

Capistrano Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

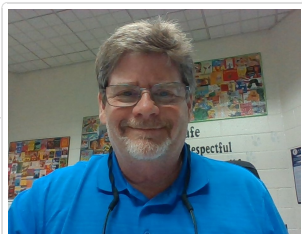
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



James Jensen, Principal

Principal, Capistrano Elementary

About Our School

Capistrano School is committed to providing academic excellence in a safe environment that nurtures a child's natural desire to learn and grow. Capistrano will strive to achieve academic success by building a growing community of learners through collaboration with students, parents, teachers, support staff and community members to create a school environment conducive to student learning. As the instructional leader of the school I welcome your input, suggestions and questions. I welcome your involvement in Booster Club, School Site Council, and participation at all school events. Please help your child succeed by reading daily and helping them get to school on time each and every day.

James Jensen

Principal

Principal's Comment

Welcome to the 2017-18 School Year at Capistrano Elementary School. Administrators and teachers everywhere recognize the important contributions parents make toward a child's success in school. One of the most important components of a good school is the partnership between the school and the parents who work together for the best interest of children. Capistrano School has dedicated teachers and staff that provide the best possible education for your child. The close partnership between home and school is one that all of us here at Capistrano Elementary School strive to develop on a daily basis. We invite you to continue to participate and be active in our school events and activities. The number one thing you can do to help us is to have your child at school, on time, each and everyday.

As we move forward in implementing the new Common Core State Standards, the staff and I revisited our school mission and vision last year. These belief statements listed below will guide

Contact

Capistrano Elementary
400 Capistrano Dr.

Modesto, CA 95354-3243
Phone: 209-521-8664
E-mail: jjensen@empire.k12.ca.us

Contact

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Modesto, CA 95354-3243*

*Phone: 209-521-8664
Email: jjensen@empire.k12.ca.us*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Empire Union Elementary
Phone Number	(209) 521-2800
Superintendent	David Garcia
Email Address	dgarcia@empire.k12.ca.us
Website	www.empire.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Capistrano Elementary
Street	400 Capistrano Dr.
City, State, Zip	Modesto, Ca, 95354-3243
Phone Number	209-521-8664
Principal	James Jensen, Principal
Email Address	jjensen@empire.k12.ca.us
Website	http://web.empire.k12.ca.us/capistrano/default.htm
County-District-School (CDS) Code	50710766093504

Last updated: 12/17/2019

School Description and Mission Statement (School Year 2019—20)

Welcome to the 2018-2019 SARC report for Capistrano Elementary School.

Capistrano School is committed to providing academic excellence in a safe environment that nurtures a child's natural desire to learn and grow. Capistrano will strive to achieve academic success by building a growing community of learners through collaboration with students, parents, teachers, support staff and community members to create a school conducive to student learning. Capistrano School is a T K-6 school with an enrollment of approximately 540 students located in East Modesto. In addition to regular education classes, Capistrano has a Resource Specialist Program, SDC classes covering grades K-6 and houses one Head Start program on the same campus.

Capistrano runs a lunch and breakfast program which offers 100% of our students with free meals. We have an after school ASES program as well. Many of our dedicated teachers run intervention or enrichment programs (before and after school), and our teachers spend many of their collaborative time reviewing assessment data and instructional strategies to meet the needs of their students.

Administrators and teachers everywhere recognize the important contributions parents make toward a child's success in school. One of the most important components of a good school is the partnership between the school and the parents who work together for the best interest of children. Capistrano School has dedicated teachers and staff that provide the best possible education for your child. The close partnership between home and school is one that all of us here at Capistrano Elementary School strive to develop on a daily basis. We invite you to continue to participate and be active in our school events and activities. The number one thing you can do to help us is to have your child at school, on time, each and everyday.

