

Tijeras Creek 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	Tijeras Creek Elementary School
Street	23072 Avenida Empresa
City, State, Zip	Rancho Santa Margarita, CA 92688
Phone Number	(949) 234-5300
Principal	Diann Buckingham
Email Address	dcbuckingham@capousd.org
Website	http://tces.capousd.ca.schoolloop.com
County-District-School (CDS) Code	30-66464-6117741

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)

Our Mission

Engage scholars to learn, Educate scholars to succeed, Empower scholars to seize tomorrow's opportunities.

"A Community of Scholars"

Tijeras Creek is committed to developing a learning environment that encourages scholarly attributes and the pursuit of lifelong learning through a partnership of school, home, and community. We believe that children need a safe learning environment that promotes academic risk-taking, mutual respect, and personal pride. In order to help ensure that all students are college and career ready in literacy and mathematics, we must implement a rigorous standards-based curriculum and the use of exemplary teaching methods that meet the needs of all learners.

The school offers research-based instructional programs designed to ensure that all students master a solid educational foundation of basic skills within each subject area and apply these skills in challenging academic learning activities. At Tijeras Creek Elementary School, educators begin with the state standards to determine the essential understandings for each grade level. Each student is challenged to progress in these standards to achieve academic excellence. Educators facilitate an active and supportive learning environment by collaborating with colleagues and by ongoing evaluation of student work and assessment results. Student learning is stimulated by using problem-solving, critical, and creative thinking skills. Students learn through differentiated activities and have opportunities for student choice. Working as a team, staff, parents, and the community assist all Tijeras Creek students to become contributing members of society by empowering them with the skills, knowledge, and values necessary to excel in a changing world.

Tijeras Creek draws 367 transitional kindergarten, through fifth grade students from the communities of Dove Canyon, Coto de Caza, and Rancho Santa Margarita. There is also a fee based and state funded preschool which is available for students from our surrounding communities. The highly qualified staff is comprised of 13 caring, enthusiastic, and experienced teachers, a specialized academic teacher, and principal. The staff is dedicated to nurturing each child's ability to learn and apply basic skills, think critically and creatively, while developing respect for each other's differences.

Teachers utilize differentiation strategies for all learners. TC teachers integrate engagement strategies into their lessons to ensure that students meet the learning objectives of their lessons. At Tijeras Creek, teachers recognize the need to tailor learning environments and practices to create appropriately different learning experiences for students based on individual needs, abilities, and interests. Curriculum differentiation is utilized to meet the individual needs of the scholars in the class. Teachers employ an array of instructional strategies such as grouping students by readiness and by interest. Learning centers, enrichment activities, curriculum compacting, and flexible groupings are all tools teachers use to meet the needs of all students. Teachers regularly use the thinking tools of depth and complexity to deepen their students' understanding of content areas.

The Common Core State Standards provide the educational foundation at Tijeras Creek. A comprehensive language arts program is integrated throughout all subject areas with a specific focus on reading comprehension. Teachers provide instruction in phonemic awareness, decoding skills, and comprehension skills in well-balanced instructional programs. The "Comprehension Toolkit" is used by primary as well as upper grade teachers to explicitly teach comprehension strategies through the use of nonfiction text. Students read a wide variety of high quality and engaging reading materials such as Junior Great Books, literature books, leveled guided reading books, Time for Kids and National Geographic Explorer magazines. Scholastic Reading Inventory is used by primary and upper grade teachers to monitor student growth in reading comprehension. The Scholastic Reading Counts incentive program allows students to read books in their appropriate lexile range and complete comprehension quizzes to earn points. Through this tool students have the opportunity to become a member of the "1,000,000 Word Club". Writing is a natural part of our students' language arts program and is guided by the Common Core Standards. Teachers have attended extensive training in the Write From the Beginning and Beyond program. All students learn mathematics in a balanced curriculum based on the Common Core frameworks while utilizing the Envision math program along with other supplemental materials. Lessons include the perfect balance of basic skills and problem-solving instruction as a means of ensuring that all students meet or exceed grade level math performance standards. TC students participate in a comprehensive science program which includes balance of physical, earth, and life science content. Tijeras Creek teachers have committed to a two year partnership with Discovering Education. The partnership kicked off in the fall of 2017. Through this partnership the Tijeras Creek staff received ongoing training in the philosophy surrounding STEM and connecting STEM to NGSS and the Language Arts program being utilized at Tijeras Creek. Scholars at Tijeras Creek begin coding as young as TK. Spheros and coding mice are available to provide in the Makerspace to provide scholars the opportunity to code. Our goal is to provide a strong academic program with an emphasis on high student achievement. A Lego wall was recently added to our Makerspace to assist in fostering creativity and engineering skills.

