

# Truman Benedict 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	Truman Benedict Elementary School
Street	1251 Sarmentoso
City, State, Zip	San Clemente, CA 92673
Phone Number	(949) 498-6617
Principal	Mike Brandt
Email Address	mkbrandt@capousd.org
Website	<a href="http://tbes.capousd.ca.schoolloop.com">http://tbes.capousd.ca.schoolloop.com</a>
County-District-School (CDS) Code	30-66464-6106819

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

Inspiring a capable, confident, community of tinkers.

### Vision Statement

We envision a school wherein students:

- Successfully apply acquired content knowledge (science, social studies) along with learning and thinking skills.
- Acquire a proficient understanding of reading, writing, and speaking skills.
- Demonstrate fundamental math knowledge that can apply to problem solving.
- Engage in critical and creative thinking while collaboratively solving problems.
- Are self-motivated, confident, considerate citizens.
- Develop healthy lifestyle choices and an appreciation of the fine arts.

We will ensure a focus on standards based instruction and critical application, recognize student achievement, provide consistent learning that is formulated by collaborative teams, articulate clearly across grade levels, be flexible and use varied measures, discuss student achievement regularly and openly school wide. The elements of a Professional Learning Community are employed to monitor our progress toward goals with developing leadership opportunities. Teachers develop and follow group norms and participate in a fair, decision-making process.

Truman Benedict Elementary is a beautiful campus located in the Forster Ranch section of San Clemente and a part of the Capistrano Unified School District. We are a transitional kindergarten through fifth-grade school and are considered a high-performing school. Our school community is spirited and collaborative. We believe the education of a child needs to be balanced academically, creatively, physically, and socially. The very best thing about Benedict School is our children. In the area of academics the students are challenged at all levels of learning and in all of the California State Academic Standards. In English/Language Arts, students work in the new district adoption as well as utilizing Thinking Maps and Write From the Beginning and Beyond to apply their skills through writing.

Our students in third, fourth and fifth grade are able to use Chromebooks and Google technology with 1:1 devices. First and second grade work on Chromebooks in small groups. All grade levels access the Innovation Station STEAM Lab to work on creative projects and labs in science, technology, engineering, art, and math. Technology is also linked to Science, Social Studies, and Math with our adopted curriculum and Scholastic News. We access these via SMART interactive whiteboards, the Internet, document cameras, and laptops.

Mathematics is supplemented with problem solving, fact building and vocabulary development. Cognitively Guided Instruction (CGI) is offered in many classrooms giving students the opportunity to solve real life problems with their own innate problem-solving abilities. Student learning is differentiated when appropriate to reflect the needs of the student learning in each class. Currently, iReady technology is being implemented to this end.

Our students receive creative opportunities in both the performing and visual arts. Fourth and fifth grade students receive instruction in band, strings or chorus. Primary students receive music instruction emphasizing their understanding of and appreciation for music. Classrooms of all levels hold performances once or twice a year. We have the Art Masters program introducing an artist each session and providing lessons in style and/or appreciation. Each classroom works with clay twice a year; we have our own kiln for firing these treasures.

Physical fitness is encouraged at all grade levels from kindergarten students learning about the playground equipment and school games to fifth graders taking the California State Department of Education's assessment in fitness. Second and third graders have recess buddies with the PAL program from the middle school (Bernice Ayer) next door. The neighboring middle school's PAL and Kid Next Door (KND) student groups encourage our students to become involved with sports and games.

Lastly, Benedict places emphasis on character development. TBES harnesses the collective support of our school community to employ PBIS (Positive Behavioral Interventions and Supports) with fidelity, and organizes school/community volunteer work through Bobcat Leadership Team. A key strength of our school is the positive, safe climate.

"Anything is PAWsible" at Benedict!

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

Grade Level	Number of Students
Kindergarten	131
Grade 1	110
Grade 2	126
Grade 3	103
Grade 4	107
Grade 5	94
Total Enrollment	671

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

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	1.5
Filipino	0.4
Hispanic or Latino	10.4
White	78.2
Two or More Races	6.9
Socioeconomically Disadvantaged	12.1
English Learners	1.6
Students with Disabilities	14.6
Foster Youth	0.1
Homeless	1.9

## 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	26	26	1882
Without Full Credential	0	1	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	1	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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A		
Health	N/A		

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

Benedict School has 30 classrooms, a multipurpose room, a library, a computer lab, a small RSP room, and an administration building. The main campus was built in 1988. One portable classroom was added to the seven portables already here, at the beginning of the 2003-2004 school year to accommodate growth in student population. The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