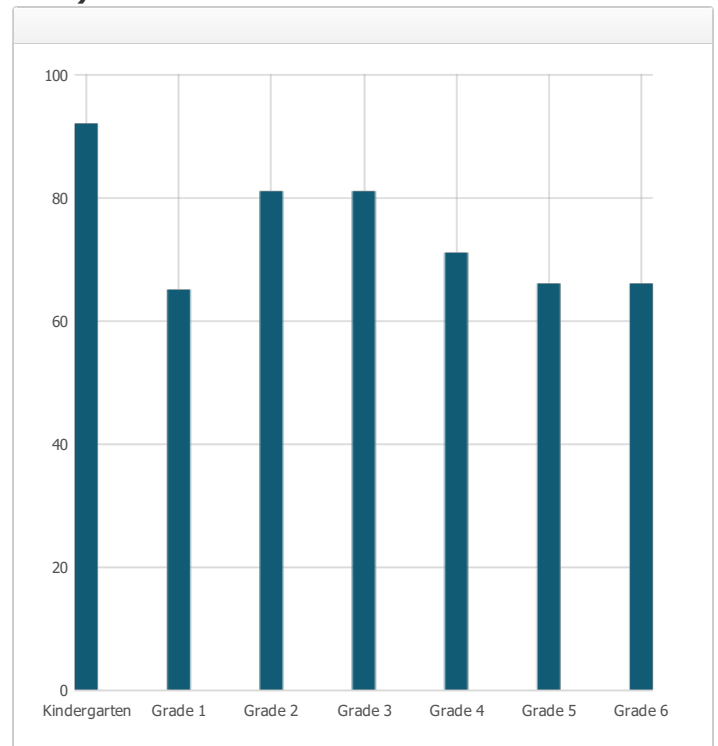
Our Mission and Vision align with that of our district: We are a Community of Learners. Each school year provides us with another opportunity to continue our district's vision of being a place dedicated to each of our children, devoted to our whole community, defined by our ideals, and providing the finest elementary education in the Central Valley.

We will accomplish this by working in partnership with you to provide each of our children with a rigorous academic education, a safe learning environment, and the knowledge, skills, and attitudes for success. We look forward to taking advantage of the many opportunities to develop a positive working relationship between the school and home.

Last updated: 12/17/2019

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	65
Grade 2	81
Grade 3	81
Grade 4	71
Grade 5	66
Grade 6	66
Total Enrollment	522



Last updated: 12/16/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	7.30 %
American Indian or Alaska Native	1.00 %
Asian	2.30 %
Filipino	0.20 %
Hispanic or Latino	67.80 %
Native Hawaiian or Pacific Islander	1.10 %
White	16.10 %
Two or More Races	3.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.20 %
English Learners	22.20 %
Students with Disabilities	16.90 %
Foster Youth	0.20 %
Homeless	0.60 %

A. Conditions of Learning

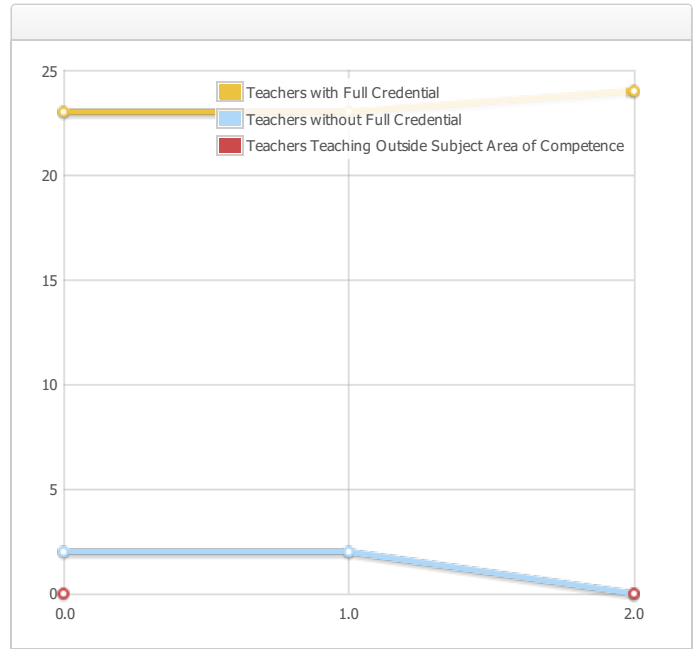
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

