

Clarence Lobo Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Clarence Lobo Elementary School
Street	200 Avenue Vista Montana
City, State, Zip	San Clemente, CA 92672
Phone Number	(949) 366-6740
Principal	Cheryl Sampson
E-mail Address	casampson@capousd.org
Web Site	http://cles.capousd.ca.schoolloop.com
Grades Served	K-5
CDS Code	30-66464-6111819

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	kmvital@capousd.org
Web Site	www.capousd.org

School Description and Mission Statement (Most Recent Year)

Our Mission Is Learning

“We will ensure that all our children will learn more today than yesterday, and more tomorrow than today.”

TEAM LOBO

Together Everyone Achieves More - Learning Offers the Best Opportunities

The Team Lobo vision calls for:

A rigorous and challenging curriculum that addresses the needs of all learners.

The building of school and community pride through a strong sense of cooperation, compassion, and mutual respect.

A safe environment in which students grow academically and socially to achieve their personal best.

The encouragement of responsibility, decision making, and problem solving.

The promotion of curiosity, ingenuity, and integrity.

The fostering of active parent involvement.

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	92
Grade 1	45
Grade 2	70
Grade 3	62
Grade 4	79
Grade 5	69
Total Enrollment	417

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	4.8
Filipino	0.2
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0.2
White	54.2
Two or More Races	5.5
Socioeconomically Disadvantaged	30.9
English Learners	19.2
Students with Disabilities	19.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	21	18	1909
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.8	4.2
All Schools in District	96.0	4.0
High-Poverty Schools in District	84.5	15.5
Low-Poverty Schools in District	97.4	2.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2003- All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2015 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
History-Social Science	2007- All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lobo Elementary School has 24 rooms used as classrooms (Pre-school-Fifth grade). The facilities on campus include a very large multipurpose room, library, computer lab, science room, academic intervention and support room, main office, as well as smaller offices in the main building that accommodate support staff. The school was built in 1994 and includes classrooms that are considered semi-permanent.

Additional stand-alone portables have been added through the years and currently are used for music, P.T.A., YMCA and itinerant staff. "Lobo Lodge", a Native American museum, is also located in one of the stand-alone portables. One small storage shed has been purchased by parent groups to house physical education equipment.

To ensure the safety and security of all students, maintenance issues are addressed expeditiously by school site staff. Work orders are submitted as soon as repairs are needed and the district maintenance department prioritizes these work orders. In addition, the district maintenance and operations department developed a custodial staff cleaning schedule to ensure a clean school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		RM 4: 4. CABINET DOORS DO NOT SLIDE IN WORK ROOM K RM 17: 4. WATER STAIN CEILING TILES RM 22: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE RM 23: 4. WATER STAIN CEILING TILES (NO PIC) P RM 34: 4. WATER STAIN CEILING TILES P RM 35: 4. WATER STAIN CEILING TILES P RM 36: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	52	68	44
Mathematics	40	55	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	59	96.7	29	20	22	29
	4	83	77	92.8	36	21	25	18
	5	69	60	87.0	23	12	37	28
Male	3		30	49.2	30	23	13	33
	4		46	55.4	37	24	24	15
	5		20	29.0	35	20	40	5
Female	3		29	47.5	28	17	31	24
	4		31	37.3	35	16	26	23
	5		40	58.0	18	8	35	40
Black or African American	4		1	1.2	--	--	--	--
Asian	3		2	3.3	--	--	--	--
	4		4	4.8	--	--	--	--
	5		1	1.4	--	--	--	--
Hispanic or Latino	3		23	37.7	43	22	17	17
	4		22	26.5	55	32	14	0
	5		30	43.5	33	17	37	13
White	3		32	52.5	19	19	28	34
	4		46	55.4	26	15	30	28
	5		24	34.8	17	4	33	46
Two or More Races	3		2	3.3	--	--	--	--
	4		4	4.8	--	--	--	--
	5		5	7.2	--	--	--	--
Socioeconomically Disadvantaged	3		21	34.4	43	19	19	19
	4		24	28.9	54	25	13	8
	5		22	31.9	45	23	27	5
English Learners	3		12	19.7	67	17	8	8
	4		14	16.9	79	21	0	0
	5		13	18.8	62	15	23	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		14	23.0	79	7	0	14
	4		20	24.1	65	15	20	0
	5		8	11.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	59	96.7	29	29	32	10
	4	83	77	92.8	27	32	34	6
	5	69	59	85.5	37	25	29	8
Male	3		30	49.2	33	17	33	17
	4		46	55.4	26	30	35	9
	5		20	29.0	50	25	20	5
Female	3		29	47.5	24	41	31	3
	4		31	37.3	29	35	32	3
	5		39	56.5	31	26	33	10
Black or African American	4		1	1.2	--	--	--	--
Asian	3		2	3.3	--	--	--	--
	4		4	4.8	--	--	--	--
	5		1	1.4	--	--	--	--
Hispanic or Latino	3		23	37.7	30	52	17	0
	4		22	26.5	55	36	9	0
	5		30	43.5	47	20	30	3
White	3		32	52.5	28	13	44	16
	4		46	55.4	11	35	46	9
	5		23	33.3	26	30	30	13
Two or More Races	3		2	3.3	--	--	--	--
	4		4	4.8	--	--	--	--
	5		5	7.2	--	--	--	--
Socioeconomically Disadvantaged	3		21	34.4	38	38	24	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		24	28.9	42	46	8	4
	5		22	31.9	73	18	9	0
English Learners	3		12	19.7	58	25	17	0
	4		14	16.9	64	36	0	0
	5		13	18.8	69	15	15	0
Students with Disabilities	3		14	23.0	86	0	14	0
	4		20	24.1	45	30	25	0
	5		8	11.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	75	79	75	80	82	80	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Students at the School	75
Male	64
Female	80
Asian	--
Hispanic or Latino	57
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	50
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.90	23.80	52.40

