

Capistrano Valley High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Capistrano Valley High School
Street	26301 Via Escolar
City, State, Zip	Mission Viejo, CA 92692
Phone Number	(949) 364-6100
Principal	John Misustin
Email Address	jnmisustin@capousd.org
School Website	
County-District-School (CDS) Code	30-66464-3030210

2022-23 District Contact Information

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

2022-23 School Overview

Mission Statement

At Capistrano Valley High School, our mission is to maintain a respectful, safe learning environment in which students are challenged and successful. We believe this goal is best achieved by a rigorous curriculum that emphasizes active learning, academic proficiency, and offers comprehensive opportunities to help all students reach their educational and personal potential.

Vision Statement

We will ensure a student-centered education where all are supported and engaged in meaningful experiences to shape their futures.

Student Learner Outcomes

At Capistrano Valley High School all students will become:

College and Career Ready

Understand the connections between course content and career options and are able to acquire career-path information.
Have acquired a broad base of interdisciplinary literacy and knowledge, which provides a solid foundation for college or future careers.

Able Communicators

Research, create, and communicate competently, especially through the use of technology.
Have the ability to think independently and work collectively to accomplish individual as well as team goals.
Demonstrate awareness and respect for the complexity of the environment.
Listen, speak, read, and write effectively in a variety of contexts.
Convey messages to others verbally, visually, and in writing.

Productive Citizens

Demonstrate time management and organizational skills that promote a strong work ethic.
Demonstrate awareness of ethnic, economic, social, religious, and cultural diversity.
Can work independently and jointly to identify a problem and seek an orderly solution.

Original Thinkers

2022-23 School Overview

Demonstrate critical, analytical, and creative thinking skills such as asking appropriate questions, summarizing information, and drawing inferences from a variety of course material.

Formulate conclusions and make applications from information presented in more than one format and from multiple academic areas

Located on a bluff overlooking the southern boundary of the City of Mission Viejo, Capistrano Valley High School serves the South Orange County cities of Mission Viejo and San Juan Capistrano. The community values education and expects excellence in the academic, athletic, and extra-curricular programs of the school. CVHS has been ranked and selected by U.S. News as one of the nation's top high schools. Additionally, CVHS has been recognized as a "Best College Prep Public School, Best High Schools in America, Best High Schools in California, and Best Schools for STEM In America" by Niche.com in their recently released rankings of over 20,000 high schools nationwide. Capistrano Valley is proud of its highly regarded Academy of Technology, Math, and Science (ATMS); exceptional Advanced Placement and IB Diploma programs, award-winning Fine Arts programs, CTE Pathways including engineering, robotics, and Film/Broadcast Journalism. CVHS has a competitive athletic program consistently ranked among the top in the CIF Southern Section and regularly competes for league and CIF championships.

A rigorous college-prep program prepares over 97.2% of CVHS graduates to continue into post-secondary education and career opportunities. In addition to the 20 Advanced Placement (AP), 27 IB level, and 8 Honors course offerings, a continuing partnership with College and Career Advantage (CCA) provides over 800 CVHS students annually with many valuable opportunities for career exploration and development. With the additions of Engineering and robotics Pathways, funded by CCA, CVHS is able to provide students with hands-on experience using industry resources and technology. Students from neighboring high schools within the district are able to attend CVHS through School of Choice (a process that enables students to enroll in schools based on their interests). Capistrano Valley High School is the highest-ranked high school in Mission Viejo.

Capistrano Valley High School's schedule consists of a traditional day with PLC time on Monday, and block periods Tuesday-Friday. Block period days include three 104-minute periods and a 31-minute tutorial period titled "GOLD Time." GOLD time is an opportunity for targeted intervention, re-teaching, enrichment, and extension. Each week teachers put their daily GOLD Time offerings online and select students

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	499
Grade 10	539
Grade 11	503
Grade 12	536
Total Enrollment	2,077

