

# John Malcom Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	John Malcom Elementary School
Street	32261 Charles Road
City, State, Zip	Laguna Niguel, CA 92677
Phone Number	(949) 248-0542
Principal	Laurie Lowy
Email Address	lslowy@capousd.org
Website	<a href="http://jmes.capousd.ca.schoolloop.com">http://jmes.capousd.ca.schoolloop.com</a>
County-District-School (CDS) Code	30-66464-6111827

Entity	Contact Information
<b>District Name</b>	Capistrano Unified School District
<b>Phone Number</b>	(949) 234-9200
<b>Superintendent</b>	Kirsten Vital
<b>Email Address</b>	superintendent@capousd.org
<b>Website</b>	www.capousd.org

## School Description and Mission Statement (School Year 2019-20)

John S. Malcom Elementary School, a 2001 National Blue Ribbon School and a California Distinguished School, serves pre-school through fifth grade students. Our school, which opened in September 1994, is located on a scenic bluff less than two miles from the Pacific Ocean in beautiful Laguna Niguel. John S. Malcom Elementary School prepares students to be college and career ready while nurturing character development and problem-solving skills. Staff receives the strong support of parent and community volunteers in providing many enrichment opportunities across the curriculum.

The Malcom staff is committed to providing a high quality learning environment that emphasizes mastery of grade level standards while meeting the individual needs of all students in the core curriculum. Science, Technology, Engineering, Art, and Math (STEAM) instruction at Malcom is supported through our outdoor classroom Gerhard Garden, Earth Lab, Innovation Lab, Computer Lab, Chromebooks, Primary and Block Music Programs, Art Studio, and a Meet the Masters art program. Malcom scholars are faced with daily opportunities to solve real-life application problems while practicing the skills of communication, collaboration, creativity and critical thinking. In addition, scholars follow the 3R's every day (Relationships, Respect, and Responsibility) and work to solve problems inside and outside of the classroom. The 5th grade Student Leaders at Malcom (SLAM) program provides students with ongoing opportunities to participate in community service.

The ultimate goal of the John S. Malcom School Community is a commitment to make a positive difference in ourselves and the world in which we live.

### MOTTO

"Making a Difference in Ourselves and in Our World"

### VISION

All scholars will succeed through a partnership among peers, staff, and parents.

### MISSION STATEMENT

At Malcom School, scholars and staff strive for academic excellence while building relationships, respect, and responsibility so that scholars will meet the challenges of a rapidly changing world.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	87
Grade 1	93
Grade 2	95
Grade 3	101
Grade 4	112
Grade 5	117
Total Enrollment	605

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	4
Filipino	0.7
Hispanic or Latino	11.2
White	71.7
Two or More Races	8.8
Socioeconomically Disadvantaged	14.4
English Learners	4.6
Students with Disabilities	8.9
Foster Youth	0.7
Homeless	1.8

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

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

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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22	23	1882
Without Full Credential	0	0	1	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2019

All textbooks used in the core curriculum throughout Capistrano USD are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the State's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the District's Board of Trustees. On September 18, 2019, the Capistrano USD's Board of Trustees adopted Resolution 1920-24 which certifies as required by Education Code 60119 that for the 2019-2020 school year, the Capistrano USD has provided sufficient textbooks or instructional materials, or both that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year Adopted 2017- McGraw Hill Wonders (K-3) ; Benchmark Education Company, Benchmark Advance (4-5)	Yes	0%
Mathematics	Year Adopted 2015 - Houghton Mifflin, Math Expressions	Yes	0%
Science	Year Adopted 2019 - Delta Education FOSS Science	Yes	0%
History-Social Science	Year Adopted 2007- Scott Foresman/Pearson	Yes	0%
Foreign Language	N/A		
Health	N/A		

## School Facility Conditions and Planned Improvements (Most Recent Year)

John S. Malcom Elementary School has 36 classrooms, a Multipurpose Room, Library, Computer Lab, Earth Lab, Innovation Lab, Art Studio, and an Administration Building. The main campus was built in 1994. Portable classrooms were added several years later and provide flexibility with fluctuating enrollment. Outdoor facilities include a field, two blacktop playgrounds, a Kindergarten play area, Reading Garden, and outdoor classroom in the Gerhard Garden.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 9/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	CONF: 4. CARPET HAS WAVES/ WORN KINDERGARTEN PIER 1: 4. WATER STAIN CEILING TILES/ WATER STAIN ON WALL OFFICE: 4. CARPET HAS WAVES AND WORN IN ALL OFFICES P 11: 4. CARPET IS TORN P9: 4. CARPET IS TORN 13. GUTTERS ARE LOOSE AND RUSTED WITH HOLES PIER 12: 4. RUBBER CARPET MOLDING IS MISSING AT DOOR THRESHOLD TO WORKROOM PRINCIPAL: 4. CARPET HAS WAVES/ WORN STAFF LOUNGE: 4. WATER STAIN CEILING TILES WORKROOM: 4. WATER STAIN CEILING TILES WRK RM: 4. CARPET HAS WAVES WRK RM: 4. CARPET HAS WAVES AND WORN
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	BOYS RR: 11. PAINT IS CHIPPING ON DOOR 15. DRY ROT AT BASE OF DOOR GIRLS RR: 11. PAINT IS CHIPPING ON DOOR 15. DRY ROT AT BASE OF DOOR
<b>Structural:</b> Structural Damage, Roofs	Good	P9: 4. CARPET IS TORN 13. GUTTERS ARE LOOSE AND RUSTED WITH HOLES

