Arroyo Vista 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	Arroyo Vista Elementary School
Street	23371 Arroyo Vista
City, State, Zip	Rancho Santa Margarita, CA 92688
Phone Number	(949) 234-5951
Principal	Joe McGann
Email Address	jmcgann@capousd.org
Website	http://avk8.capousd.ca.schoolloop.com
County-District-School (CDS) Code	30-66464-6110852

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

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

It is Arroyo Vista K8's mission to develop and inspire ALL STUDENTS to become lifelong learners who will make a positive impact in the world. #We Care.We Share.We Prepare.

Arroyo Vista K8's Values:

We Care -
Systems for Support - Arroyo Vista is committed to systems and structures that are proactive and support student learning

Relational Trust - Arroyo Vista is committed to a transparent relational trust that fosters safety in communication, risk-taking in action, confidence in sharing student results, and continuous improvement

We Share -
Common Goals - Arroyo Vista is committed to creating common SMART goals

Responsibility - Arroyo Vista is committed to collectively working toward student centered goals to improve learning for all students

We Prepare -
Focus on Learning - Arroyo Vista is committed to the fundamental purpose of supporting all students

Data Driven - Arroyo Vista is committed to the collection and examination of data to evaluate student learning

Child and family focused, Arroyo Vista K-8 School is serenely nestled in the premier master planned community of Rancho Santa Margarita with its historic influence of local indigenous Spanish and Indian influences. Arroyo Vista is honored to be a California Distinguished School! Parents, students and teachers work together to ensure student learning. The school's consistently high API is earned through this successful collaboration.

Arroyo Vista's partnership with the community stands as a key foundation for our success. The PTA partners with the school to provide additional programs such as the Meet the Masters Art program, additional music instruction for primary grades, field trips and educational assemblies for all grade levels. A highlight over the years has been the funding of our state of the art fitness center in order to enhance our Physical Education Program. Meanwhile, a volunteer parent group, the Arroyo Vista Children's Theater, casts and produces an amazing play each year, featuring approximately 100 elementary students.

Character education is also an important aspect of education and children are recognized for their good character and academic achievements. We do things the "Wildcat Way" here which is a series of expectations agreed upon by staff, students, and parents.

Students are encouraged to help others through such programs as the PTA Care/Share program, a monthly food donation for a local food bank, the middle school ASB-sponsored Angel Tree, and "Caring Boxes", toy-filled boxes donated by families for global distribution. Meanwhile, we offer peer tutoring between middle and elementary students as well as peer tutoring between middle school students. All emphasizing the "T" in Wildcat Way, we "Take Care of Each Other". Students who participate above and beyond in their community service are awarded the Voluntary Service Award in their 7th and 8th grade years.

As a Professional Learning Community, Arroyo Vista recognizes that quality instruction, parent support, and community collaboration are key to student progress. Our vision is clear, our care is sincere, and our standards are high. We are proud of our students at Arroyo Vista and continue to promote the Wildcat Way.

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	82
Grade 2	92
Grade 3	101
Grade 4	83
Grade 5	92
Total Enrollment	519

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	9.8
Filipino	1.9
Hispanic or Latino	15.4
White	57.8
Two or More Races	10.8
Socioeconomically Disadvantaged	12.5
English Learners	6
Students with Disabilities	12.9
Homeless	1.5

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	23	20	22	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)	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)

This school has 48 classrooms, two multipurpose rooms, two libraries and an administration building. The main campus was built in 1992. Portable classrooms were added in 1997 to accommodate class size reduction. A middle school side of the campus was added beginning in 2004 and completed in 2007. These new buildings dedicated to the middle school include a new multipurpose room, library, performing arts classrooms, new science lab rooms, a computer lab, and a fitness center. Also, one new elementary building was completed which now accommodates 4th and 5th grade classes.

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 an orderly, hygenic, and safe school environment.

