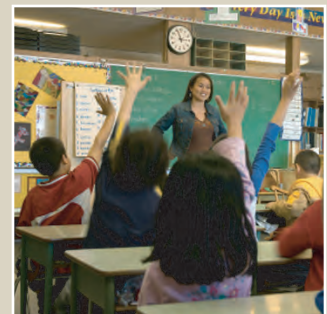




CALIFORNIA TITLE COMPANY

DANA POINT

Community & School Information





DANA POINT

Incorporated in 1989, the City of Dana Point is named after Richard Henry Dana Jr. (1815-1882), a Harvard-trained lawyer, seaman, and author of the classic sea journal, *Two Years Before the Mast* (1840). In his journal, Dana documents his voyage from Boston around Cape Horn to California on the merchant ship, *Pilgrim*. Therein, Dana describes the area once known as Capistrano Bay, as “the most romantic spot in California.” Today, Capistrano Bay is known as Dana Point.

On January 1, 2009 the City of Dana Point celebrated its 20th anniversary. In commemoration of the date The Dana Point Historical Society hosted a reenactment of the cityhood establishment ceremony. The event was well attended by residents, visitors and politicians. To view the related photos use the following link. Among other highlights was a presentation by The Historical Society of a chronology of the City’s history, viewable at the following link. If you would like to purchase a copy, please visit The Dana Point Historical Society’s website or call (949) 248-8121.

Dana Point is home to 36,765 residents and is characterized by nearly seven miles of prominent coastal bluffs and rolling hills along the Pacific Ocean. Most noteworthy of these bluffs is a unique promontory known as the “Headlands” which overlooks Dana Point Harbor, one of the most significant manmade alterations of the Orange County coastline.



Dana Point Harbor provides slips and mooring for over 2,500 boats along with over 50 specialty shops and restaurants. The Harbor attracts thousands of visitors annually for shopping, sport fishing, walking, bicycling, parasailing and a host of recreational activities. The Dana Point Harbor is also considered the gateway to Doheny State Park, one of California’s most popular beach facilities. The 62-acre State Park offers camping, picnicking, swimming, surfing, bicycling, tide pool exploration and more.

Dana Point provides over 1,900 hotel rooms ranging in accommodations and services from economy to five star hotels. Convention and meeting facilities are available at the larger resort facilities, and all provide access to Dana Point’s unique coastal amenities.

Located in southern Orange County, California, Dana Point is approximately one-half way between Los Angeles and San Diego, and is bordered by the cities of Laguna Niguel and Laguna Beach to the north, San Juan Capistrano to the east, and San Clemente to the south.

Mission Statement

The City of Dana Point encourages community involvement and is committed to:

- Develop and ensure the highest possible quality of life for our residents, businesses and visitors.
- Provide a safe and healthy environment within a sound economic atmosphere.
- Provide an efficient and effective government which is open and responsive to the needs of the community and works for the benefit of all.





Points of Interest

Dana Point Harbor: The Harbor houses 2,500 boats within two marinas, inside a one-and-a-half mile jetty. Complete facilities include guest slips, fuel dock, shipyard, launch ramp, boat rentals, yacht sales, community class instruction, fishing, windsurfing, jetskiing, kayaking, boat charters, two yacht clubs, sailing association, ocean classroom labs, shops, restaurants, picnicking, and even a baby beach for young swimmers.

Thirty intriguing shops are loaded with unexpected treasures. Visitors discover custom-designed jewelry, Indian artifacts, art collectibles, hand-formed chocolates, unique gifts, toiletries, fragrant oils, designer perfumes and sunglasses, leisure clothing, full service hair salon, art gallery, unique cards, international coffees and teas, and quality ice cream. There are seventeen different restaurants in the Harbor to please every palate.

Dana Point is the home of the popular sport fishing and whale watching vessels. The Ocean Institute also offers a variety of programs for the whole family. Enjoy sea adventure cruises day and evening and summer programs on the Pilgrim. The OC Sailing and Events Center attracts hundreds of people each week for its wide variety of programs. Catalina Island is just a short boat ride away. For more information on the Dana Point Harbor, please visit their website at <http://www.danapointharbor.com>.



Salt Creek Beach Park: This long, sandy beach is a popular surfing spot for the locals. Walking paths lead to the beach and to the grassy seven-acre Bluff Park, which has benches, barbecue grills, picnic tables, and restrooms.

Just south of Ritz Carlton Dr., a pedestrian gate leads through the Ritz Carlton along the bluff above Salt Creek Beach. The path, which skirts the southern perimeter of the grounds, has benches that overlook gray whale migration routes, popular surfing spots, Catalina Island, and the coastline.

Several stairways lead from the multi-use trail to the beach, changing rooms, outdoor showers, restrooms, snack bar, fire pits, and a path along the seawall. Paths lead north and east through a golf course and along Salt Creek, a scenic corridor featuring small parks and several miles of trails.

Doheny State Beach is administered by the California Department of Parks and Recreation. The 62 acre site features over one mile of sandy beach and some of the best swimming and surfing in California. During low tide, tide pools are prime for exploring. The campground features 120 developed family campsites and the picnic area has 170 picnic tables and 99 barbecue grills. For more information, visit www.dohenystatebeach.org.



