1996 with a focus on student acquisition of the essential skills, the integration of technology into the curriculum, character education, and community service. Incorporating a unique "All-Star Baseball" theme, our school uses basic building blocks for success. Oak Grove is designed to provide students with the essential skills, fundamentals, and solid academic foundation necessary for success at every grade level and in life. Oak Grove has a creative math/music integrated program (the MIND Institute Program) for which the California School Boards Association awarded a Golden Bell in 2003. This program is provided to all second and third grade students and teaches keyboarding, reading music, and computer games based on mathematical concepts such as ratio, percent, and proportion. These music and computer components are integrated into the main standards in the classroom.

Setting high standards and expectations for all preschool through Grade 5 students, our staff works with the students, parents, and community to offer a sound educational program that really works. The Oak Grove staff is truly outstanding. They believe in the importance of student acquisition of essential skills and the ability to use those skills in all subject areas, including language arts, math, science, social studies, and the arts. Special emphasis is placed on reading, writing, listening, speaking, critical thinking, problem solving, and student work products because, ultimately, students need to communicate their knowledge with others. Oak Grove Elementary School connects people to create a sense of community, connects the curriculum to achieve coherence, connects classrooms and resources to enrich the climate, and connects learning to life to build character. Our school promotes communication with access to the campus radio station, K-OAK, 100.5 FM, which broadcasts 24 hours a day, seven days a week.

At Oak Grove, both students and teachers use a variety of technological resources as tools to increase student learning throughout all areas of the curriculum in an exciting, dynamic environment. Students and teachers have immediate access to a wide range of technologies, including an updated 32-computer lab, and a 20-computer laptop lab. Everyone uses an assortment of software programs and tools, including word processing, databases, spreadsheets, and graphics packages. The computer is also used as a presentation tool to incorporate additional information into learning projects. Our staff and parent community work together to foster strong character values in all students through a character education program called "Character Counts!" The six pillars of character: caring, fairness, respect, trustworthiness, responsibility and citizenship, are emphasized and celebrated.

At Oak Grove, we promote strong parent, community, and business involvement. This takes the form of continual school/home communication, parent volunteers, a great PTA, and community volunteers, plus the active seeking of donations and business partnerships. This home/school/business partnership is highlighted each year with the "All-Star Bash" in May, in addition to our "Fun, Family Nights" once per month throughout the school year. In essence, Oak Grove Elementary School builds a strong sense of community — a place where everyone comes together to promote teaching and learning. Parents wanting more information regarding opportunities for involvement are directed to contact the PTA president through the school office.

Ultimately, our mission underscores that we believe every child is a winner. After all, from little acorns mighty oaks do grow.

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

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities. At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our Parent Teacher Association (PTA), with over 500 members, works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. The PTA has funded primary music, MIND music, donated books support Class Act (a program with the Pacific Symphony) and purchased computers and technology upgrades. Additionally, the PTA sponsors activities which promote understanding, giving back to others, and community: Harvest food drive, Fun Fridays, Literacy Week, Movie Night, and the All Star Bash.

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

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

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	124
Grade 2	133
Grade 3	136
Grade 4	145
Grade 5	146
Total Enrollment	807

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment
African American	1.24 %
American Indian or Alaska Native	0.37 %
Asian	9.67 %
Filipino	1.36 %
Hispanic or Latino	22.06 %
Pacific Islander	%
White (not Hispanic)	53.16 %
Multiple or No Response	12.14 %
Socioeconomically Disadvantaged	15.00 %
English Learners	10.00 %
Students with Disabilities	10.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08			2009-09			2009-10		
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	1-20	21-32	33+
K	29.8	5	29.6	5	29.6	5	21-32	33+	5

1	19.3	6	19.0	6	19.0	6
2	20.0	7	19.0	7	19.0	7
3	19.4	8	19.4	8	19.4	8
4	30.5	4	33.3	1	3	1
5	30.4	5	31.0	4	31.0	4
6						
K-3	19.0	1	17.0	1	17.0	1
3-4						
4-8						
Other						

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

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

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.1	0.5	0.5	3.3	3.3	3.3
Expulsions	0.0	0.0	0.0	0.3	0.3	0.3

IV. School Facilities

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

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

Oak Grove Elementary School has 22 classrooms, a multipurpose room, computer lab, library, and an administration building. The main campus was built in the year 1996. Twenty-three portable classrooms have been added on to the main campus grounds since 1996. In addition, there are three YMCA portables on the Oak Grove campus.

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

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

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District	
	2007-08	2008-09	2009-10	2009-10	2010-11
With Full Credential	40	31	34	2131	
Without Full Credential	0	0	0	38	
Teaching Outside Subject Area of Competence	0	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	4	3	3
Total Teacher Misassignments	4	3	3
Vacant Teacher Positions	0	0	0

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

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

page.