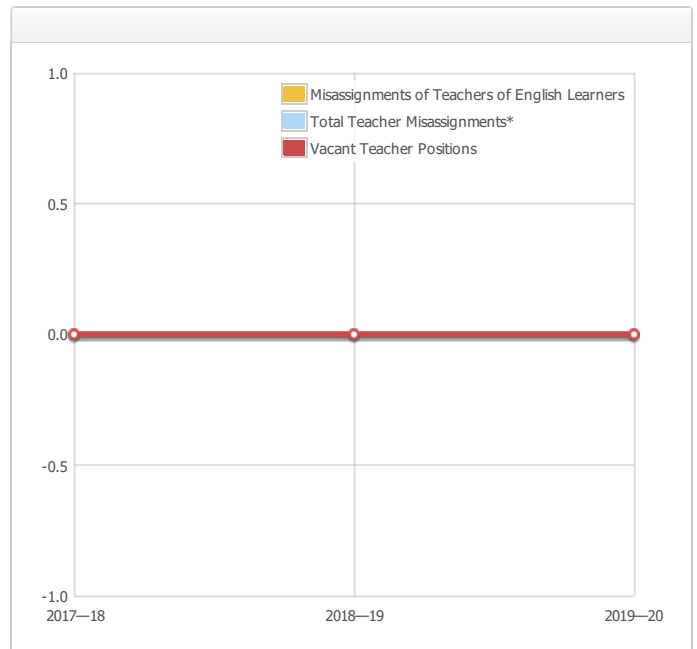
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	23	24	138
Without Full Credential	2	2	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		0	9



Last updated: 1/21/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/19/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sufficient Board adopted (2016) McGraw Hill Reading Language Arts textbooks are available to all K-8 students.	Yes	0.00 %
Mathematics	Sufficient Board adopted (2015) McGraw Hill My Math textbooks/materials are available to all K-5 students and Houghton Mifflin Harcourt GO Math! (Adotped 2015) textbooks for all grade 6 students.	Yes	0.00 %
Science	Science K-4 Mystery Science and StudiesWeekly Science are used in combination with teacher created materials to address the Next Generation Science Standards. Adopted (2018) Science 5-8 HMH Discovery Science Program. Adopted (2018)	Yes	0.00 %
History-Social Science	Discovery Education digital Materials are used in combination with teacher created materials to address the California Common Core State Standards.		0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/19/2019

School Facility Conditions and Planned Improvements

Capistrano has an updated and yearly revised School Safety Plan. The staff completely reviews the plan at the beginning of each year, and throughout the year during staff meetings. The plan covers procedures for earthquakes, fire drills, and lockdowns. All visitors are required to sign in and sign out at the office for each visit and pick up a visitor badge. The entrance gates to the school are locked at the starting bell. First aid trainings are offered annually. The district's policy for weapons and drugs is enforced and ensures the rights of students to have a safe environment without threats of physical harm. Crisis management strategies are on file for many scenarios, and on-site counselors are available to help students, staff, and parents during these situations.

Last updated: 12/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/18/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	43%	46%	41%	38%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	32%	36%	32%	28%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/23/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	284	97.93%		45.58%
Male	141	138	97.87%		42.03%
Female	149	146	97.99%		48.97%
Black or African American	22	22	100.00%		22.73%
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	192	188	97.92%		48.66%
Native Hawaiian or Pacific Islander	--	--	--		
White	48	46	95.83%		45.65%
Two or More Races	13	13	100.00%		61.54%
Socioeconomically Disadvantaged	269	264	98.14%		44.49%
English Learners	111	106	95.50%		41.90%
Students with Disabilities	61	61	100.00%		16.39%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/23/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	288	99.31%		36.11%
Male	141	140	99.29%		37.86%
Female	149	148	99.33%		34.46%
Black or African American	22	22	100.00%		22.73%
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	192	190	98.96%		36.84%
Native Hawaiian or Pacific Islander	--	--	--		
White	48	48	100.00%		39.58%
Two or More Races	13	13	100.00%		46.15%
Socioeconomically Disadvantaged	270	268	99.26%		35.45%
English Learners	112	111	99.11%		28.83%
Students with Disabilities	62	62	100.00%		6.45%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/23/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/23/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/23/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.20%	20.30%	23.40%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/25/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

