

Marian Bergeson Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Marian Bergeson Elementary School
Street	25302 Rancho Niguel Road
City, State, Zip	Laguna Niguel, CA 92677
Phone Number	(949) 643-1540
Principal	Chris Davis, Ed. D.
Email Address	cmdavis@capousd.org
School Website	https://bgnes-capousd-ca.schoolloop.com/
County-District-School (CDS) Code	30-66464-6106801

2022-23 District Contact Information

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

2022-23 School Overview

Mission Statement

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

School Profile

Marian Bergeson Elementary School, a California Distinguished School, is located in Laguna Niguel, California. Our school population hovers around 500 students K-5. There are 21 regular education teachers, one full time special education teachers, and numerous support staff. This school has 29 classrooms, a multipurpose room, a library, 1:1 Chromebooks, a science lab and an administration building. The school opened in 1987 and moved to its current campus in 1988. Classroom reconfiguration took place in two buildings in 1997 to accommodate class size reduction in the primary grades. In 2004, two building's classrooms were returned to their original size. The second two buildings were returned to their original design in 2006. The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

Bergeson Elementary offers students a well-rounded, standards-based curriculum that blends school district and state performance requirements. It has consistently scored above the 800 level each year on the State of California's Academic Performance Index. High standards in student achievement and behavior are expected and maintained. Our staff is trained in PBIS (Positive Behavioral Interventions and Supports). We also incorporate intervention/extension time into our school day to meet all student's needs. Our dedicated teachers and staff are experienced and enhance their skills through professional development in an effort to further improve student learning. Communication between school and home is of the highest priority and includes direct contact between teachers and parents, weekly email newsletter from the principal to all parents, a Phone Messaging system, a PTA website, a school foundation website, a regularly updated school website and a Friends of MIP website. After-school YMCA and Saddleback College tutoring and classes are offered on the Bergeson campus.

In addition to the regular classroom program, Bergeson has a Education Specialist, who in collaboration with a paraprofessional, work with our students who have an Individual Education Plan. They assist student small groups of children in reading, mathematics and written language.

2022-23 School Overview

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

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

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

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

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

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

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	82
Grade 2	84
Grade 3	76
Grade 4	86
Grade 5	86
Total Enrollment	479

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.0
Asian	22.1
Black or African American	2.3
Filipino	2.3
Hispanic or Latino	19.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	20.0
White	29.6
English Learners	10.0
Foster Youth	0.0
Homeless	3.8
Migrant	0.0
Socioeconomically Disadvantaged	20.0
Students with Disabilities	7.3



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.30	95.52	1860.30	90.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	28.00	1.36	12115.80	4.41
Unknown	1.00	4.48	130.80	6.37	18854.30	6.86
Total Teaching Positions	22.30	100.00	2053.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	95.93	2142.70	90.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.80	0.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.07	28.70	1.22	11953.10	4.28
Unknown	0.00	0.00	132.00	5.58	15831.90	5.67
Total Teaching Positions	24.50	100.00	2364.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 15, 2021, the Capistrano USD's Board of Trustees adopted Resolution 2122-15 which certifies as required by Education Code 60119 that for the 2021-2022 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.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Year Adopted 2017- McGraw Hill Wonders (K-3) ; Benchmark Education Company, Benchmark Advance (4-5); 2012 - Better Chinese; 2016 - MZHY Editors, Meizhou Chinese	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 2022- Studies Weekly	Yes	0%

School Facility Conditions and Planned Improvements

This school has 29 classrooms, a multipurpose room, a library and computer lab, a science lab, and an administration building. The campus was opened in 1988. Classroom reconfiguration took place in two buildings in 1997 to accommodate class size reduction in the primary grades. In 2004, one building's classrooms were returned to their original size. The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean campus and site administration regularly conducts visual inspections of the site. The site administrator also walks the school grounds regularly to identify any issues that may arise.

Year and month of the most recent FIT report

08/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			J-10: 4. FLOOR TILES ARE CRACKED WITH HOLES J-12: 4. FLOOR TILES ARE CRACKED AT ENTRY P-26: 4. WATER STAIN CEILING TILES STAFF LOUNGE: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			K-9: 7. CONDUIT IS LOOSE ON WALL UNDER WHITEBOARD P-23: 7. ETHERNET BOX IS LOOSE ON WALL STAFF LOUNGE: 7. OUTLET COVER MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			P-23: 11. NO SKID PAINT IS PEELING ON WALKWAY P-24: 11. NO SKID PAINT PEELING ON RAMP P-25: 11. NO SKID PAINT IS PEELING ON RAMP P-26: 11. NO SKID PAINT PEELING ON RAMP P-27A: 11. NO SKID PAINT PEELING ON RAMP P-27: 11. NO SKID PAINT PEELING ON RAMP
Structural: Structural Damage, Roofs	X			E-13: 12. DRY ROT ON SIDING F-15: 12. DRY ROT ON SIDING P-27: 12. DRY ROT ON SIDING K-8: 12. DRY ROT ON SIDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOYS RR: 14. TRIP HAZARD ON ASPHALT WALKWAY GIRLS RR: 14. TRIP HAZARD ON ASPHALT WALKWAY