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1999 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Mathematics	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
History-Social Science	2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink.	0%

	an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Visual and Performing Arts	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%

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

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic /Unrestricted)	Average Teacher Salary
School Site	\$7,326	\$2,152	\$5,333	\$76,380
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	2.12%	-1.64%
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	-5.08%	12.03%

Types of Services Funded (Fiscal Year 2009-10)

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

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$48,899	\$42,377
Mid-Range Teacher Salary	\$73,476	\$67,667
Highest Teacher Salary	\$97,031	\$87,102
Average Principal Salary (Elementary)	\$122,243	\$108,894
Average Principal Salary (Middle)	\$125,618	\$113,713
Average Principal Salary (High)	\$133,899	\$124,551
Superintendent Salary	\$225,225	\$223,323
Percent of Budget for Teacher Salaries	46.70 %	40.20 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

Subject	School		District			State	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2008-09
English-Language Arts	66	70	69	64	70	71	46
Mathematics	74	75	70	59	63	64	43
Science	71	65	78	66	71	74	46
History-Social Science	0	0	0	61	67	68	36

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	45	45	*	
American Indian or Alaska Native	78	80	77	
Asian	45	64	*	
Hispanic or Latino	50	54	70	
Pacific Islander				
White (not Hispanic)	77	75	84	
Male	63	68	79	
Female	76	72	77	
Economically Disadvantaged	46	46	72	
English Learners	39	48	*	
Students with Disabilities	40	32	*	
Students Receiving Migrant Education Services				

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones	
	Four of Six Standards	Five of Six Standards
5	24.6	24.6
		22.2

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

small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	8	9	8
Similar Schools	1	2	2

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

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

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

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

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

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

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	
All Students at the School	21	3	1	861
African American				
American Indian or Alaska Native	23	-25		
Asian				
Filipino				
Hispanic or Latino			-37	813
Pacific Islander				
White (not Hispanic)	18	16	17	874
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"NA" means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

*** Yes

No

Met 2010 AYP Criteria
Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

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

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

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

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

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



Wood Canyon Elementary School

Home of the Comets

2009-10 School Accountability Report Card Report (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School	District
School Name Wood Canyon Elementary	Capistrano Unified
Street 23431 Knollwood	Phone Number 949-234-9200
City, State, Zip Aliso Viejo, CA 92656-4240	Web Site www.capousd.org
Phone Number 949-448-0012	Superintendent Joseph M. Farley, Ed. D.
Principal Shelley Overstreet	E-mail Address jmfarley@capousd.org
E-mail Address soverstreet@capousd.org	CDS Code 30-66464-6111835

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

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

Wood Canyon Elementary School

A California Distinguished School



Our Mission Is Learning

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

Wood Canyon Elementary is a unique school nestled in the canyons of Aliso Viejo. Opening in 1984 as a Visual and Performing Arts Academy, our campus is a hub of the community offering a place where music and fine arts are valued and appreciated. This is evident as you first walk through our doors and see hundreds of original pieces of student art work proudly framed and displayed throughout the campus. In addition to a well-rounded education, students receive robust academic instruction based on the California State Standards and highly trained staff members.

Wood Canyon serves approximately 725 preschool through fifth grade regular and special education students. The spirit of our "Comet Community" is built through weekly morning assemblies which recognize the positive achievements of our students and celebrate our school's success. A positive emphasis on behavioral management is valued through our PBIS program, clearly outlining expectations for student performance and rewarding students for a job well done.

Wood Canyon is a California Distinguished School and was named a Golden Bell award-winning school for effectively assisting at-risk students. Our staff members are highly trained to work with children to bring out their full potential. They provide differentiated instruction to meet the diverse needs of our students in both reading and math on a daily basis. Academic failure is not an option for our students.

Parents are actively involved at Wood Canyon through membership in the PTA, Wood Canyon Foundation, and School Site Council. These organizations work together to set academic and co-curricular goals for our students. Most recently, these organizations assisted with funding for a brand new computer lab, as well as laptops for our teachers, to provide the most updated resources for the technological advancement of our students. Field trips, assemblies, and special programs such as Art Masters, "Walk through the American Revolution" and family nights are highlights for our Comet Community. Whether it's building community through our Comets in Touch (CIT) crew which provides support to families in need, or our Comet Coffee Club, parents work together to support the positive spirit of the school.

Opportunities for Parental Involvement (School Year 2009-10)

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

At Wood Canyon, parents are a vital part of our school community. We believe that parents are a child's first teacher, and therefore respect that education is a true partnership between the home and school. Parents play a key role in setting school-wide academic goals and funding priorities through the development of the Single School Plan and participation in School Site Council.

The Wood Canyon Parent Teacher Association (PTA) and Foundation work hand-in-hand with supporting school-wide programs and developing school culture. Parents are highly encouraged to participate in these organizations as well as volunteering in their child's classroom, as we know that student achievement directly correlates to parent involvement in their education.

In addition to the many ways that parents support the school, the Wood Canyon staff and support groups provide many opportunities to educate parents about relevant issues through family nights, weekly email/Listserv Comet Communications, a weekly Comet Folder, our telephone messaging system, Fall/Spring Conferences, and ongoing feedback regarding student progress in the classroom.

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

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

Grade Level	Number of Students
Kindergarten	85
Grade 1	88
Grade 2	104

Grade 3	107
Grade 4	84
Grade 5	104
Total Enrollment	582

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment
African American	4.30 %
American Indian or Alaska Native	0.69 %
Asian	9.28 %
Filipino	4.12 %
Hispanic or Latino	26.46 %
Pacific Islander	0.52 %
White (not Hispanic)	50.17 %
Multiple or No Response	4.46 %
Socioeconomically Disadvantaged	27.00 %
English Learners	15.00 %
Students with Disabilities	9.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08			2008-09			2009-10			
	Avg. Class Size	Number of Classrooms	Number of Classrooms	Avg. Class Size	Number of Classrooms	Number of Classrooms	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	30.0	3	3	3	31.0	3	3	31.0	3	3
1	19.2	5	5	5	18.8	5	5	18.8	5	5
2	19.3	4	4	4	20.0	5	5	20.0	5	5
3	20.0	6	6	6	19.8	4	4	19.8	4	4
4	34.7	3	3	3	33.0	1	2	33.0	1	2
5	33.5	4	4	4	33.3	3	3	33.3	3	3
6										
K-3	18.7	3	3	3	17.0	1	1	17.0	1	1
3-4					17.0	1	1	17.0	1	1
4-8										
Other										

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

semester throughout the district. Lockdown drills and disaster drill are held once a year.