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: 9/16/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	1ST FLOOR/ RR'S: 4. CEILING TILE IS DAMAGED AND TORN IN BOYS RESTROOM 7. LIGHT DIFFUSER IS CRACKED IN GIRLS RESTROOM 22/ STORAGE: 4. CEILING TILES ARE MISSING 7. 5 LIGHT DIFFUSERS ARE MISSING 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) CHOIR/DRAMA R-604: 4. WATER STAIN CEILING TILES 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) MPR R-605: 4. WATER STAIN CEILING TILES MPR: 4. CEILING TILE HAS HOLES R-304: USED FOR STORAGE 4. CEILING TILE IS MISSING 7. LIGHT DIFFUSER IS MISSING/ OUTLET COVER IS MISSING ON CEILING RM 1: 4. WATER STAIN CEILING TILE RM 10: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN AT ENTRY RM 11: 4. WATER STAIN CEILING TILES RM 13: 4. SKYLIGHT IS DOES NOT OPEN/ WALLPAPER IS TORN RM 15: 4. WATER STAIN CEILING TILE AT SKYLIGHT RM14: 4. WALLPAPER IS TORN STAFF LOUNGE: 4. WATER STAIN CEILING TILES WRK RM: 4. WALLPAPER IS TORN WRK RM: 4. WALLPAPER IS TORN AT HALLWAY ENTRY WRK RM: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	1ST FLOOR/ RR'S: 4. CEILING TILE IS DAMAGED AND TORN IN BOYS RESTROOM 7. LIGHT DIFFUSER IS CRACKED IN GIRLS RESTROOM 22/ STORAGE: 4. CEILING TILES ARE MISSING 7. 5 LIGHT DIFFUSERS ARE MISSING 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) R-304: USED FOR STORAGE 4. CEILING TILE IS MISSING 7. LIGHT DIFFUSER IS MISSING/ OUTLET COVER IS MISSING ON CEILING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	* R- 408: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET * R-409: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 22/ STORAGE: 4. CEILING TILES ARE MISSING 7. 5 LIGHT DIFFUSERS ARE MISSING 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) 24: 11. PAINT IS CHIPPING ON EAVE 25: 11. PAINT IS CHIPPING ON EAVE 26: 11. PAINT IS CHIPPING ON EAVES BOYS RR: 11. PAINT IS CHIPPING ON CEILING CHOIR/DRAMA R-604: 4. WATER STAIN CEILING TILES 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) STAGE: 11. PAINT IS CHIPPING ON CEILIING IN HALLWAY
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OUTDOOR COURTS: 14. ASPHALT IS CRACKED AT SEAM AT ROOM 25
Overall Rating	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)	71	71	69	70	50	50
Mathematics (grades 3-8 and 11)	70	70	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	276	273	98.91	1.09	71.43
Male	145	142	97.93	2.07	68.31
Female	131	131	100.00	0.00	74.81
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	92.59
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	67.39
Native Hawaiian or Pacific Islander					
White	155	153	98.71	1.29	68.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	23	23	100.00	0.00	73.91
Socioeconomically Disadvantaged	39	38	97.44	2.56	52.63
English Learners	27	27	100.00	0.00	70.37
Students with Disabilities	58	56	96.55	3.45	42.86
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	276	272	98.55	1.45	70.11
Male	145	141	97.24	2.76	67.86
Female	131	131	100.00	0.00	72.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	92.59
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	58.70
Native Hawaiian or Pacific Islander					
White	155	152	98.06	1.94	70.86
Two or More Races	23	23	100.00	0.00	69.57
Socioeconomically Disadvantaged	39	38	97.44	2.56	52.63
English Learners	27	27	100.00	0.00	70.37
Students with Disabilities	58	56	96.55	3.45	36.36
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	13.6	31.8	45.5

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 Arroyo Vista K-8, 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 very supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. Parents also have the opportunity to participate in and support Education for the Children (EFC), a valuable resource for the Tesoro family of schools.

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	3.1	2.4	1.7	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	18	4	1		17	4	1		18	4	1	
1	30		2		21	1	2		31		2	
2	24	1	3		25	1	3		30		3	
3	25	1	3		26	1	3		25	1	3	
4	31		3		33		1	1	25	1		2
5	27	1	3	1	28	1		4	26	1	1	2
Other**	7	1										

*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	
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	$10025	$3294	$6732	98256
District	N/A	N/A	$7122	$89,014.00
Percent Difference - School Site and District	N/A	N/A	-5.6	9.9
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
Percent Difference - School Site and State	N/A	N/A	-10.9	17.6

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
Beginning Teacher Salary	$52,915	$48,612
Mid-Range Teacher Salary	$79,510	$74,676
Highest Teacher Salary	$105,993	$99,791
Average Principal Salary (Elementary)	$138,793	$125,830
Average Principal Salary (Middle)	$141,825	$131,167
Average Principal Salary (High)	$161,376	$144,822
Superintendent Salary	$326,466	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	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.