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37684520100933

Grades K-5

# Hannalei Elementary School

## School Accountability Report Card

Reported Using Data from the 2018-19 School Year  
Published During 2019-20

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### About This School

#### Mission Statement

Hannalei Elementary fosters positive relationships, encourages acceptance of all, teaches responsibility, and promotes the love of learning.

**Home of the Stingrays!!!**

#### Principal's Message

At Hannalei, our motto is to Live the Spirit of ALOHA. We place an emphasis on Academics, Leadership, Opportunity, Honor, and Academics. Students and families that are part of Hannalei will see that opportunities are endless and are focused on building success in the future. Since Hannalei was founded, we have established a strong instructional program for all students focused on the core curriculum and based on Common Core State Standards and Next Generation Science Standards. We strive to be proactive in our pursuit of excellence and in our use of research-based educational strategies to design rich learning experiences that engage students and prepare them for the 21<sup>st</sup> Century. We utilize programs such as iReady and Achieve 3000 to target instruction, to provide an accurate assessment, and to analyze student data. We believe in ongoing staff development through the effective use of Professional Learning Communities (PLCs) and sharing of our best instructional practices schoolwide. Hannalei staff strives to provide an engaging, safe learning environment with high academic and personal expectations for all students.

We work collaboratively with families to ensure a strong community connection because we believe parents are an integral part of the successes of our school community. We welcome your participation in our school activities and encourage you to join one of our school-wide groups. Parental support is evidenced daily from the numerous classroom volunteers to participate in our very active and supportive PTA and to Hannalei's School Site Council (SSC) and English Learner Advisory Committee (ELAC). We believe involvement at school helps parents understand the educational process more thoroughly and better realize the significant positive influence their involvement makes for all children.

After spending a little time at Hannalei, what you will see is a school staff and parents dedicated to student achievement by providing an environment where every student experiences a sense of pride through positive accomplishments, a love for learning, mastery of grade-level standards and positive relationships with others. We look forward to working with you and your son or daughter during another year of academic success.

#### Major Achievements

- Hannalei hosts one to two-parent workshops per month, which are well attended by 80-100 parents. The various topics include Positive parenting, family math, family literacy, college and career readiness, nutrition classes, technology classes, as well as ESL classes for parents who wish to learn English.
- Hannalei embraces Personalized Learning for all students that focuses on student voice, self-discovery, social construction, and co-creation. Quality teaching and learning are accomplished using the Design Thinking pedagogy.
- Students use iPads and Chromebooks to access programs for targeted instruction in language arts and math. Students can use Accelerated Reader and STAR Reading, Lexia, Achieve 3000, and MyOn programs to assess reading comprehension and monitor books read. We also use STAR math, iReady and ST math to monitor and evaluate math programs.

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- English language learners receive integrated and designated ELD instruction daily. Integrated ELD incorporates ELD standards in tandem with content standards throughout the day. Content standards are the focus of the lesson. Designated ELD is a protected time of day where ELD standards are the focus, building into and from content areas to support the language students need for the content area.
- Differentiated instructional groups during grade-level language arts time target students' needs at their performance level
- Students participate in a weekly "Community of Opportunity" time. This time provides opportunities students may not typically experience and motivates them to come to school and continue learning. Some of the activities are visual and performing arts, gardening, music, science, and other philanthropic projects.
- Before and/or after school, tutorials are offered for students performing below grade level. Additionally, we support 160 students in our ASES and AM/PM program that also helps with homework, computer time, and enrichment activities.
- All students in grades TK-5 have 1:1 device, with a mixture of Chromebooks and iPads.
- We have a developing vegetable garden and an outside learning space. We also have a butterfly garden to encourage the migration of monarch butterflies.