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

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.4	2.1	2.1	3.3	3.3	3.3
Expulsions	0.0	0.0	0.0	0.3	0.3	0.3

IV. School Facilities

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

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

Wood Canyon Elementary has 30 classrooms, a phenomenal multipurpose/performing arts center (PAC) room, a well-stocked student library and 2 operational computer labs. The main campus was built in 1994. Additions included a stage to our PAC and amphitheater.

Each school day begins with a safety inspection of the campus. Approximately twice each year the fire department formally inspects the school for safety conditions. We work closely with our local agencies to improve traffic flow, accessibility, and safety conditions relative to our campus.

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

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

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

V. Teachers

Teacher Credentials

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

Teachers	School		District
	2007-08	2008-09	
With Full Credential	33	26	24
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
			N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	89.66	10.34
All Schools in District	95.26	4.74
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	95.26	4.74

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		N/A
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A

Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Health Assistant		N/A

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1999 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. 2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Mathematics	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. 2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
History-Social Science	2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based. 2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Visual and Performing Arts	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%

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

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic /Unrestricted)	Average Teacher Salary
School Site	\$7,491	\$2,417	\$5,297	\$73,772
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	0.30%	-5.00%
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	-6.77%	8.20%

Types of Services Funded (Fiscal Year 2009-10)

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

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$42,377
Mid-Range Teacher Salary	\$73,476	\$67,667
Highest Teacher Salary	\$97,031	\$87,102
Average Principal Salary (Elementary)	\$122,243	\$108,894
Average Principal Salary (Middle)	\$125,618	\$113,713
Average Principal Salary (High)	\$133,899	\$124,531
Superintendent Salary	\$225,225	\$223,323
Percent of Budget for Teacher Salaries	46.70 %	40.20 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

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

Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program can be found in the [Explaining Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining Reporting \(STAR\) Results to the Public Guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	57	65	58	64	70	71	46	50	52
Mathematics	49	53	56	59	63	64	43	46	48
Science	58	50	49	66	71	74	46	50	54
History-Social Science	0	0	0	61	67	68	36	41	44

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced					
	English-Language Arts	Mathematics	Science	History-Social Science	Arts	History-Social Science
African American	33	28	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	80	90	85	85	85	85
Filipino	76	53	53	53	53	53
Hispanic or Latino	39	37	30	30	30	30
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	65	66	66	66	66	66
Male	54	56	56	56	56	56
Female	62	57	57	57	57	57
Economically Disadvantaged	38	40	40	40	40	40
English Learners	22	26	26	26	26	26
Students with Disabilities	39	26	26	26	26	26
Students Receiving Migrant Education Services						

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

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	34.3	25.5	0.0

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

X: Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	8	7	7
Similar Schools	2	1	1

"NA"

"B"

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

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

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

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

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

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	
All Students at the School	-14	13	-14	802
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		2	-28	757
Pacific Islander				
White (not Hispanic)	-1	15	-3	842
Socioeconomically Disadvantaged		-4	-4	731
English Learners			-18	761
Students with Disabilities				

"NA" means a number is not applicable or not available due to missing data.

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

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

"Yes"

"No"

Met 2010 AYP Criteria

Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

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

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

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

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

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



Aliso Viejo Middle School
Home of the Falcons



2009-10 School Accountability Report Card (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools' contact information.

School	District
School Name Aliso Viejo Middle 111 Park Ave. Street	Capistrano Unified 949-234-9200 Phone Number
City, State, Zip Aliso Viejo, CA 92656-2847	www.capousd.org Web Site
Phone Number 949-831-2622	Joseph M. Farley, Ed.D. Superintendent
Principal Jennifer Garrett-Smalley	jmfarley@capousd.org E-mail Address
E-mail Address jsmalley@capousd.org	30-66464-6111397 CDS Code

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

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



Aliso Viejo Middle School

A National Blue Ribbon School and A California Distinguished School



Our Mission Is Learning

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

We believe that, in order to prepare our students to become thoughtful, productive, and contributing citizens of the future, we must provide a rich and stimulating educational environment which challenges each student's ability to develop intellectually while at the same time respecting and supporting his and her need to grow socially and emotionally. To that end, we must reflect and plan daily according to three essential questions: What is it we want our students to learn? How will we know if they learned it? How will we respond when they don't learn?

Aliso Viejo Middle School, a California Distinguished School and National Blue Ribbon recipient, is a dynamic, exciting middle school where all of our energies are committed to doing what is best for students. At AVMS, we are proud of our challenging, rigorous academic program, parent and community support, safe and affirming environment, collaborative culture, and committed and enthusiastic staff.

