Carl Hankey 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	Carl Hankey Elementary School
Street	27252 Nubles St.
City, State, Zip	Mission Viejo, CA, 92692
Phone Number	(949) 234-5315
Principal	Dana Aguilera
Email Address	deaguilera@capousd.org
Website	http://chhawks.schoolloop.com
County-District-School (CDS) Code	30-66464-6098495

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)

School Vision:
Carl Hankey K-8 strives to develop inquiring, knowledgeable and caring young people. We will be a connected community, from the school to the local city, and beyond to world-wide partnerships. Our students will thrive from exposure to global issues and real life challenges. Academic success will be fostered through our rigorous IB programmes aligned to the Common Core Standards, enabling our students to become critical-thinking adults who will participate with confidence in an ever-evolving world.

School Mission:
Carl Hankey K-8 International Baccalaureate School develops active, compassionate, internationally-minded, life-long learners.

Our Mission Is Learning
There are many things that make Carl Hankey K-8 school so special. Hankey is known for its warm, neighborhood atmosphere, its deeply rooted sense of community and its configuration as a K-8 school, which provides parents with an alternative to the traditional elementary K-5 to middle school 6-8 matriculation pathway. There is another thing, however, which sets our school apart, distinguishing it as a unique educational setting. We are proud to be the ONLY public International Baccalaureate (IB) World School in Orange County offering both the Primary and Middle Year IB programs, which fuse together the Common Core State Standards, CUSD's District Initiatives, and IB World's rigorous program mandates, woven into a rich instructional tapestry.

What is different about an IB school? At Hankey we strive to develop inquiring, knowledgeable and caring youth who help create a better and more peaceful world through intercultural understanding and respect. Our curriculum embraces an inquiry-based instructional program promoting critical thinking and problem solving. Traditional subjects such as math, science, history, languages, literature, and the arts are integrated and intertwined, rather than compartmentalized neatly into prescribed time slots. For example, rather than learning about math, then closing the text book and completing an art project, IB students learn mathematic principles through creative art assignments. Or, they might solve a social problem using the scientific method. Wherever possible, Hankey's teachers strive to make connections that deepen student understanding and push students to ask "Why?" and "How?"

Students in our The Primary Year Program (PYP- K-5th grade) embark on a yearlong academic journey framed by six transdisciplinary themes: Who we Are, Where we Are in Place and Time, How we Express Ourselves, How the World Works, How we Organize Ourselves, and Sharing the Planet. Each theme takes 5-6 weeks to cover and concludes with a performance-based assessment project that allows students to demonstrate what they have learned about their world through that particular theme.

Additional enrichment activities integrated into the PYP curriculum including weekly Language B (Spanish) instruction; additional P.E.; an intensive Art Masters program tied to the transdisciplinary themes, a semester of Primary Music for grades K-3; and 80 minutes per week of instrumental and choral music for grades 4-5.

Hankey's staff maintains a collective belief that all students must learn essential English Language Arts and Mathematics Standards to excel. We use a variety of instructional strategies to intertwine the CCSS in ELA and math, with higher-level thinking and problem-solving skills to ensure that all learners can attain the rigorous thinking demanded by our interdisciplinary IB curriculum. Students who struggle are supported with intervention, while students who are ready to accelerate and move beyond are provided with opportunities to extend their thinking.

Carl Hankey provides a disciplined, safe and nurturing student environment through its positive behavior system featuring the IB Learner Profiles, which celebrate the attributes of a successful scholar and form the foundation of our Essential Agreements, agreed upon norms for student behavior. Each month teachers in all grades select one student from their class who has demonstrated exemplary application of one of these attributes, and these students are honored at the Student of the Month celebration. Students who observe our Essential Agreements earn Hawk Pride tickets which can be redeemed during the biweekly Treasure Chest lunches.. ASB, Water Bottle Wednesday, our school recycling program, Afterschool Drama Hawks, assemblies and field trips are other programs that further support the development of the whole child and offer an impressively extensive educational program.

Hankey K-8 is a small neighborhood school with a huge heart and tremendous spirit. We are proud of our accomplishments; implementing the IB program, being named a California Department of Education Distinguished School, a California Gold Ribbon School, and a California Business for Education Excellence (CBEE) Star School, all of which create a small school, making a big difference.