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	BOYS RR: 11. PAINT IS CHIPPING ON DOOR 15. DRY ROT AT BASE OF DOOR GIRLS RR: 11. PAINT IS CHIPPING ON DOOR 15. DRY ROT AT BASE OF DOOR MPR: 15. GAP AT BASE OF WEST DOOR P 1: 15. WINDOW SCREENS ARE TORN P8: 14. TRIP HAZARD AT RAMP ENTRY
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	74	70	69	70	50	50
<b>Mathematics (grades 3-8 and 11)</b>	63	66	58	59	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	333	331	99.40	0.60	70.39
<b>Male</b>	173	171	98.84	1.16	67.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	160	160	100.00	0.00	73.75
Black or African American					
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	61.54
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	75.56
Native Hawaiian or Pacific Islander					
White	236	234	99.15	0.85	68.80
Two or More Races	25	25	100.00	0.00	72.00
Socioeconomically Disadvantaged	52	52	100.00	0.00	61.54
English Learners	17	16	94.12	5.88	56.25
Students with Disabilities	44	44	100.00	0.00	50.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	333	331	99.40	0.60	66.47
Male	173	171	98.84	1.16	70.18
Female	160	160	100.00	0.00	62.50
Black or African American					
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	69.23
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	45	45	100.00	0.00	57.78
Native Hawaiian or Pacific Islander					
White	236	234	99.15	0.85	66.24
Two or More Races	25	25	100.00	0.00	68.00
Socioeconomically Disadvantaged	52	52	100.00	0.00	51.92
English Learners	17	17	100.00	0.00	47.06
Students with Disabilities	44	44	100.00	0.00	54.55
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.7	19.1	53.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

At John Malcom Elementary, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our current Garden Science, Garden Leader, and Garden Entrepreneurial programs are led by volunteers with support from staff. Additionally, we have our Watch D.O.G.S. (Dads of Great Students) volunteer program to promote positive male role models on campus. Parents often share their unique talents with our students in the arts, with fitness, and in science. 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. In addition, Malcom Elementary is fortunate to be supported financially by the Friends of Malcom Foundation, a parent-led fundraising group which launches a yearly campaign to provide additional resources for the school.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.4	1.1	1.0	2.5	2.3	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Each Capistrano Unified school site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office. The Safety Plan is updated annually, and reviewed by the Executive Director, Safety and Student Services. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. Fire drills are held monthly in elementary schools, four times per year in middle and two times a year in high school. Drop, cover and hold drills are held each semester in middle and high school and quarterly for elementary. Lockdown drills are held twice a year and a disaster drill is held once a year throughout the District. The District also participates in multi-agency response drills, working with law enforcement, fire and other responding agencies.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	6			15	6			15	6		
1	30		3		24	1	3		31		3	
2	32		3		30		3		25		3	
3	29		4		28		4		30		4	
4	30		4		31		2	1	32		2	1
5	31		5		34			4	33			4
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9478	\$2312	\$7166	\$10658
District	N/A	N/A	\$7122	\$89,014.00
Percent Difference - School Site and District	N/A	N/A	0.6	-157.2
State	N/A	N/A	\$7,506.64	\$82,403.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.6	-154.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Each district school provides some supplemental services to assist students:

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

Services vary by school and may include:

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

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

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$52,915	\$48,612
<b>Mid-Range Teacher Salary</b>	\$79,510	\$74,676
<b>Highest Teacher Salary</b>	\$105,993	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$138,793	\$125,830
<b>Average Principal Salary (Middle)</b>	\$141,825	\$131,167
<b>Average Principal Salary (High)</b>	\$161,376	\$144,822
<b>Superintendent Salary</b>	\$326,466	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	38%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

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

It is the goal of Capistrano Unified School District to ensure all students receive Great First Instruction (GFI). The vision for GFI is that all learning environments include Lesson Preparation, Interaction, Strategies, and Review and Assessment as defined by the Sheltered Instruction Observation Protocol (SIOP). By design, the model for providing professional learning is multi-tiered, and ranges from large-scale, district-wide learning opportunities focused on priority areas to site-specific, embedded professional learning (including coaching) that supports teachers in the transfer of that learning to the classroom. In addition, professional learning "academies" provide supplemental training during the summer and after school hours to further support district initiatives and teacher needs for ongoing professional learning. The outcome of all CUSD professional learning is to improve educator effectiveness in order to increase student learning. In support of this outcome, administrators participate in professional learning to increase their knowledge of quality practices, California Content Standards, and strategies for instructional leadership.

Since 2004, all schools provide specific release time for embedded professional learning using late start or early release days. In grades K-8, this time is known as ACE time (Articulation and Collaboration for Excellence). The purpose of this time is for educators to examine the impact of their practice on student learning, with a focus on continuous improvement. Schools work to identify key areas of learning based on an analysis of student data, upon which they place their focus for professional learning and set annual measurable goals based upon those identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The action plan developed to accomplish these goals outlines priorities for teacher training and implementation.

Throughout the year, the structure of collaboration typically involves teacher teams engaging in ongoing examination of standards-based curriculum, the examination of meaningful formative and summative assessment data, and powerful teaching strategies that get results in student learning. In 2017 the District developed the CUSD Professional Learning Communities Framework as it's guiding document for professional collaboration. All collaborative teams utilize Common Goals, Relational Trust, Focus on Learning, Shared Responsibility, Action-Oriented, Data Driven, and Systems and Structures for Support to ensure all students are learning at high levels. These embedded professional learning activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

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