AVMS is located in Aliso Viejo and serves the communities of Aliso Viejo and Laguna Niguel. It opened in November 1993 and currently serves approximately 1,122 students in Grades 6 through 8. AVMS is proud of the rich diversity of its student population and strives to incorporate cultural awareness and multi-cultural understanding through curricular, co-curricular, and community programs.

A variety of teaching methods are used in delivering instruction. The focus of the school program is an interdisciplinary team approach. Students are assigned to teams of core teachers in sixth grade with each teacher teaching in his or her area of expertise. In seventh and eighth grade, where possible, students are assigned to teams for language arts and social studies. The GATE seventh and eighth grade students are looped for language arts and social studies. All students participate in a Silent Sustained Reading (SSR) program held daily immediately following the lunch period. SSR ensures that every student reads for enjoyment each day for 19 minutes.

AVMS incorporates a wide range of students with learning disabilities, including students with handicapping conditions such as autism, behavioral disorders, deaf and hard of hearing, other health impaired, speech and language disorders, psychological processing disorders, and limited intellectual functioning, including traumatic brain injuries. AVMS works closely with other professionals in the community, including Orange County Health Care Agency and Regional Center. Designated Instructional Services provides our students with trained specialists in areas of autism, assistive technology, occupational therapy, physical therapy, speech and language, deaf and hard of hearing, and vision. AVMS strives to incorporate awareness of learning disabilities through collaboration with general education teachers, consultation with CUSD professionals, and community programs through parent information meetings. We are proud to teach the California state standards through modification and adaptation of the grade level textbooks, workbooks and core curriculum.

AVMS is a unique technology school. Each classroom is equipped with a teaching station that includes a Sony 27" monitor and a Macintosh computer. Additionally, a majority of the classrooms are equipped with LCD projectors to enable computer presentations to be viewed by the entire class. AVMS parents may communicate directly with teachers via the e-mail system, teacher websites, and through the Internet. In addition, parents and students can access course information, homework and test deadlines, as well as grades via EdLine. EdLine is a website that allows teachers to upload daily coursework, grades and projects as an educational resource for both student and parent. In addition, AVMS has a Macintosh technology lab, consisting of 30 iMacs, used by 6th, 7th, and 8th grade students to learn skills varying from keyboarding to advanced web design. The science department has a mobile computer lab consisting of 28 Macintosh laptop computers that are utilized for a variety of research based projects and presentations. A computer lab of 31-networked Macintosh computers in the library allows teachers to schedule classes for research using the Internet, CD-ROM, database and spreadsheet lessons in math, science labs and writing. The AVMS library is fully computerized and features on-line data retrieval. Classroom computers are currently being replaced as needed with newly purchased e-Mac machines. A new server facilitates networking capabilities and network speed. Some academic departments have also purchased individual mobile computing labs with laptop computers for use with their curriculum.

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

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

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English	28.9	2	17	4	30.4	2	9	12	30.4	2	9	12
Mathematics	30.9	2	18	13	29.7	4	17	14	29.7	4	17	14
Science	28.5	2	19	3	31.7	10	12	31.7	10	12	10	12
Social Science	28.6	2	15	8	32.9	7	15	32.9	7	15	7	15

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

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

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	6.6	5.8	5.8	3.3	3.3	3.3
Expulsions	0.5	0.2	0.2	0.3	0.3	0.3

IV. School Facilities

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

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

Also Viejo Middle School has 45 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1993. Additions were added in 1998 - 1999. Portable classrooms were added in 1996 - 1997 because of increased enrollment which was 1,253 students, in 1998 - 1999 for 1,379 students, and again in 1999 - 2000 for 1,510 students. In 2008, AVMS was awarded a grant and a fenced, 30' x 30' Science Research Garden was constructed. In 2009, the AVMS Physical Education Department developed the AVMS Fitness Center. The fitness center is comprised of two major areas, cardiovascular training and weight training. The Cardio Fitness and Specialized Muscle Training Center includes 4 Olympic rowing machines, 4 recumbent stationary bikes, 2 upright stationary bikes, 10 Isoisers, 3 Dot Drills mats, 4 Inbo boards, and 4 Bosu balls. The Weight Room includes 10 Universal Fitness Machines, Olympic bench press, regular bench press, 2 free weight benches, 4-1 free weight bench, a squat rack, reverse abs bench, and a reverse lower back machine. Plus, dumbbells ranging from 3- 30 pounds, weighted jump ropes, and 4 perfect push up machines and 12 push up resters.

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

Opportunities for Parental Involvement (School Year 2009-10)

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

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Additionally, parent volunteers work in the school's library on a daily basis to help maintain and support the school's library. Furthermore, our parent s have helped 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. The PTSA instituted the AVMS Recycling Program that urged parents to drop off recyclable plastic bottles and cans every Thursday before school. 2,175 pounds of recyclables were collected for the 2008-2009 academic year and as of December of the 2009-2010 academic year, the parents of AVMS have donated 1,209 pounds of recyclables to the AVMS Recycling Program. From the district level, the CUSD Foundation also provides resources and support to our schools.

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

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

Grade Level	Number of Students
Grade 6	379
Grade 7	352
Grade 8	383
Total Enrollment	1114

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	1.26 %
American Indian or Alaska Native	%
Asian	10.95 %
Filipino	1.71 %
Hispanic or Latino	19.84 %
Pacific Islander	0.08 %
White (not Hispanic)	57.54 %
Multiple or No Response	8.62 %
Socioeconomically Disadvantaged	18.00 %
English Learners	6.00 %
Students with Disabilities	7.00 %

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08			2008-09			2009-10				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32
6	30.3	32	7	31.6	1	21	14	31.6	1	21	14

Average Class Size and Class Size Distribution (Secondary)

custodial staff has developed a cleaning schedule to ensure a clean school.