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.5
American Indian or Alaska Native	0.2
Asian	6.9
Black or African American	0.9
Filipino	2.5
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.5
White	49.0
English Learners	8.2
Foster Youth	0.0
Homeless	9.6
Migrant	0.0
Socioeconomically Disadvantaged	29.8
Students with Disabilities	11.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.70	84.33	1860.30	90.58	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.33	3.60	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	2.87	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.09	28.00	1.36	12115.80	4.41
Unknown	8.20	10.38	130.80	6.37	18854.30	6.86
Total Teaching Positions	79.10	100.00	2053.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.10	83.71	2142.70	90.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.80	0.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.60	7.27	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	2.33	28.70	1.22	11953.10	4.28
Unknown	6.00	6.68	132.00	5.58	15831.90	5.67
Total Teaching Positions	90.90	100.00	2364.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.50
Misassignments	2.20	6.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.20	6.60

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0.90
Local Assignment Options	0.10	1.10
Total Out-of-Field Teachers	0.80	2.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.70	10.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	1.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 15, 2021, the Capistrano USD's Board of Trustees adopted Resolution 2122-15 which certifies as required by Education Code 60119 that for the 2021-2022 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.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Year adopted 2002 - McDougal Littell; Year adopted 2018 - Houghton Mifflin Harcourt	Yes	0%
Mathematics	Year adopted 2016 - Pearson	Yes	0%
Science	Year adopted 2008 - McDougal Littell and Glencoe/McGraw Hill	Yes	0%
History-Social Science	Year adopted 2021 - McGraw Hill Year adopted 2021 - Savvas	Yes	0%
Foreign Language	Year adopted 2004 - Prentice Hall-Holt/McDougal Littell	Yes	0%
Health	Year adopted 2004 - Holt/Rinehart	Yes	0%
Visual and Performing Arts	Year adopted 2000 - Glencoe/McGraw Hill; Year adopted 2007 - National Textbook Co.; Year adopted 2015 - Focal Press	Yes	0%
Science Laboratory Equipment (grades 9-12)	Year adopted 2007, 2008 -	Yes	0%

School Facility Conditions and Planned Improvements

Capistrano Valley High School has 112 classrooms, including 2 general purpose computer labs, a multipurpose open mall area, a library, two gymnasiums, an Aquatics Center featuring a fifty-meter pool, a food court, and an administration building. The main campus was built in 1977. Additional school wings were added in 1983; the larger gym was built in 1991, and the Aquatics Center was completed in 2003. Fall 2005 saw the installation of a state-of-the-art all weather track and new "artificial turf" in the campus stadium. A new two-story modular building with 10 classrooms and 4 science labs was added in 2006. Twenty-three portable classrooms are used for instruction, while 3 large portable buildings are used for a wrestling room, weight room and coaches/team room. Also during 2008 and 2009, classrooms were modified and equipped in order to facilitate three new programs: animation, school newspaper/journalism publication, and digital media. The fall of 2013 we completed construction on a state of the art Performing Arts facility that houses all performing arts classes as well as digital recording facilities adjacent to a theatre with more than 400 seats. A three tiered covered Lunch Pavilion and Music Plaza with outdoor stage was completed and opened in the fall of 2014. We have added multiple water bottle refilling stations, and recently opened our brand new student college and career center.

The district maintenance staff ensures that the maintenance 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.

Year and month of the most recent FIT report

08/09/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		B1: 4. WATER STAIN CEILING TILES IN HALLWAY B10: 4. WATER STAIN CEILING TILES C1: 4. WATER STAIN CEILING TILES C3: 4. WATER STAIN CEILING TILES C6: 4. WATER STAIN CEILING TILES D2: 4. WATER STAIN CEILING TILES IN PREP ROOM D3: 4. FORMICA IS DAMAGED ON COUNTERS D4: 4. WATER STAIN CEILING TILES IN HALLWAY/FORMICA IS BROKEN ON DESKS D5: 4. WATER STAIN CEILING TILES D7: 4. WATER STAIN CEILING TILES/WALLPAPER IS PEELING