Tijeras Creek is a PBIS school. PBIS is a positive school wide program that uses positive reinforcement to learn, model and encourage positive, safe and expected behaviors from the scholars. of TC. Tijeras Creek also participates in Be A Buddy, Not A Bully Week. This week sets the tone for a Bully Free Campus at Tijeras Creek. In addition to Be A Buddy, Not a Bully Week, there is a special focus on being kind and doing things for others that makes them feel happy. Students regularly receive "Pawsitives" which are collected and kept in the classroom and can be used to purchase item in the TC Trading Post. Our fourth and fifth grade scholars can turn them in to spend time in the Tiger's Den. An area where scholars can complete crafts, sing Karaoke, and play arcade games. Tijeras Creek's Green Council is also involved with helping to maintain our school's organic garden. The Tijeras Creek's Student Ambassador program provides another opportunity for 4th and 5th grade students to develop positive citizenship and participate in community service for our school. These ambassadors facilitate our school's highly successful recycling program by sorting and collecting plastic bottles, cans, and newspapers. They also provide valuable services before school such as helping with carpool duty, bringing tricycles to the Kindergarten playground, and watering plants. Both the Green Council and the Student Ambassadors facilitate community outreach projects to raise money or gather donations for charitable causes. The scholars in grades 1st-3rd have the opportunity to participate in the Sunshine Club lead by the school counselor. The Sunshine Club looks for ways to bring sunshine to others.

Technology is integrated into all curricular areas at Tijeras Creek. The scholars begin to tackle the state technology standards as early as transitional kindergarten/kindergarten. Scholars use technology as a tool for thinking, learning, communicating, and problem solving. Classrooms are equipped with a laptop computers, an LCD projector, and document cameras. Our 3rd, 4th and 5th grade scholars have Chromebooks for every student in their class. Each primary classroom is equipped with 3-8 computers with internet connections in their classrooms and they all have access to i-pads. Technology is accessed by students in the classroom to support the academic standards. Computer based programs such as the Scholastic Reading Inventory, Scholastic Reading Counts, i-Ready Reading and i-Ready math typing Agent, GOOGLE Classroom and Envision online math assessments are regularly used by students.

For additional information about school and district programs, please visit www.capousd.org or our school web site at <http://tces.capousd.ca.schoolloop.com>.

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	56
Grade 2	46
Grade 3	49
Grade 4	55
Grade 5	64
Total Enrollment	337

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	6.8
Filipino	3
Hispanic or Latino	9.8
White	68.2
Two or More Races	8
Socioeconomically Disadvantaged	8.9
English Learners	7.1
Students with Disabilities	12.8
Homeless	1.2

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	13	13	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)

Tijeras Creek Elementary is a clean and well-maintained school. Items that are broken or not functioning are quickly repaired by CUSD's maintenance department. Two student restrooms have recently been refurbished, and the carpet in the office, teachers lounge, library and computer lab has been replaced. During the summer of 2016 new carpet was added to 3 classrooms, new roofs were installed on every building, the entire school was painted and the water fountains were replaced. As a measure to increase student safety, lockblocks have been placed on all doors that exit directly to the outside. These lockblocks allow teachers to lock the doors without opening their doors. The front of the school has been "beautified" by the addition of pots of flowers in the front planter by the office. Two new beds were added in the school garden and a rain barrel for watering was installed. Our Green Council also added a new butterfly garden and planted 3 fruit trees. Our Booster Club sponsors tile painting events each year, and these new tile walls have enhanced our school's appearance. Grade levels are a School safety is priority at Tijeras Creek. Students and teachers regularly participate in fire, earthquake, lockdown, shelter in place and NIMS drills. Safety containers, portable potties and privacy screens have been provided for each classroom. These items are to be used in case of a shelter in place. Small walkie-talkies have also been added to the classroom should we have a power outage. Emergency backpacks in common areas are updated each month by our school clerk. Teachers and playground aides on duty have walkie-talkies so they can quickly report emergency situations to the office. Parent volunteers must sign in and wear their badges at all times when on campus. Badges have also been given to our Transitional Kindergarten, Kindergarten and Preschool parents to identify as parents who are picking up their child. A fence was also added surrounding our TK, Kindergarten and Preschool area.