Ocean Institute: Founded in 1977, the Ocean Institute is a non-profit educational organization dedicated to ocean awareness and preservation. The Institute owns and operates the Pilgrim, the Spirit of Dana Point, and the research vessel Sea Explorer. The new Ocean Education Center, which has replaced the Institute's old laboratories, now serves 135,000 students annually. For complete info visit their site at <http://www.ocean-institute.org>.

Public Trail System and Nature Interpretive Center: A public trail system, over three miles in length, links all the parks and open space areas of the



Headlands. The system includes pedestrian trails, coastal and beach access, scenic overlooks, and the Nature Interpretive Center. The trails maximize public coastal access and ocean view opportunities. These trails implement the policies and guidelines of the Dana Point General Plan and provide a comprehensive system that reinforces the relationship between the Headlands, the beaches, the Harbor and the Pacific Ocean.

Beach Information

The City of Dana Point is characterized by its seven miles of prominent coastal bluffs and scenic rolling hills along the Pacific Ocean. County, State and private beaches adorn the coastline, including world-famous surfing spots at Doheny Beach, Dana Strands, and Salt Creek. The Dana Point Harbor provides slips and moorings for more than 2,500 boats. Doheny State Park, one of California's most popular beach facilities boasts 62 acres of open space, offering camping, picnicking, swimming, surfing, bicycling, and tide pool exploration, with over 2 million visitors annually. Other beaches in Dana Point include Salt Creek Beach, Monarch Beach, Dana Strand Beach, Baby Beach, Poche Beach and Capistrano County Beach.

For more information on beach water quality, please visit Orange County's Beach Information website at www.ocbeachinfo.com.



Senior Services

Dana Point Senior Center: Operated by Age Well Senior Services within the Dana Point Community Center. 34052 Del Obispo Street (949) 496-4252.

We offer a wide variety of programs and services designed for any age senior to meet their educational, recreational, social and human service needs. Activities vary each month and reflect the needs and interests of the community, as well as the resources. We invite Dana Point seniors to join us for our weekday lunch program, or any of the other great activities listed below. You'll meet new people, in a warm, welcoming, friendly atmosphere.

Utilities

Southern California Gas Company: (800) 427-2200 / www.socalgas.com

Water: South Coast Water District (SCWD): (949) 499-4555 / www.scwd.org
Moulton Niguel Water District (MNWD): (949) 831-2500 / www.mnwd.com
San Juan Capistrano Water Dist.: (949) 493-1515 / www.sanjuancapistrano.org

San Diego Gass & Electric: (800) 411-SDGE (7343) / www.sdge.com

Phone: AT&T (800) 288-2020 / www.att.com

TV & Internet: Cox Communications (800) 234-3993 / www.cox.com

Trash: CR&R (877) 728-0446 / www.crrwasteservices.com





City of Dana Point

33282 Golden Lantern, Dana Point, California 92629

Phone (949) 248-3500 / Fax (949) 248-9920 / www.danapoint.org

Recreation Activities

The Community Services Division of the Community Services & Parks Department creates community through people, parks and programs by providing recreational and cultural arts programs for all to enjoy. We offer a wide variety of activities for youth, adults and seniors.

The Community Services office is located at the Dana Point Community Center, 34052 Del Obispo St., Dana Point. For the convenience of our customers, we offer extended office hours, Monday through Thursday from 7:30 a.m. to 5:30 p.m. and Fridays from 8:00 a.m. to 5:00 p.m. You may reach us by phone at (949) 248-3530.