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.

C. Engagement**State Priority: Parental Involvement**

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

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

Opportunities for Parental Involvement (Most Recent Year)

At our school, parent participation is evidenced through a large volunteer program. Our parent run CRE8 art program and school garden are great additions to our school. Parents provide many volunteer hours in the classroom, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students.

From the district level, the CUSD Foundation also provides resources and support to our schools.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.57	0.00	0.44	2.21	2.02	1.86	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.11	0.09	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Each Capistrano Unified school site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office. 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; drop, cover and hold drills are held each semester throughout the district. Lockdown drills are held twice a year and a disaster drill is held once a year. The Safety Plan was last reviewed, updated, and discussed with faculty and a student representative (high schools) in September-October, 2015 and reviewed by Executive Director, Safety and Student Services on October 9, 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	6			18	4	1		15	6	1	
1	28		2		30		1		28		1	
2	25	1	2		26	1		2	29		2	
3	32		2		32		2		31		2	
4	28	1		2	36			1	34			2
5	36			2	30	1		3	25	1	1	1
Other	12	1			14	1			10	2		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,806	\$2,791	\$5,015	\$88,949
District	N/A	N/A	\$5,681	\$81,876
Percent Difference: School Site and District	N/A	N/A	-11.7	8.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-6.2	21.9

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

Types of Services Funded (Fiscal Year 2014-15)

Each district school receives categorical funding to provide 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:

- Tutoring (designated Program Improvement schools and other federal programs)
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Learners
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID Programs
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (Academic and Career)
- Special Education

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,899	\$43,165
Mid-Range Teacher Salary	\$73,475	\$68,574
Highest Teacher Salary	\$98,931	\$89,146
Average Principal Salary (Elementary)	\$122,196	\$111,129
Average Principal Salary (Middle)	\$127,804	\$116,569
Average Principal Salary (High)	\$136,872	\$127,448
Superintendent Salary	\$267,204	\$234,382
Percent of Budget for Teacher Salaries	44%	38%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Capistrano Unified School District places great value on the role of professional development, 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 development is to support the district's Wildly Important Goal for Teaching and Learning. It is the district goal to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

By design, the model for providing professional development is multi-tiered, and ranges from large-scale, district-wide training focused on priorities areas to site-specific, embedded professional development (including coaching) that supports teachers in the transfer of that training to the classroom. In addition, professional development "academies" provide supplemental training after school hours to further support district initiatives and teacher needs for ongoing professional learning. The outcome of all CUSD professional development is to improve teacher practice in order to increase student learning. In support of this outcome, administrators participate in professional learning to increase their knowledge of quality practices, California Content Standards, and strategies for instructional leadership.

Since 2004, all schools provide specific release time for embedded professional development using late start or early release days. In grades K-8, this time is known as ACE time (Articulation and Collaboration for Excellence). The purpose of this time is for educators to examine the impact of their practice on student learning, with a focus on continuous improvement. Schools work to identify key areas of learning based on an analysis of student data, upon which they place their focus for professional learning and set annual measurable goals based upon those identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The action plan developed to accomplish these goals outlines priorities for teacher training and implementation.

Throughout the year, the structure of collaboration typically involves teacher teams engaging in ongoing examination of standards-based curriculum, the examination of meaningful formative and summative assessment data, and powerful teaching strategies that get results in student learning. These embedded professional development activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear" teaching credentials. In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, from district resource teachers, and the Peer Assistance and Review Program.