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

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	
With Full Credential	46	42	44	2131
Without Full Credential	0	1	0	38
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	8	5	3
Total Teacher Misassignments	8	5	3
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

(School Year 2009-10)

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

Location of Classes	Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers	
	96.20	3.80
This School	96.20	3.80
All Schools in District	95.26	4.74
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	95.26	4.74

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	1114
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.9	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1999 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Mathematics	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink.	0%

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

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

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,931	\$2,203	\$4,034	\$73,474
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	-6.56%	-5.39%
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	-13.15%	7.77%

Types of Services Funded (Fiscal Year 2009-10)

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

Capistrano Unified School District received fewer dollars per ADA (Average Daily Attendance) than the state average for unified school districts. Our school district lobbied for equitable funding per student for all school districts in California. Funds were received from the state and federal governments for school improvement, compensatory education (Title I), English language learners, migrant services, special education, preschool services, Accelerated Academic Achievement (AAA/GATE), child welfare and attendance, and instructional and library materials.

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

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

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$42,377
Mid-Range Teacher Salary	\$73,476	\$67,667
Highest Teacher Salary	\$97,031	\$87,102
Average Principal Salary (Elementary)	\$122,243	\$108,894
Average Principal Salary (Middle)	\$125,618	\$113,713
Average Principal Salary (High)	\$133,899	\$124,531
Superintendent Salary	\$225,225	\$223,323
Percent of Budget for Teacher Salaries	46.70 %	40.20 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	70	74	80	64	70	71	46	50	52

Mathematics	69	71	75	59	63	64	43	46	48
Science	78	82	82	66	71	74	46	50	54
History-Social Science	71	74	74	61	67	68	36	41	44

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced					
	English-Language Arts	Mathematics	Science	History-Social Science		
African American	93	79	*	*		
American Indian or Alaska Native	*	*				
Asian	89	91	90	82		
Filipino	63	68	*	*		
Hispanic or Latino	67	59	71	62		
Pacific Islander						
White (not Hispanic)	83	76	85	77		
Male	77	75	82	72		
Female	83	74	83	76		
Economically Disadvantaged	58	58	61	56		
English Learners	22	38	20	17		
Students with Disabilities	38	29	33	14		
Students Receiving Migrant Education Services						

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.5	20.2	63.6

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	6	5	7

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

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

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

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

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

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

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	
All Students at the School	10	11	16	895
African American				
American Indian or Alaska Native				
Asian	-5	18	1	963
Filipino				
Hispanic or Latino	18	19	33	788
Pacific Islander				
White (not Hispanic)	11	12	18	887
Socioeconomically Disadvantaged	27	-28	54	751
English Learners			36	727
Students with Disabilities				

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

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

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

"Yes"
"No"

Met 2010 AYP Criteria

Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

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

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

known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

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

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

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



Don Juan Avila Middle School
Home of the Broncos

2009-10 School Accountability Report Card Report (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School	District
School Name Street	Capistrano Unified 949-234-9200
City, State, Zip	Aliso Viejo, CA 92656
Phone Number	949-362-0348
Principal	Chris Carter
E-mail Address	ccarter@capousd.org
	CDS Code
	30-66464-6117642

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

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

Don Juan Avila Middle School

A California Distinguished School

Our Mission Is Learning

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

Don Juan Avila Middle School opened in the fall of 2000 in Aliso Viejo, California. Approximately 1,200 students attend the school in grades 6-8. Our school is located on the same campus as Don Juan Avila Elementary School and shares the same administration building. Teachers work in interdisciplinary and department teams to address CUSD and State content standards. Standards--the learning goals describing what students should know at each grade level--provide the basis of our instructional program. Teachers use ongoing and culminating assessment tools to ensure that students are making progress towards the standards. Students have experience with "essential questions" designed to be thought-provoking and multi-layered to demonstrate their knowledge of the richness and complexity of topics covered in the classroom. Teachers work together at each grade level to provide students with a coordinated program. Our students begin each day in homeroom. They will have the same homeroom teacher for all three years which will provide consistency and support throughout each child's middle school experience. Students in 6th grade have four to five teachers in addition to their homeroom teacher. Two to three teachers provide the core academic program. One teacher teaches English and social studies, and another provides instruction in science and math. Some students may have a subject matter specialist in one or more of their core subjects increasing their number of teachers. Sixth grade students also have a physical education teacher and an elective teacher. Students in 7th and 8th grades have six teachers in addition to their homeroom teacher. These classes include English, social science, science, math, physical education, and an elective class. Instruction at all three grade levels is student-centered with teachers working together to build academic units, addressing the content standards which challenge and motivate our students. Our goals for students include helping students to read and communicate effectively, think critically, and solve problems, develop positive self concepts and responsible/respectful behaviors, reach the content standards for their grade levels, and become lifelong learners. Staff members try to foster and share our joy of learning and enthusiasm for life each day. Technologically, the school has computers in all English, math, social science, and science classes. In addition, teachers have e-mail access, communicate with parents electronically, and post student progress on the internet. Classrooms are equipped with up-to-date teaching stations including television monitors, electronic projectors, and computer printers. In addition to the academic program, there are many opportunities for students to become involved in exciting and rewarding middle school programs. The Associated Student Body organizes and leads many fun events at school. Lunchtime activities and school spirit events take place with the support of this group. The Peer Assistance Leadership program provides opportunities for students to provide leadership and friendship to students who may be new to our campus or need assistance. Academic contests such as Academic Pentathlon, Geography Bee, Spelling Bee, History Day, American Math Challenge and Disney Creativity Challenge are encouraged and supported by the staff.