Animal Services

San Clemente- Dana Point Animal Shelter

221 Avenida Fabricante, San Clemente, CA 92672 / (949) 492-1617



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

RH Dana Elementary School

24242 La Cresta, Dana Point, CA 92629

(949) 496-5784 Phone | (949) 488-3867 Fax

RH Dana Exceptional Needs Facility

24242 La Cresta Drive, Dana Point, CA 92629

(949) 234-5505 Phone | (949) 489-8479 Fax

Middle Schools

Marco F. Forster Middle School

25601 Camino del Avion, San Juan Capistrano, CA 92675

(949) 234-5907 Phone | (949) 488-3567 Fax

High Schools

Dana Hills High School

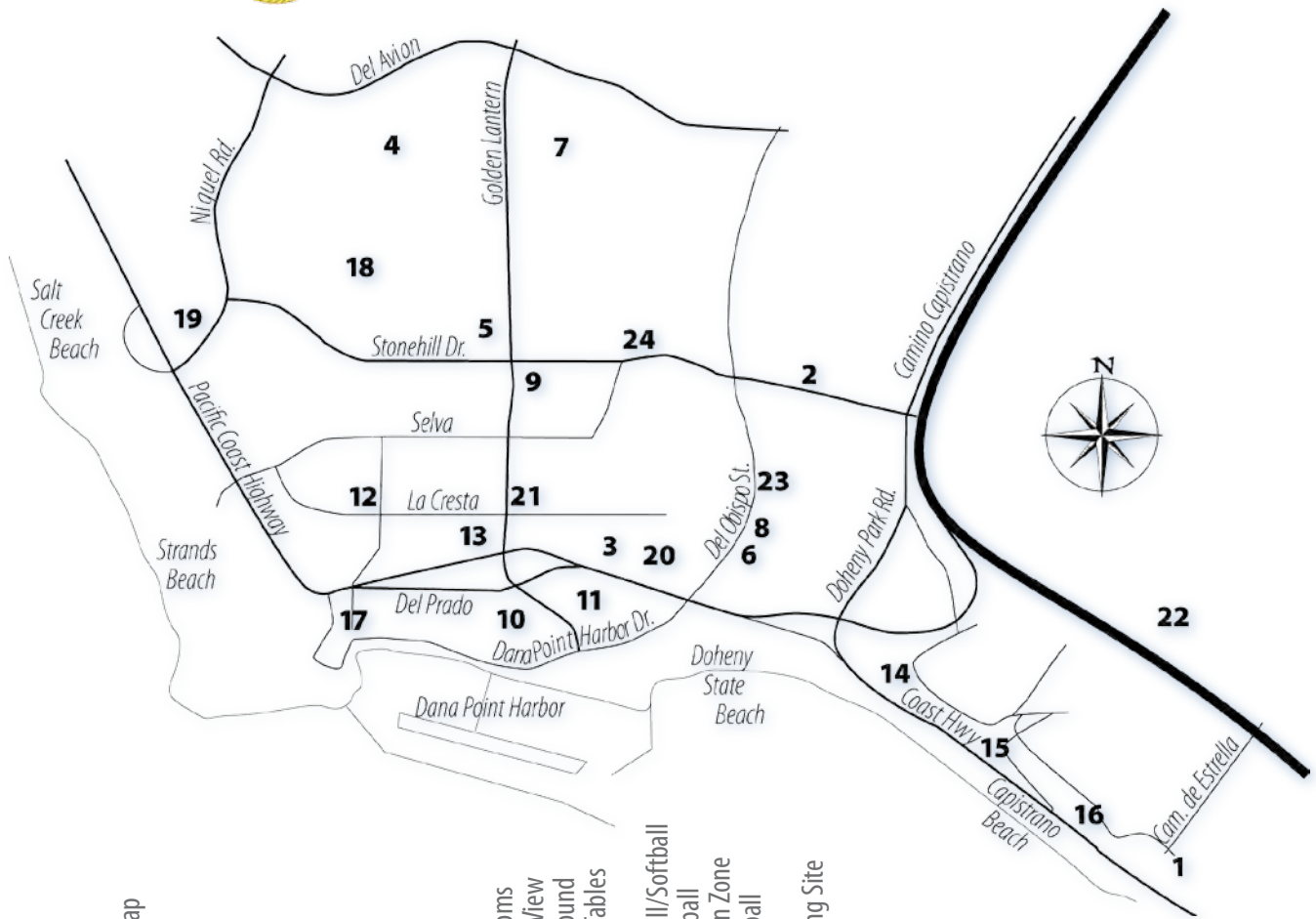
33333 Golden Lantern, Dana Point, CA 92629

949 496-6666 Phone | 949 489-8317 Fax





City of Dana Point Parks & Facilities



# on map	PARK/FACILITY	Restrooms	Ocean View	Playground	Picnic Tables	BBQs	Baseball/Softball	Basketball	Dog Fun Zone	Volleyball	Tennis	Wedding Site	ADDRESS
1	Chloe Luke Overlook		•										Camino Capistrano @ Camino de Estrella
2	Creekside Park	•		•	•	•		•	•	•			25743 Stonehill Drive
3	Crystal Cove Park		•						•				25044 Via Elevado
4	Dana Crest Park			•	•	•		•					24461 Josiah Drive
5	Dana Hills High School	•					•	•				•	33333 Golden Lantern
6	Dana Point Community Center	•						•		•			34052 Del Obispo Street
7	Dana Woods Park				•	•							24900 Dana Woods
8	Del Obispo Park	•		•	•	•	•	•				•	34052 Del Obispo Street
9	Harry Otsubo Community Gardens		•										Stonehill @ Golden Lantern
10	Heritage Park		•						•				• 34400 Old Golden Lantern
11	Lantern Bay Park	•	•	•	•	•							• 25111 Park Lantern Road
12	Lantern Village Community Park												La Cresta @ Violet Lantern
13	La Plaza Park				•								Pacific Coast Highway N of Golden Lantern
14	Louise Leyden Park		•										Dana Bluff W. @ Via Verde
15	Palisades Gazebo		•										• 26401 Palisades Drive
16	Pines Park		•	•	•	•							• 34941 Camino Capistrano
17	Samson Overview Gazebo		•										• at the end of Blue Lantern
18	Sea Canyon Park	•		•	•	•			•				33093 Santiago Drive
19	Sea Terrace Park		•	•	•				•				Pacific Coast Highway @ Niguel Road
20	Sea View Park		•	•									25262 Manzanita
21	Shipwreck Park		•	•									33972 Golden Lantern
22	Sunset Park	•		•	•	•							33345 Calle Naranja
23	Sycamore Creek Trail												Del Obispo @ Quail Run
24	Thunderbird Park	•		•	•	•	•	•					33422 Ocean Hill Drive