### Focus for Improvement

- Hannalei Elementary is committed to aligning curriculum with the Common Core State Standards as well as improving literacy skills among all students.
- Staff development continues to focus on increasing student engagement and improving student achievement through personalized learning. Teachers are expanding data analysis, addressing grade-level standards, and using technology to drive instructional decisions.
- Teaching staff participates in the design and implementation of assessments that measure students' mastery of Common Core State Standards in English/language arts, math, science, and social studies.
- All students are taught the Next Generation Science Standards weekly.
- We open all classrooms to a Community of Opportunity time for 45 minutes. Teachers give students experiences and opportunities to motivate them in areas they may not usually be exposed to. These opportunities include research, reading, writing, and designing.
- All staff is committed to supporting students social and emotional needs through character development, restorative practices and producing lifelong caring citizens

### Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	109
Grade 1	79
Grade 2	89
Grade 3	93
Grade 4	98
Grade 5	88
<b>Total Enrollment</b>	<b>556</b>

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

### Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	1.8%
<b>American Indian or Alaska Native</b>	1.1%
<b>Asian</b>	1.4%
<b>Filipino</b>	0.5%
<b>Hispanic or Latino</b>	76.1%
<b>Native Hawaiian or Pacific Islander</b>	0.7%
<b>White</b>	14.7%
<b>Two or More Races</b>	3.6%
Student Group (Other)	Percent of Total Enrollment
<b>Socioeconomically Disadvantaged</b>	89.9%
<b>English Learners</b>	39.2%
<b>Students with Disabilities</b>	18.9%
<b>Foster Youth</b>	0.4%
<b>Homeless</b>	6.3%

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

### 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

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
<b>With Full Credential</b>	27	27	26	972
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	

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### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

**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.

	2017-18	2018-19	2019-20
Misassignments of Teachers of EL	0	0	0
*Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

### Curriculum and Instructional Materials

**Reading and Writing:** Our district-adopted language arts curriculum is Houghton Mifflin Reading *A Legacy of Literacy*. In 2010, Vista Unified School District purchased the *Medallion Upgrade* to support *A Legacy of Literacy*. The skills and strategies taught in this comprehensive, kindergarten through fifth grade program represent a rigorous plan of instruction with a specific focus on the California Common Core Standards. Reading and writing standards are taught and assessed at every grade level. Systematic instruction and a variety of resources ensure success for all Vista students.

**Mathematics:** The transitional kindergarten through fifth-grade mathematics instructional program is Eureka Math. The Eureka Math curriculum was created by Great Minds®, a nonprofit that brought together teachers and experts to craft a program based on the world’s most successful math programs. This comprehensive program includes daily fluency, application, concept development, practice, and exit tickets. Eureka was

built around the core principle that students need to know more than just what works when solving a problem—they need to understand why it works. The curriculum goes beyond facts and formulas, teaching students to think about math conceptually. This helps students become not merely literate, but fluent in mathematics.

**Science:** Our elementary science curriculum promotes a hands-on approach to studying earth, life, physical, and investigative and experimental sciences. The kindergarten through fifth grade curriculum is based on materials from FOSS (*Full Option Science Systems*) and STC (*Science and Technology for Children*). The California Common Core Standards in science are embedded in the six-to eight-week investigations that students conduct in such areas as weather, the human body, food and nutrition, sound, balance and motion, and living organisms. This engaging approach to understanding concepts that will be addressed in depth in middle school and high school helps students build their knowledge and experiences while learning about the world.

**Social Studies:** The current elementary social studies program is Pearson Scott Foresman 2006. This comprehensive program employs a content-rich, relevant narrative to provide an integrated approach to skills development and reading support.

#### Library

Our elementary school library/media technician is on-site five days a week. She provides an extensive collection of library books, reference materials, and an online database. All elementary students visit the library once every week, where they receive instruction in using the library, conducting computer searches, and using reference materials. The students all check out a book each week and listen to stories read aloud. The library is also open to students during lunch and before school.

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2019-20)

The District textbooks are reviewed and approved by the Superintendent and the Board of Trustees. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2019-20 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on September 12, 2019.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading: <i>A Legacy of Literacy-Medallion Upgrade</i>	2010	Yes	0%
Mathematics	Great Minds— <i>Eureka Math</i>	2018	Yes	0%
Science	Delta <i>Full Option Science System</i> (FOSS)	2007	Yes	0%
History-Social Science	Pearson Scott/Foresman <i>History Social Science for California</i>	2006	Yes	0%
ELD	Hampton Brown <i>Avenues</i>	2009	Yes	0%

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### Technology

We have 1:1 devices for all students in grades TK-5. We use both iPads and Chromebooks. Additionally, we use 70" TV screens to project from wireless workstations using Chromecast. The devices are used to assess through a variety of programs, develop word documents through Google Docs, design presentations, and to research topics throughout the day.