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

Opportunities for Parental Involvement (School Year 2009-10)

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

At Don Juan Avila Middle School, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in our library and in the classrooms, as well as doing clerical work for the classroom teacher. Our very supportive Parent Teacher Student Association works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students.

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

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

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

Grade Level	Number of Students
Grade 6	427
Grade 7	463

Grade 8	373
Total Enrollment	1263

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	
	2008-09	2009-10
African American	2.38 %	1.03 %
American Indian or Alaska Native	11.95 %	3.09 %
Asian	14.17 %	0.39 %
Filipino	62.79 %	4.20 %
Hispanic or Latino	12.00 %	3.00 %
Pacific Islander	6.00 %	
White (not Hispanic)		
Multiple or No Response		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08		2008-09			2009-10					
	Number of Classrooms		Avg. Class Size		Number of Classrooms		Avg. Class Size				
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+		
6	33.8	10	27	32.8	2	24	19	32.8	2	24	19

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08		2008-09			2009-10						
	Number of Classrooms		Avg. Class Size		Number of Classrooms		Avg. Class Size					
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+			
English	28.2	4	17	8	30.3	2	15	9	30.3	2	15	9
Mathematics	29.0	6	21	13	29.5	2	25	14	29.5	2	25	14
Science	31.2	16	9	30.6	19	6	30.6	19	6	19	6	19
Social Science	30.2	2	17	8	29.3	4	14	10	29.3	4	14	10

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

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

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.5	3.1	3.1	3.3	3.3	3.3
Expulsions	0.6	0.2	0.2	0.3	0.3	0.3

IV. School Facilities

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

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

Don Juan Avila Middle School has 43 classrooms, a multipurpose room, library, and an administration building. The main campus was built in 2000. Additional classrooms were added in 2001 to accommodate growth, and two portables used as a weight room and dance room were added in 2003.

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

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

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	
With Full Credential	44	46	50	2131
Without Full Credential	0	1	0	38
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	7	6
Total Teacher Misassignments	0	7	6
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers		Percent of Classes Taught by Non-NCLB Compliant Teachers
	This School	Average	
All Schools in District	96.02	3.98	4.74
High-Poverty Schools in District	95.26	0.0	4.74
Low-Poverty Schools in District	100.0	0.0	4.74

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	1263
Library Media Teacher (Librarian)		N/A

Library Media Services Staff (paraprofessional)	N/A
Psychologist	N/A
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	N/A
Other	N/A

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1999 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Mathematics	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
History-Social Science	2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Visual and Performing Arts	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%

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

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other

schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,836	\$1,987	\$5,082	\$75,222
District	N/A	N/A	\$5,281	\$76,384
Percent Difference - School Site and District	N/A	N/A	-3.76%	-3.13%
Percent Difference - School Site and State	N/A	N/A	\$5,681	\$68,179
			-10.54%	10.33%

Types of Services Funded (Fiscal Year 2009-10)

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

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,899	\$42,377
Mid-Range Teacher Salary	\$73,476	\$67,667
Highest Teacher Salary	\$97,031	\$87,102
Average Principal Salary (Elementary)	\$122,243	\$108,894
Average Principal Salary (Middle)	\$125,618	\$113,713
Average Principal Salary (High)	\$133,899	\$124,531
Superintendent Salary	\$225,225	\$223,323
Percent of Budget for Teacher Salaries	46.70 %	40.20 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

Subject	School		District		State	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
English-Language Arts	71	80	82	64	70	71
Mathematics	70	72	77	59	63	64
Science	86	89	91	66	71	74
History-Social Science	61	76	75	61	67	68

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced					
	English-Language Arts	Mathematics	Science	History-Social Science	Science	History-Social Science
African American	85	63	*	*	*	*
American Indian or Alaska Native	73	55	98	87	87	87
Asian	88	95	98	87	87	87
Filipino	85	85	10	81	62	62
Hispanic or Latino	67	59	81	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	83	77	90	75	75	75
Male	77	77	90	76	76	76
Female	86	77	91	74	74	74
Economically Disadvantaged	58	52	84	65	65	65
English Learners	19	49	*	18	18	18
Students with Disabilities	53	43	*	13	13	13
Students Receiving Migrant Education Services						

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones	
	Four of Six Standards	Five of Six Standards
7	20.9	32.3
		Six of Six Standards
		25.1

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	9	10	10
Similar Schools	4	4	8

"NA" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 82052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

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

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

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

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

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	
All Students at the School	22	28	9	907
African American				
American Indian or Alaska Native				
Asian	11	27	1	965
Filipino				
Hispanic or Latino	1	26	16	816
Pacific Islander				
White (not Hispanic)	24	26	10	901
Socioeconomically Disadvantaged			20	784
English Learners				791
Students with Disabilities				

"NA" means a number is not applicable or not available due to missing data.

