Concordia 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	Concordia Elementary School
Street	3120 Avenida del Presidente
City, State, Zip	San Clemente, CA 92672
Phone Number	(949) 492-3060
Principal	Rob McKane
Email Address	rwmckane@capousd.org
Website	http://cces.capousd.ca.schoolloop.com
County-District-School (CDS) Code	30-66464-6027585

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)

The mission of Concordia Elementary School is to work in concert with parents ans the community to acknowledge and celebrate human diversity, to challenge students to reach their full academic potential, to instill responsible, global citizenship and to affirm a lifelong love of learning.

Concordia Elementary School is located on the bluffs overlooking the Pacific Ocean in the seaside community of South San Clemente. Founded in 1955, Concordia is rich in history and tradition. A recent survey determined that roughly 5 percent of Concordia's parents attended the school as students themselves. Former Concordia students are prominent in San Clemente community affairs and maintain a vested interest in the school. A variety of community partnerships have been developed and fostered over the years that have benefited the school and made it a focal point of the community. An active Parent Teacher Association supports and enhances the instructional program. In addition, the SPLASH Foundation was formed to help support the needs of our student body during the 2012-2013 School Year to further support our school and community. The SPLASH Foundation is a non-profit organization founded to assist with fundraising for the needs of the school.

Concordia's unique geographic location contributes to a diverse student body. The school shares its northern property line with San Clemente State Park. The homes that make up the communities of Cypress Shore and Cypress Cove lie immediately south of the campus. Directly east of the campus are several apartment complexes. During the 1960s, this area was commonly known as the site of the Western White House and was the home of President Richard Nixon and his family.

The San Onofre Nuclear Generating Station lies approximately 2 miles south of the campus, and just south of the power plant is the Marine Base at Camp Pendleton. Approximately 60 students from military families attend Concordia, many of them on inter-district transfer from San Diego County. The welcome presence of military families at Concordia contributes to a powerful sense of patriotism at the school, as evidenced by the morning flag salute, which is led each day by students. The diverse student population that is generated by this unique community is a cornerstone of Concordia Elementary School. Approximately 21% of the students qualify for federally subsidized lunches. English Learners make up 7% of the population and approximately 18% of the students are Hispanic or Latino. Roughly 71% of the student body is White, and a rich variety of ethnic groups are represented in the remaining 11% of the student population.

Recognized as a California Distinguished School and a National Blue Ribbon School, Concordia focuses on high academic achievement for all students. As a Professional Learning Community, teachers work in collaborative teams to analyze data, modify instruction, and provide intervention as needed to ensure student success. Throughout the instructional day, teachers align learning objectives and high student expectations with Common Core State Standards.

A unique signature practice that has been implemented at Concordia is Project Splash, a comprehensive, hands-on science program that incorporates elements of Science, Technology, Engineering Art and Math (STEAM). Project Splash was implemented at Concordia in 2008. The cornerstone of Project Splash was a 6 million year old whale fossil that is currently housed in the Paleontology Park and Science Discovery Center that has been created on the Concordia campus. When it was first discovered at a new home development in Laguna Niguel in 1996, the fossil was named "Splash" by local students. Paleontologists believe that Splash may be one of the most complete specimens of its kind ever found on the North American continent.

Teachers provide hands-on learning opportunities in science that introduce students to a number of scientific disciplines, including paleontology, while providing real-life math and science experiences. The ultimate goal of the program is to offer a unique and exciting enrichment activity that is fully aligned with California state standards.

Components of the Science Discovery Center and Paleontology Park include:

1) Butterfly Garden: With the support of the San Clemente Garden Club, a beautiful butterfly garden has been created at the school. Students are learning about butterfly conservation while experiencing firsthand the beauty, amazing behaviors, and life cycles of butterflies.

2) Splash Lab: A science laboratory is available for students and is equipped with a variety of instructional materials and equipment that are used to enhance science instruction. A Science Instructional Assistant is performing hands-on activities aligned with the CCSS and the classroom curriculum.

3) Wyland Wall: Whaling Wall II, the oldest existing whale mural painted by Wyland, the internationally acclaimed artist, and has been preserved and installed in the multi-purpose room at Concordia Elementary School. The mural is part of Project Splash and an important piece of art that the entire community enjoys. The mural allows staff to integrate art and science. Project Splash is a powerful learning tool. Staff believes that elementary students are naturally fascinated by fossils, dinosaurs, and digging in the dirt. Providing students the opportunity to study paleontology, conduct meaningful scientific research, and access to a rare whale fossil is a powerful and effective way to get students excited about science. The program helps make Concordia "a place where kids dig learning." In 2009, Project Splash was recognized with the prestigious Innovation in Education Award for Science, Math and Technology by Project Tomorrow and Emulex.