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: 9/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	COMPUTER LAB: 4. CEILING TILE HAS HOLE IN ELECTRICAL ROOM E5: 4. WATER STAIN CEILING TILES 10. BOXES ARE STACKED ON SHELVES ABOVE SINK (EARTHQUAKE HAZARD)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	D5: 7. OUTLET COVER IS MISSING STORAGE: 7. LIGHT DIFFUSER IS MISSING WOMEN'S RR: 7. EXHAUST FAN IS RATTLING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	E3: 10. BOXES ARE STACKED ON SHELVES ABOVE SINK AREA (EARTHQUAKE HAZARD) E5: 4. WATER STAIN CEILING TILES 10. BOXES ARE STACKED ON SHELVES ABOVE SINK (EARTHQUAKE HAZARD) F3: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) G 4: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) G3: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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	71	69	70	50	50
Mathematics (grades 3-8 and 11)	63	73	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	170	169	99.41	0.59	71.01
Male	83	83	100.00	0.00	65.06
Female	87	86	98.85	1.15	76.74
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	16	16	100.00	0.00	81.25
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander					
White	110	110	100.00	0.00	72.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	14	100.00	0.00	71.43
Socioeconomically Disadvantaged	18	18	100.00	0.00	66.67
English Learners	15	15	100.00	0.00	60.00
Students with Disabilities	25	24	96.00	4.00	50.00
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	171	169	98.83	1.17	72.78
Male	84	83	98.81	1.19	71.08
Female	87	86	98.85	1.15	74.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	16	16	100.00	0.00	81.25
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander					
White	110	110	100.00	0.00	73.64
Two or More Races	15	14	93.33	6.67	85.71
Socioeconomically Disadvantaged	19	18	94.74	5.26	55.56
English Learners	15	15	100.00	0.00	60.00
Students with Disabilities	25	24	96.00	4.00	45.83
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	25.4	29.9	35.8

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 Tijeras Creek, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, library, and computer lab. Volunteering parents can be found assisting individuals, working with small groups of children, assisting scholars in the computer lab, checking out library books, reading with students, monitoring students as they work independently or completing clerical work for the classroom teacher. Our highly supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide funds for programs which further enrich the school experience for our scholars. At Tijeras Creek we foster a strong partnership of school, home, and the community through continual home/school communication, parent and community volunteers, parent education programs, an active PTA, and the seeking of business connections. Our PTA sponsored Family Fun Nights and parent education nights to help build a strong sense of community. Parent volunteers organize and run a Book Fair for our scholars, which is a fundraiser and provides high quality books for students to purchase. Our PTA events are publicized in the weekly electronic "Tijeras Creek Times" and on our school website. In addition, teachers post information about classroom events and classroom assignments on their individual websites that can be accessed by parents at home through our school website. Phone calls are also made directly to the homes in our community to help keep our community informed of all school activities. Go to <http://tces.capousd.ca.schoolloop.com/> to find out more about our school and an activities. Our generous PTA funds on site programs/assemblies for every grade level that support the Common Core standards. Our weekly music classes for Transitional Kindergarten, Kindergarten, first, second, and third grade scholars as well as a hands-on Science program are funded by our PTA. This dynamic group of parent volunteers works side by side with the principal to fund staff development to support student engagement, math training and higher level thinking. The PTA purchases supplemental reading materials, computers for our library, a computer lab with 34 computers, maintains the yearly fees for our web based supplemental programs, purchases playground equipment and much more. They also sponsor our school play. They assist our scholars to expand their knowledge base by exposing them to various master artists by sponsoring the Meet The Masters experiences. In addition, they support our school's organic garden and maintain safety and disaster supplies for our school. Each year the Boy Scouts, Eagle Scouts, and Girl Scouts have donated their time and played a role in various school beautification projects. Tijeras Creek also has a Booster Club that supports fundraising to offset the costs of 5th grade Science Camp. The Booster Club also assists in fundraising for Instructional Assistants who provide support and extension activities in the classrooms. Finally, the Education for the Children Foundation gives our school an average of \$9,000/year for grants written by teachers. Parents are involved in all of these organizations.

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	1.6	0.5	0.3	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	4	1		14	6			15	4		
1	29		1		31		1		31		1	
2	32		2		31		2		30		1	
3	29		2		32		2		30		2	
4	34			2	34		1	1	31		2	
5	30		2		34			2	32		2	
Other**									32		1	

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

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

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	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4

Title	Number of FTE* Assigned to School
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	\$9429	\$2362	\$7067	\$92644
District	N/A	N/A	\$7122	\$89,014.00
Percent Difference - School Site and District	N/A	N/A	-0.8	4.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-6.0	11.7

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

Category	District Amount	State Average For Districts In Same Category
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.