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

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XII. Instructional Planning and Scheduling Professional Development

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

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

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

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

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



Aliso Niguel High School
Home of the Wolverines

2009-10 School Accountability Report Card (SARC)

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools' contact information.

School	District
School Name	Capistrano Unified
Street	28000 Waverline Way
City, State, Zip	Aliso Viejo, CA 92656
Phone Number	949-831-5590
Principal	Charles Salter, Jr.
E-mail Address	csalter@capousd.org
	Phone Number
	949-234-9200
	Web Site
	www.capousd.org
	Superintendent
	Joseph M. Farley, Ed.D.
	E-mail Address
	jmfarley@capousd.org
	CDS Code
	30-66464-3030574

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

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



Aliso Niguel High School



A National Blue Ribbon School,

California Distinguished School, and New American High School

Our Mission Is Learning

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

Aliso Niguel High School, a California Distinguished, National Blue Ribbon and New American High School, is located in the rapidly growing planned community of Aliso Viejo. Our school opened with 1,600 students in 1993 and has grown to a population of approximately 3,000 students. Most of our students reside in the communities of Aliso Viejo and Laguna Niguel.

Aliso Niguel High School is technologically sophisticated. Each classroom has computer terminals connected to a central media server which enables teachers and students to access major databases, laser discs, VCRs, CD-ROMs, and other media sources. Additional technology provides students with Internet access and specialized classes, such as Career Education and Computer Applications, Computer Graphics, and Television Broadcast Journalism. With the implementation of Digital High School 2000, Aliso Niguel invested over \$1 million in new technology and related instruction. Additionally, all teachers have e-mail addresses and web sites for swift communication with parents.

Aliso Niguel parents and community partners share in their dedication to assisting students to succeed. Organized parent involvement takes the form of an active PTSA, School Site Council, and a wide range of parent booster organizations. Numerous business partnerships have been established for the purpose of linking our students more realistically to the world of work. In cooperation with our Culinary Arts Academy, and Video Journalism Pathway, local businesses provide technical expertise, financial support, and internships for students. Further, there is a strong link between Aliso Niguel High School and Saddleback Community College. Aliso Niguel students may concurrently enroll at both institutions, simultaneously receiving high school credit and college credit.

A commitment to learning for all students is the cornerstone of ANHS academic programs. There is a strong college preparatory curriculum, as evidenced by high SAT scores well above both the state and national averages, and approximately an 85% passing rate overall on advanced placement exams. AP course enrollment has increased steadily; the number of AP courses offered now totals 18. There are also career paths in culinary arts, CISCO Networking, and video journalism, a full range of comprehensive electives, and programs designed for gifted and other special needs students. In 1996, Aliso Niguel High School was selected as a California Distinguished School, the youngest school ever to be recognized as such by the State Department of Education. In 2006, Aliso Niguel High School received national recognition as a Blue Ribbon School and New American High School. In 2010, The Western Association of Schools and Colleges granted Aliso Niguel a six-year term of accreditation.

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

Opportunities for Parental Involvement (School Year 2009-10)

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

At our school, parent participation is evidenced through a large volunteer program. 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. They offer several parent and student education opportunities to meet the challenging environment of today's society. Parent involvement permeates the school culture and curriculum and is evident in much of our decision-making processes. We have parents serving on our school site council, playing a role in our WASC process, as well as participating on a number of school-wide committees and booster clubs. In addition, our parents sponsor teacher appreciation days, supervise dances, help with registration, and volunteer to help with much of our standardized testing. Parents can be consistently found on our campus at all hours of the day and night.

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

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

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

Grade Level	Number of Students
Grade 9	727
Grade 10	762
Grade 11	763
Grade 12	808
Total Enrollment	3060

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment
African American	2.75 %
American Indian or Alaska Native	0.42 %
Asian	11.86 %
Filipino	3.14 %
Hispanic or Latino	12.88 %
Pacific Islander	0.26 %
White (not Hispanic)	65.88 %
Multiple or No Response	2.81 %
Socioeconomically Disadvantaged	13.00 %
English Learners	3.00 %
Students with Disabilities	5.00 %

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+		
English	31.6	2	47	56	31.8	7	36	59	31.8	7	36	59
Mathematics	33.0	5	25	54	31.9	8	31	50	31.9	8	31	50
Science	34.7	18	54	34.4	18	55	34.4	18	55	18	55	55
Social Science	33.6	23	57	33.5	1	21	68	33.5	1	21	68	68

III. School Climate

School Safety Plan (School Year 2009-10)

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

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

equipment and food and water, and store these items on campus.

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

For additional information on emergency planning in CUSD please go to: <http://www.cabusd.org/bd/f/Emergency%20Planning%20in%20CUSD.pdf>

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	1.4	1.4	3.3	3.3	3.3
Expulsions	0.3	0.5	0.5	0.3	0.3	0.3

IV. School Facilities

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

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

Aliso Niguel High School has 82 permanent classrooms, a large and small gym, band and choral rooms, theater, culinary arts facility, an auto shop, library, and an administration building. The main campus was built in 1993. Twenty-six portable classrooms have been added to accommodate increases in enrollment.