DANA POINT

33282 GOLDEN LANTERN
DANA POINT, CA 92629

INCORPORATED: 1989
AREA: 6.8 square miles
TELEPHONE: (949) 248-3500
WEBSITE: www.danapoint.org

Mayor:	Steven H. Weinberg	City Manager:	(949) 248-3513
Mayor Pro Tem:	Lisa A. Bartlett	Community Development:	248-3563
Council Members:	Joel Bishop	City Council:	248-3513
	Lara Anderson	Parks & Recreation:	248-3530
	Scott Schoeffel	Fire Department:	(714) 573-6000
		Police Department:	(949) 248-3550

Population Characteristics

Population	
1950:	#
1960:	#
1970:	#
1980:	#
1990:	31,896 (*1)
2000:	35,110 (*1)
2000:	35,110 (*2)
2001:	35,541 (*2)
2002:	36,012 (*2)
2003:	36,246 (*2)
2004:	36,505 (*2)
2005:	36,584 (*2)
2006:	36,549 (*2)
2007:	36,639 (*2)
2008:	36,788 (*2)
2009:	37,037 (*2)
2010:	37,326 (*2)

2000 Racial and Ethnic Population (*1)		
	Number	%
White	27,658	78.8%
Hispanic	5,440	15.5%
Asian & Pacific Islander	905	2.6%
Black	252	0.7%
All Other Races	855	2.4%
Total Population:	35,110	100.0%

Current Projections Series (*3) Population (OCP 2006)	
2015	38,946
2020	39,508
2025	39,766
2030	40,173
2035	40,393

Vital Statistics (*4)			
	2002	2003	2004
Total Births	289	315	259
Birth Rate	8.0	8.7	7.1
Total Deaths	242	265	243
Death Rate	6.7	7.3	6.6

2000 Population by Age (*1)		
	Total	%
0-4	1,958	5.6%
5-9	2,013	5.7%
10-14	1,987	5.7%
15-19	2,010	5.7%
20-24	1,744	5.0%
25-34	4,988	14.2%
35-44	6,019	17.1%
45-54	6,031	17.2%
55-59	2,142	6.1%
60-64	1,650	4.7%
65-74	2,583	7.4%
75-84	1,582	4.5%
85+	403	1.1%
Total:	35,110	100.0%
Median Age:	39.8	
Percent of County:		1.2%

Voter Registration, 2010 (*5)			
Democratic	6,283	Peace & Freedom	58
Republican	11,067	Misc.	114
Independent	721	Decline To State	4,811
Green	148		
Libertarian	188	Total:	23,390

City not incorporated at this date.

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

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

(*3) Center for Demographic Research, CSUF.

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

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

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



R. H. Dana Elementary School

Home of the Whales



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 Richard Henry Dana Elementary	Capistrano Unified
Street 24242 La Cresta Dr.	Phone Number 949-234-9200
City, State, Zip Dana Point, CA 92629-2561	Web Site www.capousd.org
Phone Number 949-436-5784	Superintendent Joseph M. Farley, Ed.D.
Principal Christina Portillo	E-mail Address jmfarley@capousd.org
E-mail Address cportillo@capousd.org	CDS Code 30-66464-6027635

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

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

R. H. Dana Elementary School

R. H. Dana Elementary School is named after Richard Henry Dana, who sailed into Dana Point Harbor in the 1830s. Built in 1966, R. H. Dana Elementary School is located at 24242 La Cresta Avenue, Dana Point, CA 92629, and enjoys a 270 degree view of the Pacific Ocean. Serving approximately 400 students in Kindergarten through fifth grade, R. H. Dana Elementary School is the Home of the Whales, where our motto is "Excellence-It's No Fluke!". We are proud to be a Title I school, serving a wonderfully diverse student population with the best staff around.

R. H. Dana Elementary School has been honored with a 2008 California Distinguished School Award and consecutive Title I Academic Achievement Awards for 2008-2010. In addition, the school was recently honored by the US Department of Education as a 2010 National Blue Ribbon School of Excellence.

Our school houses an exceptional needs facility for 100 students ages eighteen months to twelve years who reside in South Orange County. In addition, we house two state preschool programs and two Orange County classes for severely handicapped students. California Children's Services and Orange County Mental Health also have facilities on site.

R. H. Dana receives Title I, Title III, EIA Funds, and After School Learning grant funding. We offer an after school enrichment and support program for a portion of our students every day until 6:00 pm.

Opportunities for Parental Involvement (School Year 2009-10)

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

Parents may provide volunteer hours by helping with library books, making copies, reading with groups of students, attending field trips, and aiding during Meet the Masters art programs. 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. Parents participate in family literacy classes, the School Site Council, and the English Language Advisory Council.