School Facility Conditions and Planned Improvements				
				E-13: 14. ASPHALT IS CRACKED AND RAISED/ TRIP HAZARD G-17: 14. ASPHALT IS CRACKED ON WALKWAY/ TRIP HAZARD K-7: 14. TRIP HAZARD ON ASPHALT WALKWAY K-9: 15. WEATHER STRIPPING BENT ON DOOR J-10: 14. TRIP HAZARD WALKWAY H-20: 14. TRIP HAZARD WALKWAY H-21: 14. TRIP HAZARD WALKWAY

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	77	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	73	N/A	55	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	249	99.60	0.40	77.11
Female	120	120	100.00	0.00	79.17
Male	130	129	99.23	0.77	75.19
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	63	63	100.00	0.00	92.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	58.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	53	53	100.00	0.00	83.02
White	72	71	98.61	1.39	73.24
English Learners	19	19	100.00	0.00	31.58
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	70.59
Socioeconomically Disadvantaged	52	52	100.00	0.00	57.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	36.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	249	99.60	0.40	72.69
Female	120	120	100.00	0.00	70.83
Male	130	129	99.23	0.77	74.42
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	63	63	100.00	0.00	87.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	53	53	100.00	0.00	79.25
White	72	71	98.61	1.39	73.24
English Learners	19	19	100.00	0.00	42.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	58.82
Socioeconomically Disadvantaged	52	52	100.00	0.00	51.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	44.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	60.47	--	51.47	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	86	100	0	60.47
Female	42	42	100	0	69.05
Male	44	44	100	0	52.27
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100	0	80.95
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100	0	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100	0	55.56
White	30	30	100	0	56.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	12	12	100	0	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

When there are not COVID-19 restrictions in place, parents provide many volunteer hours in the classrooms, assisting individuals or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Association (PTA), Bergeson Elementary School Foundation (BESF) and the Friends of MIP (Mandarin Immersion Program) give parents additional ways to be involved and work hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. Bergeson's principal along with parent groups also offers several Coffee Talks throughout the year to help create meaningful conversations with parents about how Marian Bergeson strives to be the best elementary school.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	506	107	21.1
Female	262	256	54	21.1
Male	256	250	53	21.2
American Indian or Alaska Native	0	0	0	0.0
Asian	114	111	10	9.0
Black or African American	12	11	2	18.2
Filipino	11	11	1	9.1
Hispanic or Latino	101	97	38	39.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	103	102	11	10.8
White	153	150	38	25.3
English Learners	55	54	19	35.2
Foster Youth	0	0	0	0.0
Homeless	21	19	8	42.1
Socioeconomically Disadvantaged	121	116	38	32.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	43	18	41.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.48	1.28	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.55	0.77	0.49	1.96	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.00	0.00
Male	1.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.97	0.00
White	1.31	0.00
English Learners	1.82	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	1.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	0.00

2022-23 School Safety Plan

Each Capistrano Unified school site submits an annual School Safety Plan, which includes a comprehensive disaster preparedness plan, District policies, procedures and meets the expectations outlined in California Education Code sections 32280–32289. 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. Although the School Safety Plan is required to be reviewed and updated annually no later than March 1, every year per Ed. Code, District Sites were required to submit their plans by October 17, 2022. Each School Site has met with the School Site Council to review and update this plan and adopted the plan.

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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	30		3	
2	32		2	
3	30		3	
4	25		3	
5	26		2	
6				
Other	21	2	2	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22	1	3	
2	14	4	2	
3	18	2	3	
4	20	1	3	
5	19	2	2	
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	3	
1	14	6		
2	14	3	3	
3	14	4	2	
4	22	2	2	
5	29		3	
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	479

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,521	\$3,899	\$7,622	\$97,815
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	12.3	5.7
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	14.5	13.6

2021-22 Types of Services Funded

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
- 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,047	\$51,081
Mid-Range Teacher Salary	\$78,775	\$77,514
Highest Teacher Salary	\$110,260	\$105,764
Average Principal Salary (Elementary)	\$149,940	\$133,421
Average Principal Salary (Middle)	\$161,159	\$138,594
Average Principal Salary (High)	\$172,920	\$153,392
Superintendent Salary	\$343,493	\$298,377
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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 and its goals around Cultural Proficiency and Social Emotional 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. Our Multi-Tiered System of Supports (MTSS) Theory of Action includes MTSS Specialists or PLC Coaches at each school site, Systematic Interventions for students who are not meeting the standards, and a myriad of Social-Emotional learning opportunities for staff. Our 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 also 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). In 2021, we increased the amount of collaboration time elementary teachers received by adding two forty-minute blocks per week. Secondary schools aligned their late start days to be on Mondays for additional collaboration opportunities across the district. 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 Common Formative Assessments (CFA’s) and 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 its 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 and focuses on equity and the social emotional needs of our students and staff.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3