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

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

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	
With Full Credential	107	110	107	2131
Without Full Credential	5	3	0	38
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	21	29	13
Total Teacher Misassignments	21	29	13
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.94	3.06
All Schools in District	95.26	4.74
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	95.26	4.74

VI. Support Staff

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

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

Title	Number of FTE Assigned to	
	School	Counselor
	Average	Number of Students per Academic

Academic Counselor	2.0	1530
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts*	1999 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Mathematics**	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
History-Social Science	2006 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Visual and Performing Arts	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	0%
Science Laboratory Equipment (grades 9-12)	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.	0%

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

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic /Unrestricted)	Average Teacher Salary
School Site	\$6,959	\$2,054	\$5,112	\$79,979
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	-3.20%	2.99%
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	10.02%	17.31%

Types of Services Funded (Fiscal Year 2009-10)

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

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$48,899	\$42,377
Mid-Range Teacher Salary	\$73,476	\$67,667
Highest Teacher Salary	\$97,031	\$87,102

Average Principal Salary (Elementary)	\$122,243	\$108,894
Average Principal Salary (Middle)	\$125,618	\$113,713
Average Principal Salary (High)	\$133,899	\$124,531
Superintendent Salary	\$225,225	\$223,323
Percent of Budget for Teacher Salaries	46.70 %	40.20 %
Percent of Budget for Administrative Salaries	4.70 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	63	68	64	70	71	71	46	50	52
Mathematics	50	55	53	59	63	64	43	46	48
Science	57	69	66	71	74	74	46	50	54
History-Social Science	55	64	65	61	67	68	36	41	44

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	45	37	61
History-Social Science			49

American Indian or Alaska Native	*	*	*	*	*	*
Asian	83	75	84	79	84	79
Filipino	66	62	71	67	67	67
Hispanic or Latino	55	40	41	49	41	49
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	70	51	73	66	73	66
Male	64	53	72	70	72	70
Female	73	52	67	60	67	60
Economically Disadvantaged	51	43	52	46	52	46
English Learners	14	21	6	6	21	6
Students with Disabilities	17	22	3	11	22	11
Students Receiving Migrant Education Services						

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

California High School Exit Examination Results

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

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	81.3	81.3	75.1	76.8	76.8	72.5	52.9	52.9	52.9
Mathematics	76.0	76.0	76.5	70.3	70.3	70.5	51.3	51.3	53.4

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

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

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	24.9	28.2	46.9	23.5	41	35.5
Male	28.6	30.2	41.2	18.9	41.9	39.2
Female	20.9	26.1	53	28.4	40.1	31.5
African American	33.3	50	16.7	50	44.4	5.6

American Indian or Alaska Native	*	*	*	*	*	*
Asian	16.1	21.5	62.4	3.2	41.9	54.8
Filipino	34.4	25	40.6	16.7	46.7	36.7
Hispanic or Latino	45.5	25	29.5	48.9	34.1	17
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	21.9	29.4	48.7	21.4	42	36.5
English Learners	69.5	25.4	5.1	49.1	33.3	17.5
Socioeconomically Disadvantaged	38.2	35.3	26.5	41	38	21
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	92.9	7.1	0	82.8	13.8	3.4

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

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.5	26.9	60.0

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	9	9	10
Similar Schools	4	3	6

"NA" means a number is not applicable or not available due to missing data.

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

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

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

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

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

Group	Actual API Change			Growth API Score 2010
	2007-08	2008-09	2009-10	
All Students at the School	5	26	-1	850
African American				
American Indian or Alaska Native				
Asian	1	17	27	899
Filipino				
Hispanic or Latino	-28	63	-6	776
Pacific Islander				
White (not Hispanic)	10	25	-4	858
Socioeconomically Disadvantaged	-29	96	-21	787
English Learners			-11	730
Students with Disabilities	-15	-9	-23	562

"NA" means a number is not applicable or not available due to missing data.

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

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found

on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

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

"Yes" Met 2010 AYP Criteria
"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	4.9

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	0.5	0.4	**	0.9	**	**	4.4	3.9	**
Graduation Rate	98.1	98.8	**	98.1	96.0	**	80.6	80.2	**

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	98%	96%	N/A
African American	100%	98%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	98%	99%	N/A
Filipino	100%	99%	N/A
Hispanic or Latino	94%	88%	N/A
Pacific Islander	100%	100%	N/A
White (not Hispanic)	99%	98%	N/A
Socioeconomically Disadvantaged	89%	85%	N/A
English Learners	96%	89%	N/A
Students with Disabilities	33%	50%	N/A

Career Technical Education Programs (School Year 2009-10)

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

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

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

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

District's comprehensive high schools.

The District's Carl Perkins strategic (five-year) and annual plans are annually reviewed and approved by the California Department of Education as meeting or exceeding the State's curriculum and content standards. Students have the opportunity to take course work in Grades 11 and 12 with the Capistrano-Laguna Beach Regional Occupation Program (ROP). These programs are taught by recently employed or retired industry professionals with specialized credentials. The highlight of the ROP is the opportunity to engage in job shadowing, internships, and apprenticeships in various industry sectors and pathways.

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

Career Technical Education Participation (School Year 2009-10)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	453
Percent of the school's pupils completing a CTE program and earning a high school diploma	37%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

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

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	73.3
Graduates Who Completed All Courses Required for UC/CSU Admission	39.7

Advanced Placement Courses (School Year 2009-10)

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

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	4	N/A
All courses	18	8.1

XII. Instructional Planning and Scheduling

Professional Development

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

In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development "academies" focused on district initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

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

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