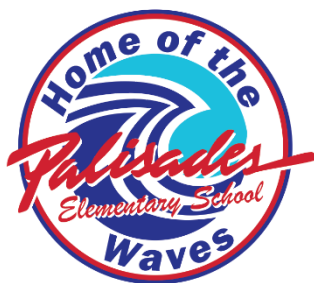


Palisades Elementary School

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	Palisades Elementary School
Street	26462 Via Sacramento
City, State, Zip	Capistrano Beach, CA 92624
Phone Number	(949) 496-5942
Principal	Rebecca Bailey
Email Address	rlbailey@capousd.org
School Website	palisades.capousd.org
County-District-School (CDS) Code	30-66464-6027627

2022-23 District Contact Information

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

2022-23 School Overview

At Palisades Elementary School our mission is to ensure all students achieve at high levels academically, socially and emotionally. We envision our school as a place of excellence where students are engaged in critical thinking, creativity and communication to facilitate innovative learning experiences and achieve at high levels. In order to achieve the shared vision of our school, Palisades Staff has made the following Collective Commitments:

We will provide Great First Instruction with high levels of student engagement; and Cognitive Guided Instruction to facilitate critical thinking, exploration and problem solving.

We will engage in meaningful collaboration utilizing the Plan, Do, Study, Act model to meet all student needs.

We will prioritize our standards and identify essential Learning Targets that will meet the needs of all learners.

We will develop and implement common formative assessments to monitor each student's learning and adjust our instruction based on student results.

We will provide differentiated intervention to students not meeting the standard and enrichment to students who exceed the standards.

We will partner with parents and the community to prepare our students academically, socially and emotionally.

Built in 1961, Palisades Elementary School sits on a bluff in Capistrano Beach, surrounded by homes and overlooking the Pacific Ocean. Staff and students enjoy a beautiful ocean view from various points of campus, and the community enjoys the campus grounds after hours and on the weekends. Known as the "Waves," many Palisades families surf, swim, and walk the local beaches throughout the year, taking advantage of the California coastal weather and tremendous surf at breaks like Doheny Beach, the Pier, and T-Street, just down the road.

Our purpose is to challenge each student to progress in the state and district standards to achieve academic excellence. We facilitate an active and supportive learning environment with committed collaboration and ongoing evaluation of student work and assessment results. Learning is stimulated by problem solving, critical thinking skills, and opportunities for student choice through differentiation. As a STEAM focus school, science, math, technology, and the arts are woven throughout your child's day. Additionally, Palisades students are afforded opportunities to participate in STEAM activities in both our STEAM Lab and Art Studio, via hands-on work with robotics, 3D Printers, Cricut machines, and more. STEAM learning promotes problem solving skills, encourages creativity and collaboration, introduces students to computer science and engineering design concepts, and furthers student literacy and math skills while building confidence as their projects come to life. Further, all students have access to technology in the classrooms as each student is assigned their own Chromebook.

2022-23 School Overview

At Palisades, we are proud of our students and their behavior. High standards and expectations are set both academically and behaviorally. Students and teachers follow clear standards of behavior through a school wide discipline plan called Positive Behavior Intervention Support (PBIS). The discipline plan is reviewed with students and parents at the beginning of each school year with a focus on respect, personal responsibility, and “upstander” characteristics. Character development and the development of social skills is essential to maintaining the school’s positive climate. Our WAVE program facilitates sound character in students and guides them to make good choices, through consistent reinforcement of positive behaviors at school. In addition to providing our students with a safe and orderly environment, we place a strong emphasis on the recognition of student achievement, participation in academic competition, citizenship, community service, and positive character development.

Palisades has energetic parents who assist staff members and students during the school year in the classroom, front office, and throughout the school. We have an active Parent Teacher Association (PTA) at Palisades that provides students with learning activities such as Art Masters and Red Ribbon Week, as well as community building events like Trunk or Treat, Carnival and Family Fun Nights. Additionally, we are fortunate to have an Education Foundation that funds teacher grants for educational enrichment opportunities, such as coding, exploring science with solar ovens, and facilitating hands-on work with garden plots in which students learn about the life cycle of plants while being responsible for their growth, in our school site garden . The ongoing support of both of these organizations has provided our students with numerous programs, assemblies, and activities that spark students' inquisitive nature and creativity, and expand their breadth of knowledge, all of which provide the foundation for career interests and opportunities in the future.

At Palisades we foster a partnership of school, home, and the community through regular communication, an extraordinary number of parent volunteers and community events. All students, staff and parents work together towards our mission. For additional information about the school, please visit the school’s website at <https://palisades.capousd.org/>.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	53
Grade 2	48
Grade 3	58
Grade 4	56
Grade 5	68
Total Enrollment	385

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.8
Male	59.2
American Indian or Alaska Native	0.5
Asian	1.8
Black or African American	0.5
Filipino	0.0
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.8
White	59.2
English Learners	8.6
Foster Youth	0.0
Homeless	3.9
Migrant	0.0
Socioeconomically Disadvantaged	35.6
Students with Disabilities	19.7



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)	16.40	100.00	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	0.00	0.00	130.80	6.37	18854.30	6.86
Total Teaching Positions	16.40	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)	21.20	95.51	2142.70	90.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	4.45	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)	0.00	0.00	28.70	1.22	11953.10	4.28
Unknown	0.00	0.00	132.00	5.58	15831.90	5.67
Total Teaching Positions	22.20	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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	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

The Palisades Waves will soon enjoy a fully equipped STEAM Lab, with hands-on opportunities to engage in robotics, 3D Printing, and building/engineering tasks. Prepared lesson plans will be implemented, with teachers facilitating discussion and new learning.. Next door, our Art Studio will also be opening to students. It will host our directed Art Masters lessons and provide opportunities for our students to explore the world of art in a variety of ways.