The success of our school is strongly influenced by the support of our parents and the school community as a whole. Our school enjoys good parent involvement and utilizes the services of the Parent Club, School Site Council, and the English Language Advisory Committee to support students and school programs. Call our school at (209) 521-8664 to contact Sheri Singer to find out how you can get more involved with your child's education. Capistrano Elementary School strives to coordinate and communicate with the community, including police, fire and other governmental agencies, news media, medical agencies and other community organizations. Examples of such coordination and communication with community agencies include fire prevention, parks and recreation activities, and bike safety, just to name a few. Parents regularly volunteer in the classroom and are actively involved in the School Site Council, school-wide planning, parent conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips. The school publishes a monthly newsletter that is distributed and sent home with students. The website is maintained with relevant and timely information regarding upcoming events. Parents get information via Parent Square messages and our School digital sign.

State Priority: Pupil Engagement

Last updated: 12/18/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

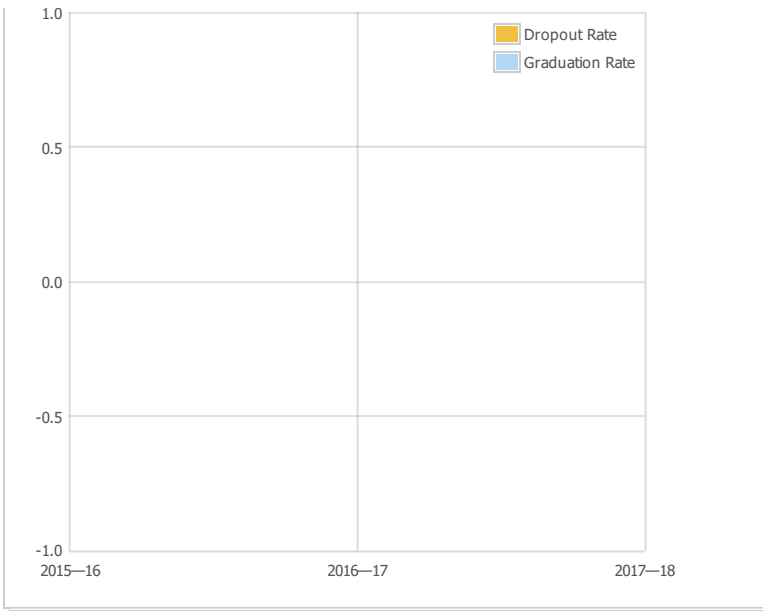
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/23/2019

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.00%	5.00%	5.80%	6.60%	6.20%	5.60%	3.60%	3.50%	3.50%
Expulsions	0.30%	0.00%	0.00%	0.50%	0.20%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/23/2019

School Safety Plan (School Year 2019—20)

Capistrano has an updated and yearly revised School Safety Plan. The staff completely reviews the plan at the beginning of each year, and throughout the year during staff meetings. The plan covers procedures for earthquakes, fire drills, and lockdowns. All visitors are required to sign in and sign out at the office for each visit and pick up a visitor badge. First aid trainings are offered annually. The district's policy for weapons or drugs is enforced and ensures the rights of students to have a safe environment without threats of physical harm. Crisis management strategies are on file for staff reference for many scenarios, and on-site counselors are available to help students, staff, and parents during these situations. The safety plan is reviewed annually with parents and stakeholders.

Last updated: 12/18/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	3	
1	22.00		3	
2	23.00		3	
3	24.00		3	
4	35.00			2
5	31.00		2	
6	23.00	1	2	
Other**	12.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	3	1	
1	25.00		3	
2	26.00		2	
3	19.00	1	3	
4	32.00		2	
5	31.00		2	
6	27.00	1		2
Other**	12.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	1	3	
1	21.00		3	
2	24.00		3	
3	20.00	1	3	
4	32.00		2	
5	31.00		2	
6	26.00	1	2	
Other**	11.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 12/23/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Last updated: 12/23/2019

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

Title	Ratio**
Counselors*	522.00

*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.