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	65
Grade 1	75
Grade 2	75
Grade 3	72
Grade 4	52
Grade 5	53
Total Enrollment	412

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	
American Indian or Alaska Native	0.24 %
Asian	1.22 %
Filipino	0.24 %
Hispanic or Latino	73.06 %
Pacific Islander	0.26 %

White (not Hispanic)	21.60 %
Multiple or No Response	3.64 %
Socioeconomically Disadvantaged	71.00 %
English Learners	46.00 %
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	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		
K	19.0	4	1	2	20.0	4	1	2	20.0	4
1	19.0	5	2	3	20.0	4	1	2	20.0	4
2	19.5	2	1	1	19.7	3	1	2	19.7	3
3	18.7	3	1	2	20.0	2	1	1	20.0	2
4	28.5	2	1	1	31.0	1	1	1	31.0	1
5	32.0	1	1	1	31.0	1	1	1	31.0	1
6										
K-3	20.0	1		2	15.5	2		2	15.5	2
3-4				1	24.0			1	24.0	
4-8				1	30.0			1	30.0	
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	3.3	1.0	1.0	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.

R. H. Dana Elementary School currently has 20 classrooms and the following portable rooms:
1 portable classroom houses our primary Computer Lab.
1 portable classroom is used for a second grade class.
1 portable classroom is used for a RSP class.
2 portable classrooms are used by our preschool classes.
2 portable classrooms house our YMCA after school childcare program.
A regular classroom hosts counselors from Orange County Mental Health. We also have a library, multipurpose room, upper grade computer lab, kitchen, and administration building.
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	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	2007-08	2008-09	2009-10

With Full Credential	21	18	17	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	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers Taught by Non-NCLB Compliant Teachers	
	100.0	0.0
This School	95.26	4.74
All Schools in District	100.0	0.0
High-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	412
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 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	\$7,969	\$2,950	\$5,256	\$69,020
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	-0.47%	-11.12%

State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	-7.48%	1.23%

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 Certified 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 of 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	58	71	62	64	70	71	46	50	52
Mathematics	59	78	74	59	63	64	43	46	48
Science	56	53	73	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 2008-09)

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

Group	Percent of Students Scoring at Proficient or Advanced			History-Social Science
	English-Language Arts	Mathematics	Science	
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian				
Filipino				
Hispanic or Latino	55	70	69	
Pacific Islander				
White (not Hispanic)	84	82	80	
Male	68	79	85	
Female	56	68	60	
Economically Disadvantaged	59	72	69	
English Learners	42	60	45	
Students with Disabilities	41	71	*	
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	12.7	27.3	27.3

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. These ranks are published when the Base API is released each March. 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	7	8	9
Similar Schools	10	10	10

"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			2010
	2007-08	2008-09	2009-10	
All Students at the School	36	33	-6	863
African American				
American Indian or Alaska Native				

Asian			
Filipino			
Hispanic or Latino	45	43	-10
Pacific Islander			
White (not Hispanic)	4	11	
Socioeconomically Disadvantaged	61	35	-1
English Learners	46	42	-9
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	Not 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 system-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



Richard Henry Dana

Exceptional Needs School (ENF)

Home of the Pelicans



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
Richard Henry Dana Exceptional Needs	Capistrano Unified
Street	24242 La Cresta Dr.
City, State, Zip	Dana Point, CA 92629
Phone Number	949-234-5505
Principal	Judy Dore
E-mail Address	jdore@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 30-66464-6117881

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

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

R.H. Dana ENF Elementary School

Our Mission Is Learning

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

The Mission of Richard Henry Dana Elementary School and Exceptional Needs Facility is to produce students who demonstrate the basic skills and attitudes that make each person a positive, productive, and contributing member of society. Students will demonstrate mastery of basic and advanced skills in reading, writing, and mathematics with an additional emphasis in science and technology. They will show respect for themselves and others, maintain regular attendance, exhibit good citizenship, and show an appreciation of diverse cultures.

R. H. Dana Elementary School and Exceptional Needs Facility is a preschool through Grade 5 elementary school of 420 students, which also houses an exceptional needs program for 100 students, ages 18 months to 12 years of age, who reside in South Orange County.

In addition, our school houses two state preschool programs, as well as one Orange County classes for severely handicapped students. Special needs students are integrated into the regular education program as appropriate. Individual programs are developed for special needs students. California Children's Services and Orange County Mental Health are located on our site and serve our students. R. H. Dana School receives Title I, Title VII, School Improvement Program, Accelerated Academic Achievement (AAA), EIA Funds, 21st Century grant funding, and After School Neighborhood Partnership grant funding. An on-campus Extended Day program is offered to students through the YMCA.

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. 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
Kindergarten	8
Grade 1	6
Grade 2	6
Grade 3	15
Grade 4	10
Grade 5	14
Total Enrollment	59

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	3.39 %
American Indian or Alaska Native	%
Asian	1.69 %
Filipino	%
Hispanic or Latino	30.51 %
Pacific Islander	%
White (not Hispanic)	57.63 %
Multiple or No Response	6.78 %
Socioeconomically Disadvantaged	30.00 %
English Learners	22.00 %
Students with Disabilities	100.00 %

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.capoused.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	2008-09	2009-10	2010-11
Suspensions		3.3	3.3	3.3	3.3	3.3
Expulsions		0.3	0.3	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.