The School Plan for Student Achievement 4 of 57 5/21/18

The most recent addition to Concordia is our Makerspace. This innovative classroom funded by the SPLASH Foundation offers a variety of opportunities for students to explore aspects of STEAM on their own. Weekly projects are guided by our instructional aide and parent volunteers, but should they choose, students can also immerse themselves in a number of other projects at stations that include a Deconstruction Zone, Artists Loft, KNEX and Snap Circuit Area, Robotics and more. Students are free to come and go as they please at recesses and explore whatever they choose. It is one of our most popular areas for kids.

Concordia Elementary School is a Professional Learning Community of dedicated individuals who are committed to providing a quality educational program while promoting the welfare of children in a safe and healthy environment. The collaborative efforts of community stakeholders ensure the success of each child. The staff and community at Concordia Elementary School are continuing a tradition of excellence that has been the school's trademark for more than half a century. We are all very proud to serve south San Clemente elementary students and their families.

For additional information about school and district programs, please visit www.capousd.org

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	90
Grade 2	91
Grade 3	112
Grade 4	92
Grade 5	120
Total Enrollment	575

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	1.7
Hispanic or Latino	17.9
White	70.1
Two or More Races	7.3
Socioeconomically Disadvantaged	19.7
English Learners	7.8
Students with Disabilities	7.1
Homeless	4.2

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	23	23	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)

Concordia Elementary School is located on the bluffs overlooking the beautiful Pacific in the seaside community of San Clemente. Concordia was founded in 1955 and is the third oldest school in the District.

School buildings on the Concordia campus are typical of an older facility. Classrooms are spacious and enjoy a great deal of natural lighting from an abundance of windows. During the summer of 2005, almost a million dollars in modernization funds were spent providing the school with numerous improvements. For the past six decades, Concordia Elementary School has provided a safe and orderly learning environment while promoting the welfare of all children.

A "Curbside Appeal" was initiated by the school district during the Summer of 2013. The exterior of the school was painted along with many other aesthetic improvements to the school site. A new school sign, new sod, the replacement of concrete, and many other additional improvements were made to the school site. Other ongoing facilities improvement plans include enhancing our outdoor learning center (in the planning stage) and improving our kindergarten garden to provide healthy greens enjoyed by our students. School security has been enhanced by the addition of several locking gates and a new program called Watch D. O. G. S. (Dads of Great Students) has been implemented whereby volunteer dads provide an extra set of eyes on campus, throughout the day. A plan to install security cameras has been submitted and we expect to have them installed and working, soon.

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	RM 11: 2. VENT IS RUSTED BY SINK 9. DRINKING FOUNTAIN IS LOOSE 15. SWING ARM IS NOT WORKING PROPERLY ON DOOR RM 12: 2. VENT IS RUSTED BY SINK 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD RM 13: 2. VENT IS RUSTED BY SINK RM 14: 2. VENT IS RUSTED BY SINK 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD RM 17: 2. VENT IS RUSTED BY SINK RM 19: 2. VENT IS RUSTED BY SINK
Interior: Interior Surfaces	Fair	BOYS RR: 4. HOLE IN WALL AT ENTRY 11. PAINT IS CHIPPING ON EAVE COPY RM: 4. CEILING TILES ARE LOOSE K RM 1: 4. WATER STAIN CEILING TILES AT VENT 11. PAINT IS CHIPPING ON CABINET BY SINK LIBRARY: 4. RUBBER MOLDING IS MISSING ON WALL MPR: 4. CEILING TILES ARE LOOSE P RM 25: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SIDING/ RAMP IS RUSTED P RM 28/29: 4. SMALL WATER STAIN CEILING TILES READING RM: 4. CARPET HAS WAVES RM 2: 4. CEILING TILES ARE LOOSE AND SAGGING 11. PAINT IS CHIPPING ON NORTH SIDING RM 3: 4. WATER STAIN CEILING TILES RM 5: 4. VENT IS RUSTED BY SINK AREA RM 6: 4. VENT IS RUSTED BY SINK AREA/ WATER STAIN CEILING TILE BY VENT RM 9: 4. WATER STAIN CEILING TILES BY VENT/ VENT IS RUSTED AT SINK AREA 15. WINDOW FRAME IS RUSTED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	K RM 2: 7. ETHERNET BOX IS LOOSE ON WALL

