WAGON WHEEL ELEMENTARY SCHOOL
School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Wagon Wheel Elementary	**District Name**	Capistrano Unified
Street	30912 Bridle Path	**Phone Number**	(949) 234-9200
City, State, Zip	Coto De Caza, CA, 92679	**Web Site**	www.capousd.org
Phone Number	(949) 589-1953	**Superintendent**	Joseph Farley
Principal	Kathy Parker, Principal	**E-mail Address**	jfarley@capousd.org
E-mail Address	kjparker@capousd.org	**CDS Code**	30664646114524

School Description and Mission Statement (School Year 2010–11)

Wagon Wheel Elementary School

Mission Statement
As a Professional Learning Community, the team at Wagon Wheel envisions:

Rigorous content and performance standards driving curriculum
Frequent, on-going assessment targeting instruction
Implementation of research-based, best practices in the classroom
All students receiving equal opportunity and access to the curriculum
Parents and school staff working collaboratively to ensure the success of each child
The facilitation and promise of a physically and emotionally safe learning environment
Where children learn more today than yesterday, and more tomorrow than today

School Description

Building the Future; One Child at a Time is the collaboratively developed theme that runs through Wagon Wheel's comprehensive instructional program. Strong academics, scholarly attributes, community service and character education are integrated throughout the curriculum. Nestled amidst the tapestry of rolling, rustic hills of Trabuco Canyon, the kindergarten through fifth grade school serves approximately 730 children and is currently celebrating twelve years of providing students with a rigorous, challenging education. Wagon Wheel is one of the larger elementary schools in the Capistrano Unified School District.

Children from all walks of life make up and add to the richness of Wagon Wheel's student population. *It is not uncommon to see students with special needs working side-by-side with general education peers in the school's Discovery Garden as part of the newly implemented Mustang Buddy Program.* The Effective Behavior Support Program provides the internal structure for identifying clear, measurable standards and outcomes for student conduct and character development. Staff and parents model the high expectations and attitude required for positive character development, citizenship, respect and responsibility that serve as the hallmark of Wagon Wheel's positive school climate. Character development is integrated into the curriculum.

The school takes pride in having sustained academic improvement over time. This high level of achievement is an indicator of the high expectations staff hold for themselves. The high standard for providing a rigorous, standards based, differentiated instructional program is passed down to students within each lesson. Frequent, on-going assessment, study of school data and subsequent provision of

differentiated instruction serve as the foundation and core of student learning and are key components of the school's commitment and vision. The Wagon Wheel Professional Learning Community has student learning and achievement as its main focus.

Perhaps, one of the most salient features of Wagon Wheel is the high level of parent involvement. An integral part of the school's culture, parents, grandparents, retirees and community members volunteer daily to provide support, encouragement and assistance to an already nurturing, warm learning environment. Working jointly with parents and members of the school community, the Wagon Wheel staff recognizes the importance of establishing and maintaining a strong partnership between home and school. It is with commitment, firm belief and pride that we function as a truly effective Professional Learning Community, joining hands to ***Build the Future; One Child at a Time.***

Opportunities for Parental Involvement (School Year 2010–11)

The Wagon Wheel Staff recognizes the significance and value of involving family and community members in setting data-based rigorous academic goals. Through the establishment of an orderly process for communicating performance expectations at each grade level, the principal and teachers work to inform and include parents on how best to support the curriculum and overall school vision. This information is shared in a bulletin that is mailed home prior to the opening of school, in packets sent home on the first day of school that require parent signature, in e-mails sent home from the principal and teachers, on the school's and CUSD's website, at Back to School Night, during goal setting parent conferences, at School Site Council and PTA meetings, in newsletters or pre-recorded phone messages, during Open House, in progress and report cards and is outlined in the collaboratively developed Single School Plan.

Site administration and teachers actively seek out and recruit parent and community volunteers to participate in classroom and overall school programs. The school offers parents, family, and community members various opportunities to become involved, including through the PTA, as part of the Wagon Wheel Welcome Wagon, as Room Parent, program chairs, classroom, library, science, and computer lab volunteers, field trip chaperones, Guest Principal for a Day, as guest speakers and presenters during assemblies, at Family Fun Nights, on the School Site Council and as Webmaster.