**Art:** Our students receive art instruction throughout the year. This program teaches art history, art appreciation, and art lessons to all students. Students display artwork at the local annual Festival of the Arts and in the front office.

**Music:** Our students receive music instruction throughout the year. This program teaches music history, music appreciation, and music lessons to all students. 5th-grade students can be a part of the school band.

### Specialized Services

We are lucky to have many auxiliary services at Hannalei. We have a full-time counselor to work with students on academic and behavior needs, a community liaison to help connect families to the school and help them with resources for their child. Additionally, we have two mild-moderate teachers, one speech and language teacher, and three instructional aides to support students with Individual Education Plans. We are also very proud of the eight campus supervisors who help keep our

recess and lunchtime safe and orderly. They are well trained and support students with social, emotional needs as well.

**Special Education Program:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Students enrolled in special education resource programs at Hannalei meet regularly with a special education teacher who provides specialized small-group and individual instruction based on the student's Individualized Education Program (IEP). When needed, the district also provides counselors and home-school liaisons to assist families in helping their children succeed in school.

**English Learner Program:** At Hannalei, we have implemented the district wide ELD strategic plan. All English learners take the new ELPAC each fall. The goal is for students to advance one level in English each year. Daily instruction focuses on listening, speaking, reading, and writing activities at the student's level of English. We use a variety of strategies to support our English Learners such as SIOP, graphic organizers, productive partner talk, sentence frames and multiple opportunities to read. The lesson design in SIOP incorporates language goals into content-based instruction. All Hannalei teachers are appropriately credentialed (CLAD) to teach English Learners.

### School Facilities

#### School Facility Good Repair Status (School Year 2019-20)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on July 5, 2019, and the information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces		X		More than one room stained ceiling tiles. One room baseboard falling off.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical		X		More than one room appliances plugged into electrical strips. One room electrical trip hazard. More than one room lights out. Staff lounge missing wire cover. (Replaced wire cover, replaced light bulbs, removed plug strips, removed trip hazard, removed misting device, cleared electrical panel access)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			One drinking fountain inoperable.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			More than one room aerosols and vapor mist devices. One room degreaser is unsecured. One room rubbing alcohol and cleansers unsecured.
<b>Structural:</b> Structural Damage, Roofs	X			No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.
Overall Rating	Exemplary			
			94.16%	

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### School Facility Conditions and Planned Improvements

Hannalei Elementary School was built in 2003. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide maintenance schedule. Classrooms have adequate desks, furniture, and lighting. In addition to our regular classrooms, we have a multi-purpose room, a preschool serving three and four-year-old, a Transitional Kindergarten classroom, a new running track made from decomposed granite and a cement rim, an outside learning garden, a library/media center, a teacher workroom, and an office. We have five security cameras forming an imaginary line around the school. Our next facilities project focus is to build an additional state of the art classroom with Prop LL funds.

### Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the Operations Supervisor and the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.



### 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
ELA/Literacy	38%	35%	49%	49%	50%	50%
Mathematics	26%	27%	33%	36%	38%	39%

**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.

#### CAASPP Assessment Results by Student Group

ELA test results 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.



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## CAASPP Test Results in ELA by Student Groups, Grades 3-5 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	259	97.74%		35.14%
Male	137	136	99.27%		33.82%
Female	128	123	96.09%		36.59%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	211	208	98.58%		31.25%
Native Hawaiian or Pacific Islander	--	--	--		
White	33	31	93.94%		51.61%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	234	230	98.29%		31.30%
English Learners	113	112	99.12%		22.32%
Students with Disabilities	47	47	100.00%		17.02%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth					
Homeless					

## CAASPP Test Results in Mathematics by Student Groups, Grades 3-5 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	260	97.74%		26.92%
Male	138	137	99.28%		28.47%
Female	128	123	96.09%		25.20%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	212	209	98.58%		21.53%
Native Hawaiian or Pacific Islander	--	--	--		
White	33	31	93.94%		41.94%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	235	231	98.30%		22.51%
English Learners	114	113	99.12%		20.35%
Students with Disabilities	47	47	100.00%		12.77%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth					
Homeless					

**Note:** CAASPP assessment 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.

## California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science	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.