**Average Number of Pupils per Counselor

Last updated: 12/23/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.33
Social Worker	0.17
Nurse	0.70
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

Last updated: 1/21/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10935.88	\$3925.17	\$7010.71	\$74631.87
District	N/A	N/A	--	\$76333.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

Types of Services Funded (Fiscal Year 2018—19)

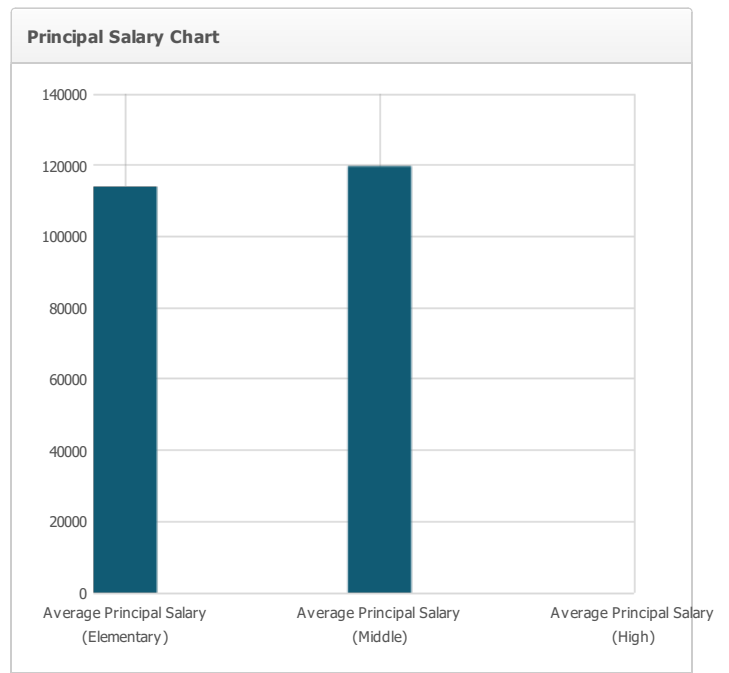
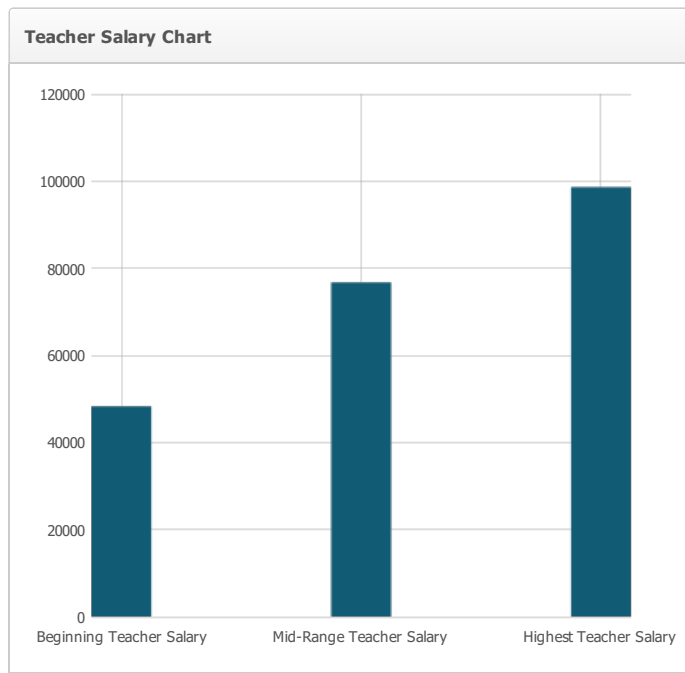
Capistrano Elementary is committed to meeting the needs of individual students through a school-based coordinator program. Through an extended day program, kindergarten students have the opportunity to participate in a thirty minute after school intervention group. Second language students are supported through the services of the EL Site Coordinators and Capistrano's Bilingual Paraprofessionals. The ASES program offers families an after school program which includes both intervention and enrichment sessions for students. Though ASES at-risk students are provided academic support English Language Arts and Math. Students identified for GATE (Gifted and Academically Talented Education) programs are challenged with extension activities available at the site. Social and emotional needs of students are met with the assistance of our school counselor, who is on-site five days per week.

Last updated: 12/18/2019

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,282	\$49,378
Mid-Range Teacher Salary	\$76,729	\$77,190
Highest Teacher Salary	\$98,611	\$96,607
Average Principal Salary (Elementary)	\$114,008	\$122,074
Average Principal Salary (Middle)	\$119,748	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$185,761	\$189,346
Percent of Budget for Teacher Salaries	34.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/23/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/23/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7