R.H. Dana ENF currently has 11 classrooms; 1 of which belong to the OCDE Special Education Program, a library, an administration building, an OT/PT treatment room, an adaptive P.E. room, and an additional kitchen for the cooking program. Our school currently is serving students from birth through fifth grade. ENF's infant program serves students in the home by means of a visiting teacher that provides services on a one-on-one basis. Mommy and Me classes are also provided, with participation one day a week on the ENF campus. Additionally an in-home instructional program sends teacher to the student's home to work with severely handicapped individuals who are unable to attend school.

Our school opened in 1975 as a Preschool-12th grade Special Education School specifically designed for students with special needs, where all classes were held in one building. Additional services were added in 1978 and 1980 when two portables were added. Portables were again added in 1985 as the elementary population grew. In 1985 all high school

students were moved to the Dana Hills campus and all middle school students were moved to Marco Foster campus.

The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in an expeditious manner. A work order process is used to ensure services and emergency repairs are given highest priority. The custodial staff has developed both a daily and nightly cleaning schedule to guarantee 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	2009-10	2010-11
With Full Credential	8	12	11	2131	
Without Full Credential	2	0	1	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	0	0
Total Teacher Misassignments	0	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	Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers
This School	90.0	10.0
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)	1.0	N/A
Other	1.0	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 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	\$28,095	\$25,811	\$3,120	\$77,579
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	-40.92%	-0.10%
State	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	-45.08%	13.79%

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.

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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 Certified Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
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Percent of Budget for Teacher Salaries	46.70 %	40.20 %
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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	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	56	56	64	70	71	46	50	52	52
Mathematics	37	17	15	59	63	64	43	46	48
Science	0	*	0	66	71	74	46	50	54

History-Social Science	0	0	0	61	67	68	36	41	44
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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	*	*	*
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	17	
Pacific Islander			
White (not Hispanic)	60	12	
Male	53	11	
Female	48	19	
Economically Disadvantaged	46	23	
English Learners	*	*	*
Students with Disabilities	50	15	
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	*	*	*

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	C*	C*	C*
Similar Schools	C	C	C

- "NA" 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 Changes 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
	2006-07	2007-08	2008-09	
All Students at the School	-77	61	-26	692
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
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

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" 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



Marco Forster Middle School Home of the Roadrunners



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 Marco Forster Middle Street 25601 Camino del Avion City, State, Zip San Juan Capistrano, CA 92675-4330 Phone Number 949-234-5907 Principal Carrie Bertini E-mail Address cbertini@capoused.org	Capistrano Unified 949-234-9200 www.capoused.org Joseph M. Farley, Ed.D. jmfarley@capoused.org 30-66464-6058929

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

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

Marco Forster Middle School

A California Distinguished School



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

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

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

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

For additional information about school and district programs, please visit www.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 on campus supporting our school through programs such as the magazine sale, jog-a-thon, book faire and the Reflections contest. Our very supportive Parent Teacher Student Association works hand-in-hand with the school to enrich the school experience for our students.

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

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

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

Grade Level	Number of Students
Grade 6	468
Grade 7	476
Grade 8	449
Total Enrollment	1393

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	0.43 %
American Indian or Alaska Native	0.65 %
Asian	0.65 %

Filipino	0.36 %
Hispanic or Latino	62.17 %
Pacific Islander	%
White (not Hispanic)	33.45 %
Multiple or No Response	2.29 %
Socioeconomically Disadvantaged	58.00 %
English Learners	30.00 %
Students with Disabilities	12.00 %

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	Number of Classrooms 21-32	Number of Classrooms 33+	Avg. Class Size	Number of Classrooms 1-20	Number of Classrooms 21-32	Number of Classrooms 33+				
6	25.5	7	36	1	28.3	1	42	2	28.3	1	42	2

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	Number of Classrooms 33+	Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+				
English	24.5	17	29	4	25.1	17	22	7	25.1	17	22	7
Mathematics	26.5	10	37	4	25.7	11	39	4	25.7	11	39	4
Science	30.3	2	20	8	31.0	1	20	8	31.0	1	20	8
Social Science	27.6	5	23	6	28.3	6	22	7	28.3	6	22	7

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.capoused.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	16.3	16.8	16.8	3.3	3.3	3.3
Expulsions	1.2	1.3	1.3	0.3	0.3	0.3

IV. School Facilities

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

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

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

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

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

School Facility Good Repair Status (School Year 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	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	2007-08	2008-09	2009-10
With Full Credential	61	64	62	2131		
Without Full Credential	2	0	1	38		
Teaching Outside Subject Area of Competence	0	0	0	0	0	N/A

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	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.	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 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education Web page and teacher salaries can be found on the CDE Certified 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	\$7,294	\$2,602	\$4,909	\$73,410
District	N/A	N/A	\$5,281	\$76,384
Percent Difference – School Site and District	N/A	N/A	-7.04%	-5.47%
State	N/A	N/A	\$5,512	\$68,179
Percent Difference – State	N/A	N/A	-13.59%	7.67%

