

# **Marian Bergeson 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Marian Bergeson Elementary School
<b>Street</b>	25302 Rancho Niguel Road
<b>City, State, Zip</b>	Laguna Niguel, CA 92677
<b>Phone Number</b>	(949) 643-1540
<b>Principal</b>	Greg Hauser
<b>Email Address</b>	gmhauser@capousd.org
<b>Website</b>	<a href="http://bgnes.capousd.ca.schoolloop.com">http://bgnes.capousd.ca.schoolloop.com</a>
<b>County-District-School (CDS) Code</b>	30-66464-6106801

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)

### Mission Statement

The mission of Marian Bergeson Elementary School is to create an educational environment where students are accepted, challenged, successful and stimulated to become life-long learners. Student-centered, active learning strategies are focused on a standards-based curriculum and strategically implemented with the collaboration of staff, parents, and the community.

### School Profile

Marian Bergeson Elementary School, a California Distinguished School, is located in Laguna Niguel, California. Our school population hovers around 600 students K-5. There are 20 regular education teachers, four full time special education teachers, and numerous support staff. This school has 29 classrooms, a multipurpose room, a library and two computer labs, a science lab and an administration building. The school opened in 1987 and moved to its current campus in 1988. Classroom reconfiguration took place in two buildings in 1997 to accommodate class size reduction in the primary grades. In 2004, two building's classrooms were returned to their original size. The second two buildings were returned to their original design in 2006. 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.

Bergeson Elementary offers students a well-rounded, standards-based curriculum that blends school district and state performance requirements. It has consistently scored above the 800 level each year on the State of California's Academic Performance Index. High standards in student achievement and behavior are expected and maintained. The school proudly participates in the Character Counts! character development program. Our dedicated teachers and staff are experienced and enhance their skills through professional development in an effort to further improve student learning. Communication between school and home is of the highest priority and includes direct contact between teachers and parents, weekly email newsletter from the principal to all parents, a Phone Messaging system, a PTA website, a school foundation website, a regularly updated school website and a Friends of MIP website. After-school YMCA and Saddleback College tutoring and classes are offered on the Bergeson campus.

In addition to the regular classroom program, Bergeson has a Resource Specialist Program in which one teacher and an instructional aide work with small groups of children in reading, mathematics and written language. There are also three Autism Specific Special Day Classes that serve students in grades K-5.

Bergeson also provides an Accelerated GATE (Gifted and Talented Education) program for identified gifted students. GATE students are clustered across grade levels. Classroom instruction is supplemented with enrichment curriculum activities and materials.

The award-winning Block Music program is provided for students in 4th and 5th grade by full time music teachers where every child performs in the band, orchestra or choir. Our primary music program is for students in Kindergarten through third grade and provides two trimesters of music.

2011-12 school year was the first year of a magnet Mandarin Immersion program. We now have a thriving kindergarten through fifth grade program. Mandarin Immersion classes are taught K-2 with a large percentage of the day taught in Mandarin and a smaller percentage of the day taught in English. In grades 3 - 5 Mandarin and English are each taught for half of the day.

Business partnerships have been established with numerous local and on-line businesses, including the Center at Rancho Niguel that includes over 70 merchants. The school's PTA and Bergeson Elementary School Foundation support school needs and enrichment through parent and business efforts. Led by its Student Council, students and the school community participated in many community outreach programs each year.

Marian Bergeson Elementary School Website: <http://bgnes.capousd.ca.schoolloop.com>

Initial contact for the Bergeson PTA, Bergeson Elementary School Foundation, Fifth Grade Science Camp, and any school organizations may be made through the school office, the school website or by phone, (949) 643-1540.

For additional information about school and district programs please visit [www.capousd.org](http://www.capousd.org).

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	105
<b>Grade 1</b>	106
<b>Grade 2</b>	111
<b>Grade 3</b>	101
<b>Grade 4</b>	114
<b>Grade 5</b>	106
<b>Total Enrollment</b>	643

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.6
<b>American Indian or Alaska Native</b>	0.2
<b>Asian</b>	22.1
<b>Filipino</b>	1.7
<b>Hispanic or Latino</b>	19
<b>Native Hawaiian or Pacific Islander</b>	0.5
<b>White</b>	37.6
<b>Two or More Races</b>	15.7
<b>Socioeconomically Disadvantaged</b>	19.1
<b>English Learners</b>	12.8
<b>Students with Disabilities</b>	10.7
<b>Foster Youth</b>	0.2
<b>Homeless</b>	2.5

## 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	27	28	25	1882
Without Full Credential	0	0	0	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); 2012 - Better Chinese; 2016 - MZHY Editions, Meizhou Chinese	Yes	0%
Mathematics	Year Adopted 2015 - Houghton Mifflin, Math Expressions	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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)

This school has 29 classrooms, a multipurpose room, a library and computer lab, a science lab, and an administration building. The campus was opened in 1988. Classroom reconfiguration took place in two buildings in 1997 to accommodate class size reduction in the primary grades. In 2004, one building's classrooms were returned to their original size. 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 campus.