Working jointly with parents and community members, the Wagon Wheel staff keeps parents informed of school goals, student progress towards meeting the standards and program effectiveness. Establishing and maintaining a strong partnership with parents and the community is key to the on-going success of Wagon Wheel's student population. The nurturing, supportive culture at Wagon Wheel promotes academic rigor, meaningful instruction, and a love of learning. Strong parent support is evident. It is the way in which we function as a truly effective Professional Learning Community, joining hands to ***Build the Future; One Child at a Time.***

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	95	**Grade 8**	0
Grade 1	111	**Ungraded Elementary**	0
Grade 2	119	**Grade 9**	0
Grade 3	124	**Grade 10**	0

Grade 4	131	Grade 11	0
Grade 5	148	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	728

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	0.3%
Asian	6.6%
Filipino	1.0%
Hispanic or Latino	8.2%
Native Hawaiian or Pacific Islander	0.0%
White	74.5%
Two or More Races	8.2%
Socioeconomically Disadvantaged	4.1%
English Learners	2.1%
Students with Disabilities	7.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31.7	0	3	0	31.7	0	3	0	15.2	6	0	0
1	19.2	6	0	0	19.2	6	0	0	28.8	0	4	0

2	18.8	6	0	0	18.8	6	0	0	29.8	0	4	0
3	19.3	7	0	0	19.3	7	0	0	31.0	0	4	0
4	33.0	0	0	7	33.0	0	0	7	29.8	0	4	0
5	32.2	0	3	2	32.2	0	3	2	32.0	0	3	2

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

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.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.1	0.1	0.0	3.3	3.3	3.3
Expulsions	0.0	0.0	0.0	0.3	0.3	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Wagon Wheel Elementary School has 45 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1997. Portable classrooms were added in 1998 to accommodate increased enrollment.

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. Staff and students and parents take pride in maintaining a clean and safe campus.

School Facility Good Repair Status (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	40	25	24	1973
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	57

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	97.51%	2.49%
High-Poverty Schools in District	95.21%	4.79%
Low-Poverty Schools in District	97.79%	2.21%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		

Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
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.	Yes	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.	Yes	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.	Yes	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.	Yes	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.	Yes	0%
Health	**2004 - All students are provided an individual textbook or instructional material as**	Yes	0%

	determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.		
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.	Yes	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 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,108	$1,651	$5,752	$80,190
District			$5,971	$77,094
Percent Difference – School Site and District			-3.66%	4.02%
State			$5,455	$69,207
Percent Difference – School Site and State			4.36%	19.70%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010–11)

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 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,899	$42,017
Mid-Range Teacher Salary	$73,476	$67,294
Highest Teacher Salary	$98,931	$86,776
Average Principal Salary (Elementary)	$112,766	$108,534
Average Principal Salary (Middle)	$118,260	$112,893
Average Principal Salary (High)	$124,833	$123,331
Superintendent Salary	$0	$226,417
Percent of Budget for Teacher Salaries	46.00%	38.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	83%	81%	85%	70%	71%	73%	49%	52%	54%
Mathematics	84%	78%	87%	63%	64%	66%	46%	48%	50%
Science	73%	77%	88%	72%	74%	78%	50%	54%	57%
History-Social Science	0%	0%	0%	67%	68%	72%	41%	44%	48%

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**.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	73%	66%	78%	72%
All Students at the School	85%	87%	88%	0%
Male	84%	87%	87%	0%
Female	86%	86%	88%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	94%	97%	100%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	81%	81%	64%	0%
Native Hawaiian or Pacific Islander				
White	85%	88%	90%	0%
Two or More Races	90%	76%	0%	0%
Socioeconomically Disadvantaged	62%	54%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	64%	53%	0%	0%
Students Receiving Migrant Education Services				

Note: **Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most

recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.00%	28.50%	40.30%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	9	10	9
Similar Schools	2	5	2

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	40	-9	26

Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	45	-12	26
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	513	936	38,679	875	4,683,676	778
Black or African American	7		395	815	317,856	696
American Indian or Alaska Native	2		140	855	33,774	733
Asian	33	985	2,077	956	398,869	898
Filipino	6		647	903	123,245	859

Hispanic or Latino	42	906	9,227	784	2,406,749	729
Native Hawaiian or Pacific Islander	0		54	865	26,953	764
White	382	940	24,072	900	1,258,831	845
Two or More Races	39	919	2,046	911	76,766	836
Socioeconomically Disadvantaged	13	852	7,710	762	2,731,843	726
English Learners	10		5,642	726	1,521,844	707
Students with Disabilities	44	754	3,127	651	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	NOT IN PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		8.2%

Note: Cells shaded in black do not require data.

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. The targeted goals and the action plans toward their accomplishment create each team's yearlong 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.