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	3	2	0
Total Teacher Misassignments	3	2	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	Percent of Classes in Core Academic Subjects Taught by Non-NCLB Compliant Teachers
This School	93.87	6.13
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	2.0	696
Library Media Teacher (Librarian)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

VII. Curriculum and Instructional Materials

School Site and State	
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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 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 [Explanatory 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	2008-09	2009-10	2007-08	2008-09	2009-10	
English-Language Arts	47	50	55	64	70	71	46	50	52
Mathematics	43	48	57	59	63	64	43	46	48
Science	63	60	68	66	71	74	46	50	54
History-Social Science	49	48	53	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	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	38	44	54
Pacific Islander			
White (not Hispanic)	81	77	90
Male	49	55	70
Female	61	59	66
Economically Disadvantaged	38	46	54
English Learners	10	23	23
Students with Disabilities	24	28	47
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
7	23.6	21.2
	25.4	

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	7	7	6
Similar Schools	9	8	8

"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 as reported 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	2010
All Students at the School	6	3	28	798
African American				

American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	11	-1	37	693
Pacific Islander				
White (not Hispanic)	-2	14	29	882
Socioeconomically Disadvantaged	10	13	33	694
English Learners	4	-2	21	658
Students with Disabilities	25	-48	2	563

"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	No	No
Percent Proficient - Mathematics	No	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	Not 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, Capitrano 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



Dana Hills High School
Home of the Dolphins



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 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 Dana Hills High Street 33333 Golden Lantern City, State, Zip Dana Point, CA, 92629 Phone Number 949-496-6866 Principal Robert Nye E-mail Address rnye@capoused.org	District Capistrano Unified 949-234-9200 www.capoused.org Joseph M. Farley, Ed.D. jmfarley@capoused.org 30-66464-3038669

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

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

Dana Hills High 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."

Dana Hills High School is located in Dana Point, California, one of six high schools in the second fastest growing school district in California. Less than one mile from the Pacific Ocean, our school of over 2,700 serves several small communities. Newer communities like Dana Point and Laguna Niguel which have burgeoned in the last three decades, as well as the historic area of San Juan Capistrano, are in our attendance boundaries. The communities are composed of a majority of parents who are college graduates with professional and semi-professional occupations. Our school is enriched by a diverse student population.

Our dedicated staff consists of 106 classroom teachers; 76 support staff, including clerical, custodial, and instructional aides; and five administrators, including a principal, four assistant principals, and an activities director. The teaching staff is committed to working as a Professional Learning Community as they implement standards-based curriculum. Student success and growth are priorities, and we strive to support at-risk students with intervention classes and mentoring. Academic achievement is emphasized. In 2010, 1447 Advanced Placement examinations were administered with an overall pass rate of 75%. The average SAT score in 2010 was 1656 and continues to increase. The graduating Class of 2010 boasts eleven commended National Merit Scholars and three National Merit Scholarship finalists. Dana Hills High School graduates are currently attending Harvard, Columbia, Georgetown, Stanford, UC schools, and other outstanding four year institutions. Parent support is a hallmark of our school, and a dedicated corps of parent volunteers supports our efforts. PTSA and the Dolphin Force, as well as a variety of booster groups, provide funds and manpower to supplement our programs.

Dana Hills High School has a history of success and innovation. In 1996 and 2005 our school was named a California Distinguished School, and received the prestigious National Blue Ribbon School award in 1998. The Dana Hills Health and Medical Occupations Academy was awarded a state grant in 2000 and received a Golden Bell Award from the State of California in 2004. Students in this program serve in internship programs at local medical facilities. Over 200 students participate in the Dana Hills High School South Orange County School of the Arts. As a result of a Digital High School Grant from the State of California in 1998, technology is an extensively utilized resource at DHHS. Technology enhances parent communication via our school website (www.dhhs.net), e-mail, posting of grades, and on-line attendance information. Other highlights include an extensive science field studies program, a wide range of clubs and extra-curricular activities, and a competitive athletic program.

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, doing clerical work for classroom teachers, and working at many school events. 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 Dolphin Force Foundation is an umbrella fund-raising group that provides funds for instructional and school wide needs. Our local PTSA provides scholarships to graduating seniors. Athletic boosters provide financial and moral support for 23 CIF sports on our campus. Along with PTSA and Dolphin Force, parents can get involved in the SOCSA Foundation and the Dolphin Foundation, both of which support academic programs and the arts at DHHS. DHHS also offers the English Language Advisory Committee (ELAC) to those parents of our English Learner population to support and enhance instruction learning for all 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 9	780
Grade 10	691
Grade 11	735
Grade 12	785
Total Enrollment	2991

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	0.67 %
American Indian or Alaska Native	0.40 %
Asian	3.17 %
Filipino	1.14 %
Hispanic or Latino	24.04 %
Pacific Islander	%
White (not Hispanic)	62.25 %
Multiple or No Response	8.33 %
Socioeconomically Disadvantaged	19.00 %
English Learners	6.00 %
Students with Disabilities	7.00 %

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	30.8	13	41	49	31.9	12	23	62	31.9	12	23	62
Mathematics	31.6	5	35	44	30.7	14	22	51	30.7	14	22	51
Science	32.9	2	29	47	33.6	2	22	49	33.6	2	22	49
Social Science	34.8	2	14	53	33.8	2	20	57	33.8	2	20	57

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.cabousd.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	3.9	5.7	5.7	3.3	3.3	3.3
Expulsions	0.6	0.6	0.6	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.

