

Bathgate Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bathgate Elementary School
Street	27642 Napoli Way
City, State, Zip	Mission Viejo, CA 92692
Phone Number	(949) 348-0451
Principal	Jayne Martin
Email Address	jmartin@capousd.org
Website	http://bges.capousd.ca.schoolloop.com
County-District-School (CDS) Code	30-66464-6111793

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

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

It is the mission of Bathgate School to provide students with a safe atmosphere that supports and promotes growth in all academic areas in such a way that students become successful, self-motivated scholars at all levels of education and productive citizens of a diverse society. The vision of Bathgate School is to:

- Provide a safe, nurturing environment.
- Foster school as a place of community.
- Encourage responsibility, fairness, caring, citizenship, trustworthiness & respect.
- Have high expectations for all children.
- Promote tolerance and acceptance.

Since its establishment in 1994, Bathgate Elementary School has provided families in the City of Mission Viejo with a coveted choice regarding where to send their children for a top-notch public education experience. It is a well known fact that many people purchase homes within the Bathgate school boundary specifically so their children can attend this outstanding neighborhood school. Bathgate prides itself on consistently ranking among the top elementary schools within Capistrano Unified School District. Bathgate is proud to have been recognized as a California Distinguished School in 2002 and 2014, and a National Blue Ribbon School of Excellence in 2003.

A team spirit is evident throughout the school as teachers collaborate within, as well as across, grade levels to provide an educational program that challenges all students. The needs of ALL students are addressed in a differentiated, articulated approach, beginning in the highly sought after preschool program and Transitional Kindergarten (TK) class to Kindergarten through Grade 5. Teachers design instruction based on data from various assessments, and Common Core standards-based curriculum provides opportunities for students to master basic skills, problem solve, make decisions, and foster critical thinking skills. Equally important to the cultivating of academics, the philosophy of growth mindset encourages Bathgate's students to persevere in the face of obstacles. Bathgate's staff believe praising students for their grit, effort, and determination increases resiliency and leads to increased performance in the long run. Bathgate is dedicated to promoting growth mind-set for our students and staff alike.

The instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success. Teachers are carefully selected and spend countless hours honing their professional skills. They attend a wide variety of professional development offerings provided at the school as well as through the Capistrano Unified Professional Development Academy. Bathgate's staff is trained in Thinking Maps, Write From the Beginning & Beyond, Cognitively Guided Instruction in math (CGI), and Science, Technology, Engineering, and Math (STEM).

Bathgate's unique facility design centers on an outdoor stage that fosters a strong sense of community. It is here that one can find students and staff recognized and celebrated every Friday during a special flag ceremony. Fanning out from this stage area are classrooms that house 605 Transitional-Kindergarten through Grade 5 students, all open to an expansive park area that is used jointly by the school and the community. The school also includes an Innovation/Steam Lab for students to explore, create, and experiment in; a self-contained library complete with an extensive collection of reading materials; well-equipped classroom libraries, two computer labs, student chrome books in all classrooms, and a large multi-purpose room with an indoor stage. The school is the pulse and the social center of the community. Many families walk their children to and from the campus and stay to catch up on school and community news. After-school programs allow children to remain at school to play or attend enrichment classes. Students enjoy a nurturing atmosphere at Bathgate. Beyond their regular classrooms, they can discover their hidden talents and dreams through a wide array of school activities, such as Primary Music for grades K-3, Block Music for grades 4-5, the annual Talent Show, fifth grade science camp, to name a few.

The staff at Bathgate Elementary School is proud of its students and their accomplishments. High standards are set both academically and behaviorally. Bathgate is excited to be using Positive Behavioral Interventions & Support (PBIS) which is a schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Bathgate's "Character Counts!" program (tied closely to the City of Mission Viejo's character program) serves as the backdrop for building sound character in students and guides them to make good choices. The program focuses on twelve character traits: Responsibility, Respect, Thankfulness, Caring, Perseverance, Unity, Integrity, Service, Moral Courage, Citizenship, Fairness, and Self-Control. "Character Counts!" encourages children to model good behavior in everything they say and do. The Bathgate school community shares the common goal of nurturing well-rounded, ethical children who will blossom to become responsible adults and leaders of our community, state, and nation.