### School Facility Good Repair Status (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:** 9/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	K RM C-4: 2. VENTS ARE RUSTED OFFICE: 2. AIR VENTS ARE RUSTED RM C-7: 2. VENTS ARE RUSTED 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) STAFF LOUNGE: 2. AIR VENTS ARE RUSTED
<b>Interior:</b> Interior Surfaces	Good	P RM 14: 4. WATER STAIN CEILING TILES 14. ASPHALT IS RAISED AT RAMP ENTRY/ TRIP HAZARD
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	P RM 11: 7. LIGHT DIFFUSER IS CRACKED 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. PAINT IS CHIPPING ON DOOR
<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	BOYS RR: 11. PAINT IS CHIPPING ON DOOR FRAME GIRLS RR: 11. PAINT IS CHIPPING ON DOOR FRAME P RM 11: 7. LIGHT DIFFUSER IS CRACKED 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. PAINT IS CHIPPING ON DOOR P RM 15: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET RM C-5: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM C-7: 2. VENTS ARE RUSTED 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM D-3: 11. PAINT IS CHIPPING ON DOWN SPOUT AT ENTRY RM D-7: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM D-8: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)
<b>Structural:</b> Structural Damage, Roofs	Good	P RM 7: 12. DRY ROT ON DOOR 14. TRIP HAZARD AT RAMP ENTRY
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P RM 12: 14. ASPHALT IS RAISED AT RAMP ENTRY P RM 14: 4. WATER STAIN CEILING TILES 14. ASPHALT IS RAISED AT RAMP ENTRY/ TRIP HAZARD P RM 16: 14. TRIP HAZARD AT RAMP ENTRY 15. WOOD IS SPLINTERING ON DOOR/ DOOR DOES NOT OPEN AND CLOSE PROPERLY P RM 7: 12. DRY ROT ON DOOR 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
English Language Arts/Literacy (grades 3-8 and 11)	72	71	69	70	50	50
Mathematics (grades 3-8 and 11)	62	68	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	304	303	99.67	0.33	70.96
Male	172	171	99.42	0.58	69.59
Female	132	132	100.00	0.00	72.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	69.23
Native Hawaiian or Pacific Islander					
White	237	237	100.00	0.00	72.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	73.33
Socioeconomically Disadvantaged	38	37	97.37	2.63	51.35
English Learners	--	--	--	--	--
Students with Disabilities	58	57	98.28	1.72	52.63
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	304	303	99.67	0.33	68.32
Male	172	171	99.42	0.58	72.51
Female	132	132	100.00	0.00	62.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	58.97
Native Hawaiian or Pacific Islander					
White	237	237	100.00	0.00	69.62
Two or More Races	15	15	100.00	0.00	66.67
Socioeconomically Disadvantaged	38	37	97.37	2.63	54.05
English Learners	--	--	--	--	--
Students with Disabilities	58	57	98.28	1.72	56.14
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	10.6	50.0	33.0

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)

Benedict Elementary School enjoys a high level of parent involvement. Parents can come to the school informally and help out in the classroom with small groups of children, individual tutoring, clerical work, field trips, reading aloud or even something demonstrating their own expertise in their child's classroom. They can assist the school more formally via the Parent Teachers Association (PTA). Our PTA is very strong and involved. They have Room Mom leaders who guide classroom volunteers or they participate through the Executive Board of PTA and work on committees for parent education, school support (such as the copy room, library, and computer lab), student/family entertainment, fundraising and basically the betterment of the school for our children. We have the "Watchdog Dads" Program at school. We also have the Forster Ranch Education Foundation which allows the teachers and principals to handle fiscal transactions, fundraise and support programs through grants. This allows for dads and other male volunteers, after screening, visit our campus, assist with school activities, have lunch with their students and more. FREF consists of parents and volunteers from both Benedict and Bernice Ayer Middle School. There are many venues for volunteering here at Benedict School, and we welcome them all.

### 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	0.3	0.6	0.4	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	17	8	1		16	8	1		17	8	1	
1	31		2		32		3		30		3	
2	29		3		30		3		26	1	4	
3	31		3		31		3		30		3	
4	34			3	32		1	2	24	1	4	
5	34			4	33		1	3	31		3	
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
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	\$9269	\$2250	\$7019	\$99441
District	N/A	N/A	\$7122	\$89,014.00
Percent Difference - School Site and District	N/A	N/A	-1.5	11.1
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	-6.7	18.7

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.