Each classroom is equipped with an Overhead Projector mounted to the ceiling and a new Doc Cameras. Every Student in grades 1-5 were assigned a Chromebook. Kindergarten, TK, and Pre-K received a class set of touchscreen Chromebooks for each student to use in class.

Palisades offers a Garden for hands-on opportunities to learn about and care for plants. Each class has a plot for which they are responsible and they work diligently on their projects and plant health.

Our Office Manager submits Work Orders throughout the school year when a safety hazard is noticed and/or repairs are needed.

Year and month of the most recent FIT report

08/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P RM 29: 2. A/C IS NOT WORKING PROPERLY
Interior: Interior Surfaces		X		P RM 25: 4. CARPET HAS WAVES P RM 26: 4. SMALL WATER STAIN CEILING TILE P RM 29: 4. SMALL WATER STAIN CEILING TILE P RM 40: 4. WATER STAIN CEILING TILES RM 9: 4. FORMICA IS MISSING ON COUNTER RM 10: 4. CEILING TILE IS LOOSE RM 20: 4. FORMICA IS MISSING ON COUNTER
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 8: 7. ONE FAN IS NOT WORKING RM 22: 7. ELECTRICAL COVER IS MISSING P RM 26: 7. LIGHT DIFFUSER IS MISSING P RM 28: 7. OUTLET COVER IS MISSING STAGE: 7. LIGHT COVER IS MISSING AT STAIRS
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			RM 6: 11. PAINT IS CHIPPING ON WALL UNDER WINDOWS RM 7: 10. ITEMS ARE STACKED ON TOP OF CABINET (EARTHQUAKE HAZARD) RM 9: 10. ITEMS ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	X			P RM 36: 12. DRY ROT ON SIDING STAGE: 12. HOLE IN WALL

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			MPR: 14. TRIP HAZARD AT DRAIN COVER IN PICNIC AREA P RM 28: 14. TRIP HAZARD AT RAMP ENTRY

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	55	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	51	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	184	180	97.83	2.17	55.00
Female	79	76	96.20	3.80	61.84
Male	105	104	99.05	0.95	50.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	43	40	93.02	6.98	40.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	22	95.65	4.35	63.64
White	114	114	100.00	0.00	60.53
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	74	97.37	2.63	44.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	41	40	97.56	2.44	35.00

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	183	180	98.36	1.64	51.11
Female	79	77	97.47	2.53	51.95
Male	104	103	99.04	0.96	50.49
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	43	40	93.02	6.98	32.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	72.73
White	114	114	100.00	0.00	54.39
English Learners	18	18	100.00	0.00	16.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	36.49
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	41	40	97.56	2.44	27.50

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	45.59	--	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	70	68	97.14	2.86	45.59
Female	31	29	93.55	6.45	41.38
Male	39	39	100	0	48.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100	0	50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	27.59
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	99.0%	94.0%	79.0%	94.0%	93.0%

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

The Palisades staff welcomes CUSD approved parents/guardians and community volunteers! We have an active Parent Teacher Association (PTA) and Palisades Waves Education Foundation, both of which sponsor amazing events in support of our students, with the goal of providing equipment, programs, and materials, etc. we wouldn't otherwise have. There are a variety of opportunities for parents/guardians and community members to be involved at Palisades Elementary School. Teachers welcome support through volunteer opportunities in the classroom (working with small groups, etc.), on the playground (Recess/PE activities), in the School Garden, in the school library (helping check out library books), in the Art Studio and/or in our new Science STEAM Lab! In addition, parents/guardians will still be able to volunteer at home to assist teachers with class projects. Parents/guardians have the opportunity to join our PTA and Education Foundation and we encourage your involvement and participation in your child's school-life. PTA and Education Foundation meetings are held throughout the year and volunteer opportunities are abundant from August through June; there is something for everyone! Major PTA events that need volunteers include the Book Fair, Step It Up, and Carnival, to name just a few!.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	398	172	43.2
Female	168	160	61	38.1
Male	247	238	111	46.6
American Indian or Alaska Native	2	2	2	100.0
Asian	8	8	5	62.5
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	97	94	45	47.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	27	11	40.7
White	239	234	87	37.2
English Learners	37	35	15	42.9
Foster Youth	1	0	0	0.0
Homeless	31	19	10	52.6
Socioeconomically Disadvantaged	167	155	80	51.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	93	50	53.8

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	0.00	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	0.50	1.69	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	1.69	0.00
Female	0.00	0.00
Male	2.83	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	2.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.09	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.38	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	25		2	
1	32		1	
2	29		1	
3	31		2	
4	30		2	
5	32		1	
6				
Other	19	3	3	

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	8	7	1	
1	10	3	1	
2	17	2	1	
3	15	2	1	
4	15	3		
5	22	2		1
6				
Other	7	4		

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	13	6	2	
1	18	1	2	
2	16	1	2	
3	15	2	2	
4	14	2	2	
5	17	1	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	\$12,542	\$4,716	\$7,826	\$96,262
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	15.0	4.1
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	17.1	12.0

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