Vista del Mar 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	Vista del Mar Elementary School
Street	1130 Avenida Talega
City, State, Zip	San Clemente, CA 92673
Phone Number	(949) 234-5950
Principal	Troy Hunt
Email Address	tshunt@capousd.org
Website	http://vdmes.capousd.ca.schoolloop.com
County-District-School (CDS) Code	30-66464-0100883

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)

Mission:
VdMES works collaboratively to support all student learning while building character in a safe, positive environment.

Vision:
We believe that the most promising strategy for achieving the mission of Vista del Mar School is to function as a PLC.

Values:
We envision a school in which staff:
Demonstrates a personal commitment to the ongoing academic success and general well-being of every student.
Continually assesses individual student needs and abilities and makes modifications as needed.
Unites in collaborative teams to achieve common purposes and clear goals.
Models integrity and treats every person with dignity and respect.
Presents a professional image that communicates commitment, compassion and confidence.
Strives to know all students as an individual.

Not far from the beach nestled in the hills of the quaint city of San Clemente, one will find Vista del Mar Elementary School, a truly unique school surrounded by the new community of Talega. The students who attend this school grow up together, eventually transitioning to the neighboring side of our site: Vista del Mar Middle School. Vista del Mar Elementary School is home to 1100 kindergarten through fifth grade students, 40 highly qualified teachers, one principal, one assistant principal, and support staff.

The architecture and landscape blend well with the Mediterranean style that the community of Talega has adopted. Classrooms all have centrally located workrooms and pod learning areas that allow for individual and small group direct, targeted instruction and assessment. The back fields and play areas are used not only by students, but also by after-school YMCA child care, after-hours enrichment classes, such as golf and tennis, and community sports teams.

Our facilities are home to parenting classes, adult community education classes, and after-school programs run by Saddleback College (Science, Physical Fitness, Music, and Arts) and San Clemente Park/Recreation Program GAP program (a supervised, activity driven daily group for siblings waiting for middle school dismissal).

Vista del Mar Elementary School is a 2016 Gold Ribbon School, 2016 Honor Roll School, and 2014 Distinguished School because of our outstanding instruction and high expectations. Our students thrive in a safe and secure environment in which they are encouraged to take chances to ensure that they meet or exceed expected growth in all physical, social, emotional, and academic arenas as reflected by our high academic scores on the California Assessment of Student Performance and Progress (CAASPP). The arts are enhanced by our PTA who provide parent volunteers to teach Meet the Masters art program, along with additional music programs for kindergarten through third grade along with our fourth and fifth music instruction twice a week. Thanks to the support of our district and MAKO Foundation, our second through fifth grade students learn using technology throughout the day. The Chromebooks allow students to go deeper into their learning, along with providing opportunities to collaborate, use their creativity and critical thinking skills. In addition, the MAKO Foundation provides funding to provide exceptional learning opportunities for our students which includes a new writing program (Write from the Beginning and Beyond), PE equipment, music for K-3 grades, security cameras, and grants for our teachers. Many safety net strategies are in place to address special needs and keep at-risk students from falling through the cracks. The staff is committed to the vision of our Professional Learning Community (PLC) and collaborates faithfully during Articulation and Collaboration for Excellence (ACE) time, lunches, and after hours to discuss the flexible grouping and ongoing assessments integral to the Response to Instruction and Intervention program (RTI), a 2005 Golden Bell award winning program that is at the heart of the school. This collaborative environment not only fosters a readiness to learn but also ensures that our students learn more today than yesterday and more tomorrow than today, but also encourages growth for the practitioners through frequent professional development. Our PLC is united in establishing common purposes and clear goals as they model integrity and treats one another with respect and dignity.

The image displayed by our school embodies compassion, aptitude, and ongoing commitment to enhancing the development of each student. A very active student council facilitates activities in conjunction with the Character Counts program designed to enhance positive character attributes in addition to promoting prideful school spirit. Awards assemblies, held at the end of each trimester, provide a venue for recognition of outstanding academic effort and progress, as well as a display of positive character attributes. The energy and enthusiasm found in all aspects of life at Vista del Mar Elementary School is attributed to and nurtured by the strong partnership that exists between the community and school. Vista del Mar Elementary School, home of the Makos, is a Distinguished School where all students thrive.

For additional information about school and district programs, please visit www.capousd.org where a link to Vista del Mar Elementary School is located.