### 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:** 9/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	K-1: 4. CEILING TILE IS LOOSE 15. WEATHER STRIPPING IS LOOSE ON DOOR/ DOOR HANDLE IS LOOSE/ LOCK IS BROKEN
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>GIRLS RR: 11. PAINT IS CHIPPING ON DRINKING FOUNTAIN AT WALKWAY</p> <p>K-9: 11. PAINT IS PEELING ON INTERIOR OF DOOR FRAME</p> <p>P-24: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. NO SKID PAINT IS PEELING ON RAMP</p> <p>P-25: 11. NO SKID PAINT IS PEELING ON RAMP</p> <p>P-26: 11. NO SKID PAINT IS PEELING ON RAMP</p> <p>P-27: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. NO SKID PAINT IS PEELING ON RAMP</p> <p>P-27A: 11. NO SKID PAINT IS PEELING ON RAMP</p>
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>BOYS RR: 14. TRIP HAZARD AT DOOR ENTRY</p> <p>BOYS RR: 14. TRIP HAZARD ON ASPHALT WALKWAY</p> <p>E-13: 14. ASPHALT IS CRACKED AND RAISED/ TRIP HAZARD</p> <p>G-17: 14. ASPHALT IS CRACKED ON WALKWAY/ TRIP HAZARD</p> <p>K-1: 4. CEILING TILE IS LOOSE 15. WEATHER STRIPPING IS LOOSE ON DOOR/ DOOR HANDLE IS LOOSE/ LOCK IS BROKEN</p> <p>OUTDOOR COURTS: 14. HOLE IN ASPHALT BY HANDBALL COURT/ TRIP HAZARD</p>
<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
English Language Arts/Literacy (grades 3-8 and 11)	64	71	69	70	50	50
Mathematics (grades 3-8 and 11)	66	67	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
All Students	306	303	99.02	0.98	71.29
Male	159	158	99.37	0.63	69.62
Female	147	145	98.64	1.36	73.10
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	90.77
Filipino	--	--	--	--	--
Hispanic or Latino	64	64	100.00	0.00	51.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	123	120	97.56	2.44	69.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	37	37	100.00	0.00	78.38
Socioeconomically Disadvantaged	71	71	100.00	0.00	49.30
English Learners	44	44	100.00	0.00	40.91
Students with Disabilities	38	37	97.37	2.63	37.84
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	306	303	99.02	0.98	67.00
Male	159	158	99.37	0.63	73.42
Female	147	145	98.64	1.36	60.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	87.69
Filipino	--	--	--	--	--
Hispanic or Latino	64	64	100.00	0.00	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	123	120	97.56	2.44	63.33
Two or More Races	37	37	100.00	0.00	83.78
Socioeconomically Disadvantaged	71	71	100.00	0.00	40.85
English Learners	44	44	100.00	0.00	31.82
Students with Disabilities	38	37	97.37	2.63	40.54
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	23.1	27.9	28.8

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)

Hundreds of parents volunteer in our classrooms and with our programs each week. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Association (PTA), Bergeson Elementary School Foundation and the Friends of MIP (Mandarin Immersion Program) give parents additional ways to be involved and work hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. Bergeson's principal along with parent groups also offers several Coffee Talks throughout the year to help create meaningful conversations with parents about how Bergeson can be the best elementary 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
Suspensions	0.8	0.7	0.9	2.5	2.3	2.1	3.6	3.5	3.5
Expulsions	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	16	7	1		16	7	1		15	7	1	
1	28		3		32		2		30		3	
2	26	1	4		30		4		32		3	
3	31		4		24	1	4		28		4	
4	30		2	2	30		3	1	27		4	
5	27	1	1	2	24	1	2	2	26		4	
Other**									8	2		

\*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	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
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	\$9669	\$2759	\$6910	\$93087
District	N/A	N/A	\$7122	\$89,014.00
Percent Difference - School Site and District	N/A	N/A	-3.0	4.5
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	-8.3	12.2

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.