For additional information about our school, please visit www.chhawks.schoolloop.com. Follow us On:
Twitter|Instagram|Facebook

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	62
Grade 2	63
Grade 3	55
Grade 4	56
Grade 5	71
Total Enrollment	353

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.6
Asian	3.4
Filipino	4.5
Hispanic or Latino	40.8
Native Hawaiian or Pacific Islander	0.3
White	40.8
Two or More Races	6.8
Socioeconomically Disadvantaged	40.8
English Learners	23.2
Students with Disabilities	10.2
Foster Youth	0.3
Homeless	9.6

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	14	14	12	1882
Without Full Credential	0	0	2	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)

Carl Hankey K-8 School has 32 classrooms, a multipurpose room, library, 1 computer lab, a CTE lab for middle schoolers, and an administration building. The main campus (14 classrooms) was built in 1978. Portable classrooms were added as needed to accommodate our growing community. A middle school side of the campus was added beginning in 2007 and completed in 2009. These new classrooms dedicated to the middle school included a music room, a PE room and 2 new science labs. We also expanded our cafeteria and additional lunch seating and shade structures were set up to meet the needs of our expanding enrollment. During this process, new elementary classrooms were also completed which now accommodate our 4th and 5th grade classes, Speech, elementary Spanish, a Mommy and Me class and a preschool.

In the past few years, the school has had new air conditioning units installed, library renovations, internet wiring throughout the school, a new phone/PA system, new lunch table shaded structures, and new playground equipment. In 2012 we updated both the elementary and middle school computer labs, phasing out older computers and improving the internet connectivity. The media center in the main building houses our library (for both middle and elementary) and the elementary computer lab. Last summer the middle school computer lab was repurposed into a innovative CTE Lab, providing our middle school students with advanced technology incorporated into 12 work stations. This year we added a school garden, providing students with the opportunity to watch plants grow, learn about gardening and composting, and experience tasting new vegetables.

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 campus.

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: 9/17/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	K R-1: 4. HOLE IN CEILING IN RESTROOM 7. LIGHT COVER IS MISSING ON EXTERIOR LIGHT LIBRARY: 4. WATER STAIN CEILING TILES IN HALLWAY 7. LIGHT DIFFUSER IS CRACKED P R-26: 4. WALLPAPER IS TORN AT ENTRY 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. NO SKID PAINT IS PEELING ON RAMP PRINCIPAL: 4. WATER STAIN CEILING TILE IN HALLWAY R-10: 4. WATER STAIN CEILING TILES R-11: 4. WATER STAIN CEILING TILES R-13: 4. CARPET IS TORN AT EAST DOOR/ TRIP HAZARD 7. LIGHT DIFFUSER IS CRACKED 15. GAP AT TOP OF DOOR R-34: 4. PENCIL SHARPENER COVER IS MISSING/ WATER STAIN CEILING TILES 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET R-42: 4. CEILING TILE HAS HOLE R-9: 4. CEILING TILE IS CRACKED TEACHER LOUNGE: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR OF WOMEN'S RESTROOM
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	COMP RM: 7. LIGHT DIFFUSER IS CRACKED K R-1: 4. HOLE IN CEILING IN RESTROOM 7. LIGHT COVER IS MISSING ON EXTERIOR LIGHT K R-2: 7. LIGHT DIFFUSER IS CRACKED LIBRARY: 4. WATER STAIN CEILING TILES IN HALLWAY 7. LIGHT DIFFUSER IS CRACKED R-13: 4. CARPET IS TORN AT EAST DOOR/ TRIP HAZARD 7. LIGHT DIFFUSER IS CRACKED 15. GAP AT TOP OF DOOR R-8: 7. LIGHT DIFFUSER IS CRACKED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P R-21 PRESCH: 11. PAINT IS CHIPPING ON SIDING 12. RAMP IS RUSTED 14. TRIP HAZARD AT DOOR ENTRY/ RAMP IS LOOSE P R-22: 11. PAINT IS CHIPPING ON SIDING P R-24: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. PAINT IS CHIPPING ON SIDING 12. RAMP IS RUSTED P R-26: 4. WALLPAPER IS TORN AT ENTRY 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. NO SKID PAINT IS PEELING ON RAMP R-31: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET R-32: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET R-33: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET R-34: 4. PENCIL SHARPENER COVER IS MISSING/ WATER STAIN CEILING TILES 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET TEACHER LOUNGE: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR OF WOMEN'S RESTROOM
Structural: Structural Damage, Roofs	Good	P R-21 PRESCH: 11. PAINT IS CHIPPING ON SIDING 12. RAMP IS RUSTED 14. TRIP HAZARD AT DOOR ENTRY/ RAMP IS LOOSE P R-24: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET 11. PAINT IS CHIPPING ON SIDING 12. RAMP IS RUSTED

