Ladera Ranch Middle 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	Ladera Ranch Middle School
Street	29551 Sienna Pkwy.
City, State, Zip	Ladera Ranch, CA 92694
Phone Number	(949) 234-5922
Principal	Cynthia Steinert
Email Address	cksteinert@capousd.org
School Website	https://lrms-capousd-ca.schoolloop.com/
County-District-School (CDS) Code	30-66464-0100917

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

Our Mission Statement was revised in the 2016-17 school year and reviewed in 2018-19 and adjusted again in the 2021-22 school year:

Mission Statement: We prepare and inspire all students through collaborative, innovative, educational experiences to achieve their full potential as lifelong learners, creative thinkers, and productive contributors to our global society.

It is the goal of Ladera Ranch Middle School to create a community of learners in which teachers, students, and parents work as a team to create a positive and safe environment so that all students learn. The community has identified five key areas of focus: reading, writing, math, character, and information literacy.

Ladera Ranch Elementary and Middle Schools are located on a single campus at 29551 Sienna Parkway in Ladera Ranch, California. Ladera Ranch School opened on August 27, 2003, serving students for the first time from the communities of Ladera Ranch, Mission Viejo, and San Juan Capistrano. In 2004, the school split between Ladera Ranch Elementary School and Ladera Ranch Middle School. It is the goal of Ladera Ranch Middle School to create a community of learners in which teachers, students, and parents work as a team to create a positive and safe environment so that all students learn. The Ladera Ranch Middle School campus is a beautiful state-of-the-art facility. In a first for Orange County, Ladera Ranch Middle School has entered into a partnership the Orange County Public Library, and the campus houses the Ladera Ranch branch of the library.

Our school district has focused on three Wildly Important Goals (WIGs) in the areas of Teaching and Learning, Communication, and Facilities. These areas remain high priorities for our district and our school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	380
Grade 7	430
Grade 8	474
Total Enrollment	1,284

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.1
Asian	9.3
Black or African American	1.2
Filipino	2.7
Hispanic or Latino	10.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.1
White	65.6
English Learners	2.7
Foster Youth	0.1
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	9.3
Students with Disabilities	10.4

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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)	49.90	93.12	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)	1.10	2.22	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	2.40	4.62	130.80	6.37	18854.30	6.86
Total Teaching Positions	53.60	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)	52.40	91.87	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)	1.00	1.75	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	3.60	6.36	132.00	5.58	15831.90	5.67
Total Teaching Positions	57.00	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	1.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.00

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)	4.30	2.10
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.

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	83	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	74	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	1280	1166	91.09	8.91	83.05
Female	640	596	93.13	6.87	86.22
Male	640	570	89.06	10.94	79.72
American Indian or Alaska Native	--	--	--	--	--
Asian	122	119	97.54	2.46	91.53
Black or African American	13	13	100.00	0.00	84.62
Filipino	34	33	97.06	2.94	84.85
Hispanic or Latino	138	132	95.65	4.35	73.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	136	126	92.65	7.35	85.60
White	835	742	88.86	11.14	82.84
English Learners	19	17	89.47	10.53	35.29
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	27.27
Military	49	47	95.92	4.08	74.47
Socioeconomically Disadvantaged	133	118	88.72	11.28	66.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	120	98	81.67	18.33	44.21

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	1280	1162	90.78	9.22	74.01
Female	640	590	92.19	7.81	72.71
Male	640	572	89.38	10.62	75.35
American Indian or Alaska Native	--	--	--	--	--
Asian	122	119	97.54	2.46	89.92
Black or African American	13	13	100.00	0.00	46.15
Filipino	34	33	97.06	2.94	75.76
Hispanic or Latino	138	130	94.20	5.80	58.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	136	125	91.91	8.09	80.80
White	835	741	88.74	11.26	73.55
English Learners	19	17	89.47	10.53	29.41
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	9.09
Military	49	47	95.92	4.08	68.09
Socioeconomically Disadvantaged	133	119	89.47	10.53	57.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	120	95	79.17	20.83	36.84

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	60.35	--	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	470	396	84.26	15.74	60.35
Female	242	212	87.6	12.4	58.49
Male	228	184	80.7	19.3	62.5
American Indian or Alaska Native	--	--	--	--	--
Asian	52	50	96.15	3.85	74
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	46	90.2	9.8	58.7
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	38	88.37	11.63	71.05
White	308	247	80.19	19.81	56.28
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	19	90.48	9.52	36.84
Socioeconomically Disadvantaged	45	38	84.44	15.56	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	32	69.57	30.43	34.38

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 7	90.0%	89.0%	96.0%	91.0%	96.0%

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

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours through our strong PTA program. Parents provide various items for teachers, support after school activities, work in the copy room and provide input. Our very supportive Parent Teacher Association works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. Additionally, our PTA regularly sponsors parent and student education programs. We have parents that are intricately involved in helping to complete activities in awards, all stars, ASB, PAL, global, No Place For Hate (NPFH) and other events. Our award winning All Star program could not function without parental assistance.

From the district level, Ladera Ranch Middle School parents participate in special education advisory committees and facilities task forces. CUSD also provides numerous resources, trainings and opportunities to all families regarding mental health, cultural proficiency and education.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1320	1306	188	14.4
Female	661	655	90	13.7
Male	659	651	98	15.1
American Indian or Alaska Native	1	1	1	100.0
Asian	122	122	2	1.6
Black or African American	17	16	2	12.5
Filipino	35	35	3	8.6
Hispanic or Latino	143	142	22	15.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	91	91	6	6.6
White	861	852	147	17.3
English Learners	37	36	5	13.9
Foster Youth	2	2	0	0.0
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	143	141	37	26.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	143	142	42	29.6

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	0.74	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	0.42	3.56	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	3.56	0.00
Female	0.30	0.00
Male	6.83	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.64	0.00
Black or African American	11.76	0.00
Filipino	5.71	0.00
Hispanic or Latino	6.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.20	0.00
White	2.90	0.00
English Learners	18.92	0.00
Foster Youth	0.00	0.00
Homeless	23.08	0.00
Socioeconomically Disadvantaged	10.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.89	0.00

2022-23 School Safety Plan

Each Capistrano Unified school site submits aa 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.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	26	3
Mathematics	27	6	24	6
Science	30	1	30	1
Social Science	30	1	27	4

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	77		
Mathematics	12	78		
Science	15	64		
Social Science	14	66		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	29	2
Mathematics	23	15	19	6
Science	25	3	33	
Social Science	27	2	30	2

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	428

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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	0.8

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	$10,907	$3,389	$7,518	$92,101
District	N/A	N/A	$6,737	$92,359
Percent Difference - School Site and District	N/A	N/A	11.0	-0.3
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	13.1	7.6

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