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### 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 (2018-19)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	28.7%	16.1%	2.3%

### 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 Parent Involvement

**Contact:** School Office

**Phone Number:** (760) 631-6248

Hannalei Elementary values the support of parents and other family members and invites them to participate in their child's education. Our School Site Council (SSC) has five parent members. Our English Learner Advisory Committee (ELAC) enables parents of English Language learners to participate and advise on school issues. We have an active Parent Teacher Association (PTA), which provides numerous activities for our students and our school community. These organizations meet regularly and provide an enhanced school experience for our students through assemblies, field trips, the purchase of school equipment, and other donations of time and materials to the school.

Many parents volunteer in classrooms, and we welcome and appreciate our parent support. Hannalei teachers continue to utilize OASIS volunteers who volunteer their time to assist students in reading. The North County Assistance League and Kiwanis Club of Vista also provide support with donations of books for our students and clothes for our health office. We hold a "Coffee with the Principal" and/or a "Dessert with the Principal" meeting every other month to continue the communication and solicit support and ideas from families. We value our community members and believe their contribution improves student learning opportunities.

### 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 the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2016-17	2017-18	2018-18
Suspensions	0.7%	6.0%	2.1%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2018-18
Suspensions	3.1%	3.7%	4.0%
Expulsions	0.0%	0.1%	0.1%
	State		
	2016-17	2017-18	2018-18
Suspensions	3.7%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

### Discipline

At times we find it necessary to suspend students who break school rules that are outlined in the California Education Code. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most severe consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here. We do not use the practice of expulsion at Hannalei Elementary School.

All students learn school rules and discipline policies. Administrators handle discipline issues with individual students. We teach conflict resolution and good character and reward students for positive behavior. We use the Restorative Practices approach with students who need help with behavior.

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:** March 13, 2019

**Date the plan was last reviewed with staff:** August 2019

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code

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Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Hannalei Elementary school provides a calm, safe, clean orderly campus. We have adult supervision during recess, lunch and both before and after school. The student safety patrol supplements the regular adult supervision of students before and after school.

We routinely go over safety rules with students, and we practice fire, earthquake, lockdown, and other disaster drills regularly. Adult staff members are assigned to teams and responsibilities are delegated to ensure the safety of everyone on campus. Areas are designated for a command post, medical support, and a location for family unification. Portable radios are available on campus to enhance communication. Hannalei proudly boasts its involvement in the Great California ShakeOut for the past six years. We have five cameras installed throughout the school forming an imaginary line around the campus. Additionally, we have a visitor management system in use at the front desk requiring all visitors to check in with a picture ID before entering the campus.

### Other SARC Information

#### Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school.

Title	Number of FTEs* Assigned to the School
Library Media Services (paraprofessional)	1.0
Psychologist	1.0
Speech/Language/Hearing Specialist	2.0
Nurse	1.0
Counselor (Social/Behavioral or Career Development)	1.0
Resource Specialist (non-teaching)	2.0
Other: Community Liaison	1.0

#### Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2016-17			2017-18			2018-19		
	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+
Kindergarten	21.0	1	4	23.0	1	4	21.0	2	3
Grade 1	23.0		4	23.0		4	24.0		3
Grade 2	25.0		4	22.0		4	21.0		4
Grade 3	24.0		4	22.0	1	4	19.0	1	4
Grade 4	29.0		4	34.0	0	2	30.0		3
Grade 5	29.0	1	3	29.0	1	4	29.0		3
Other	12.0	1		0.0			11.0	2	

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

### School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$9,290	\$2,692	\$6,598	\$94,691
District			\$6,628	\$79,534
State			\$7,507	\$82,403
Percent Difference: School/District			(0.5%)	19%
Percent Difference: School/State			(12%)	15%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

#### Other Funding (Fiscal Year 2018-19)

Funding is provided from state and federal special programs to supplement the core instructional program provided by the school district.

Program	Amount
Next Generation Science Standards (NGSS)	\$1,000
Lottery Instructional Materials	46,629
ASES After School Program	121,615
Title I	110,737
Total	\$279,981



## SCHOOL ACCOUNTABILITY REPORT CARD

### Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,211	\$48,612
Mid-Range Teacher Salary	\$76,825	\$74,676
Highest Teacher Salary	\$101,308	\$99,791
Average Principal Salary (Elementary)	\$128,442	\$125,830
Average Principal Salary (Middle)	\$126,582	\$131,167
Average Principal Salary (High)	\$157,035	\$144,822
Superintendent Salary	\$281,000	\$275,796
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

### Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The Vista Unified School District has developed a targeted plan to ensure that the instructional focus and interventions provided to students are high quality and implemented in all schools. Our professional development/professional learning plan is designed to provide teachers with initial and ongoing professional development to support the continued implementation of California Common Core State Standards and instructional technology tools. Embedded within our professional development/learning plan are regular opportunities for teachers to join in collaboration with colleagues to review assessment results, plan instruction, and/or design interventions and enrichment for students.