To learn more about Bathgate Elementary School and its many remarkable learning experiences for children, please visit www.capousd.org

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

Grade Level	Number of Students
Kindergarten	112
Grade 1	123
Grade 2	107
Grade 3	102
Grade 4	102
Grade 5	105
Total Enrollment	651

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	9.2
Filipino	2.2
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.2
White	54.8
Two or More Races	11.4
Socioeconomically Disadvantaged	18.1
English Learners	13.7
Students with Disabilities	14.3
Foster Youth	0.3
Homeless	4.5

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	25	24	24	1882
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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.

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

Year and month in which data were collected: September 2019

All textbooks used in the core curriculum throughout Capistrano USD are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the State's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the District's Board of Trustees. On September 18, 2019, the Capistrano USD's Board of Trustees adopted Resolution 1920-24 which certifies as required by Education Code 60119 that for the 2019-2020 school year, the Capistrano USD has provided sufficient textbooks or instructional materials, or both that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year Adopted 2017- McGraw Hill Wonders (K-3) ; Benchmark Education Company, Benchmark Advance (4-5)	Yes	0%
Mathematics	Year Adopted 2015 - Houghton Mifflin, Math Expressions	Yes	0%
Science	Year Adopted 2019 - Delta Education FOSS Science	Yes	0%
History-Social Science	Year Adopted 2007- Scott Foresman/Pearson	Yes	0%
Foreign Language	N/A		
Health	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 32 classrooms, a multipurpose room, a library, a computer lab, an administration building, and two YMCA rooms. The main campus was built in 1994. The District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/2/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	17: 4. WALLPAPER IS LOOSE AT ENTRY R-19: 4. FORMICA IS LOOSE ON WHITEBOARD R-9: 4. CARPET HAS WAVES AT ENTRY TK 2A: 4. CARPET IS STAINED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	16: 7. CLOCK IS MISSING IN WORKROOM MEN'S RR: 7. CLOCK IS MISSING ON WALL IN HALLWAY R-11: 7. CLOCK IS MISSING ON WALL IN WORKROOM R-5: 7. WATER STAIN IN LIGHT DIFFUSER R-9: 7. WATER STAIN IN LIGHT DIFFUSER TK 2A: 7. LIGHT PANEL IS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P 29: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET
Structural: Structural Damage, Roofs	Good	14: 13. EAVE PANEL IS MISSING AT GUTTER TK 2A: 12. DRY ROT ON RAMP SKIRTING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	MPR: 15. GAP AT BASE OF WEST DOOR/ WEATHER STRIPPING IS MISSING P K 4A: 14. TRIP HAZARD AT RAMP ENTRY TK 2A: 14. TRIP HAZARD ON ASPHALT @ RAMP ENTRY
Overall Rating	Good	

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)	72	79	69	70	50	50
Mathematics (grades 3-8 and 11)	64	67	58	59	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 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	303	299	98.68	1.32	78.93
Male	151	149	98.68	1.32	78.52
Female	152	150	98.68	1.32	79.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	21	91.30	8.70	90.48
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	53.57
Native Hawaiian or Pacific Islander					
White	170	169	99.41	0.59	84.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	28	100.00	0.00	85.71
Socioeconomically Disadvantaged	57	56	98.25	1.75	62.50
English Learners	42	39	92.86	7.14	58.97
Students with Disabilities	62	61	98.39	1.61	73.77
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.

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	303	301	99.34	0.66	67.44
Male	151	150	99.34	0.66	69.33
Female	152	151	99.34	0.66	65.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	23	100.00	0.00	65.22
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	42.86
Native Hawaiian or Pacific Islander					
White	170	169	99.41	0.59	75.74
Two or More Races	28	28	100.00	0.00	67.86
Socioeconomically Disadvantaged	57	56	98.25	1.75	53.57
English Learners	42	41	97.62	2.38	39.02
Students with Disabilities	62	61	98.39	1.61	62.30
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

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.