Dana Hills High School has 120 classrooms, library, four computer labs, and an administration building. The main campus was built in 1973. Due to increased enrollment, the school has added 40 portable classrooms over the past 20 years. Modernization has been completed. Modernization projects include a new all weather track and field, two-story science modular buildings, the removal of older portables on campus, and a new Junior Varsity Baseball field and outdoor physical education area. Other recent projects include a new shade structure with tables and benches, a new athletic weight room, upgrades to the home economics kitchen, a new air conditioning and heating system, a new roof, new doors in the main building, and installation of outdoor basketball courts.

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. Current projects are as follows: a new gym floor and bleachers, eight outdoor surveillance cameras, and art display case.

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
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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	109	104	105	2131
Without Full Credential	5	4	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	19	19	7
Total Teacher Misassignments	19	0	7
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	
	2009-10	2008-09
This School	94.15	5.85
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	2.0	1,495
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, and 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.

. 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 (\$6,875)	Expenditures Per Pupil (Supplemental) (\$2,210)	Expenditures Per Pupil (Basic) (\$4,869)	Average Teacher Salary (\$75,705)
School Site	N/A	N/A	\$5,281	\$76,384
District	N/A	N/A	-7.80%	-2.51%
Percent Difference – School Site and District	N/A	N/A	\$5,681	\$68,179
Percent Difference – School Site and State	N/A	N/A	-14.29%	11.04%

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 P Principal Salary (Elementary)	\$122,243	\$108,894
Average P 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	64	69	66	64	70	71	46	50	52
Mathematics	45	52	53	59	63	64	43	46	48
Science	58	64	70	66	71	74	46	50	54
History-Social Science	65	66	70	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	55	*	*
American Indian or Alaska Native	45	*	*
Asian	85	84	82
Filipino	70	53	*
Hispanic or Latino	46	41	47
Pacific Islander			

White (not Hispanic)	72	56	77	78
Male	61	54	70	74
Female	70	52	70	66
Economically Disadvantaged	40	33	41	38
English Learners	9	16	5	9
Students with Disabilities	18	21	17	16
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	2007-08	2008-09	2007-08	2008-09
English-Language Arts	74.9	74.9	76.8	76.8	72.5	52.9
Mathematics	65.8	70.3	70.3	70.5	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	Not Proficient	Proficient
All Students	24.5	26.6	48.9	38.7
Male	30.2	26.2	43.5	36.5
Female	19.3	26.9	53.8	40.7
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	8.7	21.7	69.6	26.1
Filipino	*	*	*	*
Hispanic or Latino	53.6	26.5	19.9	30.7
Pacific Islander	*	*	*	*
White (not Hispanic)	15	26.8	58.2	41.3
English Learners	81.7	16.9	1.4	21.4

Socioeconomically Disadvantaged Students Receiving Migrant Education Services	56	25.6	18.4	61	28.5	10.6
Students with Disabilities	83.9	6.5	9.7	87.1	12.9	0

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 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
9	8.4	28.4

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	10	9	9
Similar Schools	10	7	8

"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: "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	0	14	8	848
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	6	34	719
Pacific Islander				
White (not Hispanic)	0	13	13	864
Socioeconomically Disadvantaged	7	20	20	701
English Learners	6	-20	13	645
Students with Disabilities	-16	22	5	567

"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	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	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 [AIP 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	2007-08	2008-09	2006-07	2007-08	2008-09	
Dropout Rate (1-year)	0.6	0.8	**	0.5	0.9	**	4.4	3.9	
Graduation Rate	97.7	96.4	**	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			State
	School	District	State	
All Students	96%	96%	N/A	N/A
African American	100%	98%	N/A	N/A
American Indian or Alaska Native	100%	100%	N/A	N/A
Asian	100%	99%	N/A	N/A
Filipino	100%	99%	N/A	N/A
Hispanic or Latino	98%	88%	N/A	N/A
Pacific Islander	10%	100%	N/A	N/A
White (not Hispanic)	98%	98%	N/A	N/A
Socioeconomically Disadvantaged	88%	85%	N/A	N/A
English Learners	90%	89%	N/A	N/A
Students with Disabilities	52%	50%	N/A	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	441
Percent of the school's pupils completing a CTE program and earning a high school diploma	31%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	27%

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 site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	73.0
Graduates Who Completed All Courses Required for UC/CSU Admission	46.0

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	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	18	9.8

XII. Instructional Planning and Scheduling Professional Development

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

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

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

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