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OFFICE: 14. HOLE IN CEMENT SEAM AT FLAG POLE BY ENTRY/ TRIP HAZARD P R-21 PRESCH: 11. PAINT IS CHIPPING ON SIDING 12. RAMP IS RUSTED 14. TRIP HAZARD AT DOOR ENTRY/ RAMP IS LOOSE R-13: 4. CARPET IS TORN AT EAST DOOR/ TRIP HAZARD 7. LIGHT DIFFUSER IS CRACKED 15. GAP AT TOP OF DOOR
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)	57	57	69	70	50	50
Mathematics (grades 3-8 and 11)	49	55	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	183	181	98.91	1.09	56.91
Male	99	98	98.99	1.01	53.06
Female	84	83	98.81	1.19	61.45
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	38.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	77	100.00	0.00	72.73
Two or More Races	11	11	100.00	0.00	81.82
Socioeconomically Disadvantaged	82	81	98.78	1.22	40.74
English Learners	49	48	97.96	2.04	39.58
Students with Disabilities	31	30	96.77	3.23	33.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	35.00

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	183	181	98.91	1.09	54.70
Male	99	98	98.99	1.01	56.12
Female	84	83	98.81	1.19	53.01

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	77	100.00	0.00	79.22
Two or More Races	11	11	100.00	0.00	72.73
Socioeconomically Disadvantaged	82	81	98.78	1.22	32.10
English Learners	49	48	97.96	2.04	29.17
Students with Disabilities	31	30	96.77	3.23	36.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	20.00

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	13.2	48.5	20.6

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 large numbers of parents volunteer. Parents volunteering in our classrooms assist individuals or small groups of students, help with Art Masters, and do clerical work for classroom teachers. Each month a parent volunteer who has demonstrated exemplary caring (one of the IB Learner Profile attributes) is recognized at our K-8 Student of the Month assembly. Hankey has twice hosted PIQE, a weekly parent workshop focused on supporting non-English speaking parents with strategies for negotiating the educational system and helping their students at home. This year we are excited to be working with Kid Healthy to bring their Parents in Action (Padres en Accion) program to our school. Through this parent-led active recess and health education program, Hankey parents learn about school wellness policies, the importance of a balanced, healthy lifestyle, and are coached on facilitating structured recess activities.

Hankey hosts a PTSA (Parent Teacher STUDENT Association). Our very supportive PTSA provides essential financial and human resources that enrich all student learning (field trips, the Art Masters program and primary music instruction K-3rd).

A second parent group, the ELAC committee, meets to address the concerns and needs of our English Language Learners (ELAC committee members are often a part of the PTSA).

Hankey is also extremely lucky to be supported by our school based foundation-Carl Hankey International Education Foundation (CHIEF). Lead by the CHIEF board, this parent group is tasked with funding the school's International Baccalaureate Program. All members of the Hankey parent community are invited to support CHIEF through direct donations, volunteering at the CHIEF sponsored events, or heading the various committees working under the CHIEF umbrella. For more information about CHIEF, please visit their website: http://carlhankeyfoundation.org/ or the CHIEF Facebook: http://www.facebook.com/pages/Carl-Hankey-International-Education-Foundation/155830894450072

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	0.5	0.5	0.0	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	15	2	2		15	4			12	4		
1	28		2		32		2		31		2	
2	29		2		29		2		32		2	
3	24		3		30		2		28		2	
4	34			2	36			2	28		2	
5	30		2		36			2	36			2
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.3
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	$8584	$2366	$6218	$92933
District	N/A	N/A	$7122	$89,014.00
Percent Difference - School Site and District	N/A	N/A	-13.6	4.3
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-18.8	12.0

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
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.