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 areas 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	11.4	23.8	54.3

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.

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)

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, 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 for student enrichment. The Bathgate Elementary School Foundation (BESF) supports our technological needs, including chrome books, iPads, laptop computers, and desktop computers. Combined, Bathgate's PTA and BESF enrich the school experience for our students. Bathgate also has the nationally acclaimed Watch D.O.G.S. (Dads Of Great Students) program on campus, where dads and other father figures volunteer to spend a day at school supporting and encouraging our students.

Contact information for Bathgate's PTA and Foundation can be found on the school's website at <http://bges.capousd.ca.schoolloop.com>

Furthermore, the District's CUSD Foundation also provides resources and support to our schools, and we are grateful for their assistance.

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	1.3	0.9	0.4	2.5	2.3	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. The Safety Plan is updated annually, and reviewed by the Executive Director, Safety and Student Services. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. Fire drills are held monthly in elementary schools, four times per year in middle and two times a year in high school. Drop, cover and hold drills are held each semester in middle and high school and quarterly for elementary. Lockdown drills are held twice a year and a disaster drill is held once a year throughout the District. The District also participates in multi-agency response drills, working with law enforcement, fire and other responding agencies.

D. Other SARC Information

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	8	1		14	10			14	8		
1	32		2		30		3		31		4	
2	32		3		29		3		30		3	
3	32		3		30		4		30		4	
4	32		3	1	34			3	34			3
5	30		4		30		4		35			3
Other**												

*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.

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

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9417	\$2462	\$6955	\$97538

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$7122	\$89,014.00
Percent Difference - School Site and District	N/A	N/A	-2.4	9.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-7.6	16.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Each district school provides some supplemental services to assist students:

- in reaching academic proficiency
- in mastering grade level content standards and
- to successfully graduate from high school.

Services vary by school and may include:

- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Learners
- Extended Day/Year/Summer School
- Intervention Programs
- Enrichment Programs
- Technology
- AVID Programs
- Parent Education/Family Nights
- Tutoring (some Title I schools and other federal programs)
- Translation for Home-School Communication
- Counseling (Social, Emotional, and College and Career)
- Special Education

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$48,612
Mid-Range Teacher Salary	\$79,510	\$74,676
Highest Teacher Salary	\$105,993	\$99,791
Average Principal Salary (Elementary)	\$138,793	\$125,830
Average Principal Salary (Middle)	\$141,825	\$131,167
Average Principal Salary (High)	\$161,376	\$144,822
Superintendent Salary	\$326,466	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

Capistrano Unified School District places great value on the role of professional learning, and utilizes systems-wide structures and strategies to promote continuous learning of adults that result in increased learning for students. The ongoing focus for professional learning is to support the district's Wildly Important Goal for Teaching and Learning. It is the district goal to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

It is the goal of Capistrano Unified School District to ensure all students receive Great First Instruction (GFI). The vision for GFI is that all learning environments include Lesson Preparation, Interaction, Strategies, and Review and Assessment as defined by the Sheltered Instruction Observation Protocol (SIOP). By design, the model for providing professional learning is multi-tiered, and ranges from large-scale, district-wide learning opportunities focused on priority areas to site-specific, embedded professional learning (including coaching) that supports teachers in the transfer of that learning to the classroom. In addition, professional learning "academies" provide supplemental training during the summer and after school hours to further support district initiatives and teacher needs for ongoing professional learning. The outcome of all CUSD professional learning is to improve educator effectiveness in order to increase student learning. In support of this outcome, administrators participate in professional learning to increase their knowledge of quality practices, California Content Standards, and strategies for instructional leadership.

Since 2004, all schools provide specific release time for embedded professional learning using late start or early release days. In grades K-8, this time is known as ACE time (Articulation and Collaboration for Excellence). 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. In 2017 the District developed the CUSD Professional Learning Communities Framework as it's guiding document for professional collaboration. All collaborative teams utilize Common Goals, Relational Trust, Focus on Learning, Shared Responsibility, Action-Oriented, Data Driven, and Systems and Structures for Support to ensure all students are learning at high levels. These embedded professional learning activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

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.