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

Grade Level	Number of Students
Kindergarten	120
Grade 1	142
Grade 2	166
Grade 3	181
Grade 4	183
Grade 5	172
Total Enrollment	964

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	3.3
Filipino	0.5
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.1
White	76.3
Two or More Races	7.5
Socioeconomically Disadvantaged	7
English Learners	3.3
Students with Disabilities	12
Homeless	0.6

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	38	33	33	1882
Without Full Credential	1	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*	1	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)

Vista del Mar Elementary School 35 elementary classrooms as well as our STEAM and Computer Lab, along with the school grounds are well maintained on a daily basis ensuring that our facility is clean and safe for all students, staff and parents. This includes the facilities we share with our middle school (multipurpose room, library, and an administration building). In addition, we have a well maintained YMCA portable classroom that resides on the campus.

The district maintenance staff ensures that any necessary repairs are completed in a timely manner to keep the school in good working order. An online work order system is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to keep Vista del Mar clean and looking like a new 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P RM 1: 11. NO SKID PAINT IS CHIPPING ON RAMP P RM 3: 11. NO SKID PAINT IS CHIPPING ON RAMP 12. HOLE IN RAMP AT ENTRY P RM 4: 11. NO SKID PAINT IS CHIPPING ON RAMP 12. WEATHER STRIPPING IS BENT ON RAMP/ TRIP HAZARD P RM 5: 11. NO SKID PAINT IS CHIPPING ON RAMP P RM 6: 11. NO SKID PAINT IS CHIPPING ON RAMP P RM 7: 11. PAINT IS CHIPPING ON SIDING P RM 8: 11. PAINT IS CHIPPING ON SIDING 15. WINDOW SCREEN IS TORN
Structural: Structural Damage, Roofs	Good	P RM 3: 11. NO SKID PAINT IS CHIPPING ON RAMP 12. HOLE IN RAMP AT ENTRY P RM 4: 11. NO SKID PAINT IS CHIPPING ON RAMP 12. WEATHER STRIPPING IS BENT ON RAMP/ TRIP HAZARD
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OUTDOOR COURTS: 14. HOLE IN ASPHALT AT TETHER BALL COURTS P RM 8: 11. PAINT IS CHIPPING ON SIDING 15. WINDOW SCREEN IS TORN
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)	83	82	69	70	50	50
Mathematics (grades 3-8 and 11)	71	74	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	543	526	96.87	3.13	81.94
Male	290	280	96.55	3.45	80.71
Female	253	246	97.23	2.77	83.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	70.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	407	391	96.07	3.93	81.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	44	44	100.00	0.00	90.91
Socioeconomically Disadvantaged	43	41	95.35	4.65	39.02
English Learners	24	23	95.83	4.17	60.87
Students with Disabilities	87	76	87.36	12.64	56.58
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	543	528	97.24	2.76	74.43
Male	290	281	96.90	3.10	78.29
Female	253	247	97.63	2.37	70.04
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	80.95
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	64.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	407	392	96.31	3.69	72.96
Two or More Races	44	44	100.00	0.00	90.91
Socioeconomically Disadvantaged	43	41	95.35	4.65	41.46
English Learners	24	24	100.00	0.00	50.00
Students with Disabilities	87	76	87.36	12.64	53.95
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	12.1	26.6	56.1

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)

As a California Honor Roll School, California Gold Ribbon and Distinguished School, one of our Signature Practices is our extremely supportive parents. At Vista del Mar, 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. In addition, parents share their professional knowledge in art, physical fitness, medicine, and technology with our students. Our very supportive Parent Teacher Association (PTA) and MAKO Foundation work hand-in-hand with the school and community to provide funds and programs, which further enrich the school experience for our students. We also have enhanced our parent support through our Community Advisory Committee who collaborates monthly with administration and our PTA to ensure the voice of all students' needs are heard.

At the district level, the CUSD Foundation also provides resources and support to our 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	0.7	0.8	0.6	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	15	10			16	8	1		15	8		
1	31		5		29		5		31		4	
2	31		6		30		6		31		6	
3	29		6		30		6		30		6	
4	32		6	1	28		6		33			5
5	31		6		33		1	6	32		6	
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	1.2
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	$9291	$2262	$7030	$97914
District	N/A	N/A	$7122	$89,014.00
Percent Difference - School Site and District	N/A	N/A	-1.3	9.5
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
Percent Difference - School Site and State	N/A	N/A	-6.6	17.2

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
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.