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 11: 2. VENT IS RUSTED BY SINK 9. DRINKING FOUNTAIN IS LOOSE 15. SWING ARM IS NOT WORKING PROPERLY ON DOOR RM 7: 9. DRINKING FOUNTAIN HAS LOW FLOW 11. PAINT IS CHIPPING ON WALL BY VENT AND DOOR
Safety: Fire Safety, Hazardous Materials	Good	BOYS RR: 4. HOLE IN WALL AT ENTRY 11. PAINT IS CHIPPING ON EAVE K RM 1: 4. WATER STAIN CEILING TILES AT VENT 11. PAINT IS CHIPPING ON CABINET BY SINK P RM 23 CUSTODIAL RM: 11. PAINT IS CHIPPING ON WALL OUTSIDE PORTABLE RM 15: 11. PAINT IS CHIPPING AROUND RUSTED VENT 15. WINDOW IS RUSTED/ WILL NOT CLOSE PROPERLY RM 16: 11. PAINT IS CHIPPING ON WALL AT SINK AREA/ VENT IS RUSTED 15. DOOR WILL NOT CLOSE PROPERLY RM 2: 4. CEILING TILES ARE LOOSE AND SAGGING 11. PAINT IS CHIPPING ON NORTH SIDING RM 7: 9. DRINKING FOUNTAIN HAS LOW FLOW 11. PAINT IS CHIPPING ON WALL BY VENT AND DOOR
Structural: Structural Damage, Roofs	Good	P RM 22: 12. DRY ROT ON SIDING P RM 25: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SIDING/ RAMP IS RUSTED

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OUTDOOR COURTS: 14. ASPHALT IS CRACKED THROUGHOUT RM 10: 15. WINDOW FRAMES ARE RUSTED RM 11: 2. VENT IS RUSTED BY SINK 9. DRINKING FOUNTAIN IS LOOSE 15. SWING ARM IS NOT WORKING PROPERLY ON DOOR RM 12: 2. VENT IS RUSTED BY SINK 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD RM 14: 2. VENT IS RUSTED BY SINK 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD RM 15: 11. PAINT IS CHIPPING AROUND RUSTED VENT 15. WINDOW IS RUSTED/ WILL NOT CLOSE PROPERLY RM 16: 11. PAINT IS CHIPPING ON WALL AT SINK AREA/ VENT IS RUSTED 15. DOOR WILL NOT CLOSE PROPERLY RM 8: 14. TRIP HAZARD ON WALKWAY TOWARDS PORTABLES RM 9: 4. WATER STAIN CEILING TILES BY VENT/ VENT IS RUSTED AT SINK AREA 15. WINDOW FRAME IS RUSTED WORK RM: 14. CRACK IN CEMENT AT ENTRY/ TRIP HAZARD
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)	70	73	69	70	50	50
Mathematics (grades 3-8 and 11)	67	69	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	324	312	96.30	3.70	73.08
Male	176	171	97.16	2.84	69.01
Female	148	141	95.27	4.73	78.01
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	64	63	98.44	1.56	49.21
Native Hawaiian or Pacific Islander					
White	225	214	95.11	4.89	77.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	100.00
Socioeconomically Disadvantaged	80	74	92.50	7.50	41.89
English Learners	28	28	100.00	0.00	25.00
Students with Disabilities	26	26	100.00	0.00	30.77
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	50.00

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	324	312	96.30	3.70	68.59
Male	176	171	97.16	2.84	69.01
Female	148	141	95.27	4.73	68.09
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	64	63	98.44	1.56	41.27
Native Hawaiian or Pacific Islander					
White	225	214	95.11	4.89	74.30
Two or More Races	20	20	100.00	0.00	85.00
Socioeconomically Disadvantaged	80	74	92.50	7.50	36.49
English Learners	28	28	100.00	0.00	21.43
Students with Disabilities	26	26	100.00	0.00	26.92
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	33.33

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	14.9	27.2	40.4

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 our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classroom, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Association (PTA) and our SPLASH Foundation, a 501c3 non-profit, work hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students.

The SPLASH Foundation was established to help support the needs of our student body during the 2012-2013 School Year to further support our school and community. The SPLASH Foundation is a non-profit organization founded to assist with fundraising for the needs of our students and staff. This non-profit Organization supports the school by funding four additional support aides and technology for the school.

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.3	1.0	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	13	6			18	4	1		17	4	1	
1	29		3		30		2		30		2	
2	30		3		29		4		31		3	
3	31		4		29		3		31		4	
4	34			3	33		1	2	31		3	
5	32		2	2	33		1	3	30		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
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	$9376	$2330	$7046	$98153
District	N/A	N/A	$7122	$89,014.00
Percent Difference - School Site and District	N/A	N/A	-1.1	9.8
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	-6.3	17.4

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.