The Vista Unified School District identifies annual professional development goals and creates a professional development plan focused on a comprehensive analysis of multiple sources of student data and feedback from teachers. The focus for all professional development for 2019-2020 will be to build a deeper understanding of and expand the use of effective instructional strategies to support our district's literacy, language, and numeracy goals. Our professional development includes:

- Common Core State Standards support including the California Assessment of Student Performance and Progress (CAASPP) for English and math, ELPAC for English Language Development, and CAST for science.
- Technology support for instructional hardware and software (programs include Math 180, Read 180, iReady for English Language Arts and math). Individual school sites are also providing their staff with personalized PD to support site-based applications.
- Research and results are being analyzed by outside entities, such as the University of California, San Diego (UCSD), to support early literacy and personalized learning paths.
- Next Generation Science Standards (NGSS). As part of the Early Implementation grant, VUSD is executing a multi-layered professional development model. Core teacher leaders are participating in learning events and lesson studies. K-8 NGSS Site Teacher Leaders are being provided with two (two hours) sessions in fall and spring to learn how to lead NGSS implementation at their sites. Science teachers in 6-8 are participating in multiple professional development sessions throughout the year to ensure quality instruction of NGSS. High school teacher leaders are participating in a year-long NGSS Community of Practice on how to implement NGSS best-practices. K-12 principals will participate in two NGSS walkthroughs at their site to learn how to look for evidence of NGSS pedagogical shifts.
- A learning center model of inclusion for students with special needs has been implemented at several sites with co-teaching support. Professional development is provided throughout the year. All secondary sites are integrating AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) into Special Education Study Skills classes, and are providing the aligned professional development.
- TK-5 mathematics has completed an adoption cycle where the staff selected the Eureka Mathematics resource. Teachers received their materials and the first session of professional development in the Spring of the 2018-2019 school year. This school year started with another half day of training for all TK-5 teachers and will be followed up in January with another full day of training. In between training, the Eureka math implementation team meets to continue to refine and adjust the curriculum.
- Secondary math professional development for grades 6-12 is with College Preparatory Math. Teachers participate in PD to support the structure and resources of the CCSS aligned CPM textbook, including assessments.
- High school math departments have been given two release sections for teachers, to be used for coaching. Coaches meet with teachers to support curriculum development, co-teach classes, support innovative approaches, and assist with data collection and analysis.

## SCHOOL ACCOUNTABILITY REPORT CARD

- Elementary English Language Development (ELD) training is offered and focused on building capacity on the ELA/ELD Framework/standards, and understanding the ELPAC assessment and its implications for classroom instruction. Support for teachers includes providing Integrated and Designated ELD instruction.
- Elementary English Language Development for 3rd-5th grade teachers working with Newcomers students who have less than two years in-country or have interrupted education: Support and resources are provided to teachers in understanding the needs of Newcomers in foundational skills as they develop English Language Proficiency.
- Secondary English Language Development (ELD): Training is provided to teachers in grades 6- 12 utilizing the ELA/ELD Framework/standards, Write Institute Training, and instructional routines, which allow for academic classroom discourse. Specific support for secondary math teachers is also provided.
- Elementary sites (15) have a Collaboration Professional Development Wheel for the 2019-2020 school year. Each week, personal learning teachers, resource teachers, music teachers, as well as hourly prep teachers offer classes in topics such as coding, character education, music, art, STEM, and intervention to students in grades K-5. Classroom teachers are released to spend time with their site leader receiving professional development and examining data, as stated in their Single Plans for Student Achievement. A professional development menu of options was provided by the Curriculum and Instruction Department to the elementary principals to support their site "wheel" PD plan.
- Professional development addressing social-emotional topics is also provided and includes Habits of Mind, Restorative Practices, LGBTQ Awareness, and Equity training.

A more detailed professional development calendar and description are available through the VUSD Educational Excellence Department.

### About the SARC

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 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 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.