School Facility Conditions and Planned Improvements

			<p>D8: 4. FORMICA IS DAMAGED ON COUNTERS E1: 4. WATER STAIN CEILING TILES E2: 4. RUBBER MOLDING IS LOOSE ON WALL E4: 4. WATER STAIN CEILING TILES F6: 4. WATER STAIN CEILING TILES IN HALLWAY F7: 4. WATER STAIN CEILING TILES F10: 4. WATER STAIN CEILING TILE F11: 4. WATER STAIN CEILING TILES G4: 4. WATER STAIN CEILING TILES G5: 4. WATER STAIN CEILING TILES/CEILING TILE IS MISSING H2: 4. CARPET IS SEPARATING AT SEAMS H3: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL H5: 4. WATER STAIN CEILING TILES IN HALLWAY H9: 4. WATER STAIN CEILING TILES IN HALLWAY H12: 4. WATER STAIN CEILING TILE J2: 4. WATER STAIN CEILING TILES J3: 4. WATER STAIN CEILING TILES IN HALLWAY K3: 4. CARPET IS SEPARATING AT SEAMS M4: WALLPAPER IS TORN M6: 4. WATER STAIN CEILING TILES M26: 4. CEILING TILE IS DAMAGED P8: 4. RUBBER MOLDING IS LOOSE AND MISSING AT BASE OF WALL PE6: 4. CEILING TILE IS BROEKN PE8: 4. RUBBER MOLDING IS LOOSE AND MISSING AT BASE OF WALL OFC/J 7: 4. WATER STAIN CEILING TILES STORAGE: 4. WATER STAIN CEILING TILES IN HALLWAY CAPO CORNER STORE: 4. WATER STAIN CEILING TILES CONF RM/B3B: 4. WATER STAIN CEILING TILES MEDIA CENTER: 4. WATER STAIN CEILING TILES</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		
<p>Electrical</p>		<p>X</p>	<p>B1: 7. LIGHT DIFFUSER IS MISSING B9: 7. LIGHT SWITCH TOGGLE BROKEN/LIGHT PANEL IS OUT C3: 7. LIGHT DIFFUSERS ARE MISSING AND BROKEN IN BACK ROOM D1: 7. LIGHT DIFFUSER IS MISSING D2: 7. LIGHT DIFFUSER IS LOOSE D8: 7. LIGHT DIFFUSER IS MISSING IN HALLWAY E5: 7. LIGHT DIFFUSER IS MISSING IN HALLWAY F2: 7. ELECTRICAL COVERS ARE MISSING ON WALL F10: 7. EXTENSION CORDS ARE DAISY CHAINED/ELECTRICAL CORDS ARE CREATING A TRIP HAZARD H6: 7. ELECTRICAL CONDUIT IS LOOSE ON WALL/ EXPOSED WIRES G5: 7. OUTLET BOX IS LOOSE ON WALL K1: 7. LIGHT DIFFUSER IS MISSING IN HALLWAY K2: 7. LIGHT DIFFUSER IS MISSING IN HALLWAY M4: 7. OUTLET COVER IS BROKEN P5: 7. LIGHT DIFFUSER IS CRACKED PE6: 7. OUTLET COVER IS BROKEN</p>

School Facility Conditions and Planned Improvements

			<p>PE7: 7. LIGHT DIFFUSERS ARE MISSING/LIGHT SWITCH COVER IS BROKEN PE8: ELECTRICAL CONDUIT IS BROKEN/EXPOSED WIRES GUIDANCE: 7. LIGHT DIFFUSER IS MISSING IN HALLWAY TOWARDS E WING MEDIA CENTER: 7. LIGHT DIFFUSERS ARE MISSING</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		<p>B12: 12. HOLE IN WALL H7: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR H8: 11. PAINT IS CHIPPING ON WALLS P3: 11. PAINT IS CHIPPING ON STAIRS P3: 11. PAINT IS CHIPPING ON STAIRS P4: 11. NO SKID PAINT IS PEELING ON RAMP P8: 12. DRY ROT ON FLOOR PE6: 12. DRY ROT ON SKIRTING</p>
Structural: Structural Damage, Roofs	X		<p>J1: 12. CEILING TILES ARE SAGGING PE8: 12. DRY ROT ON SKIRTING P5: 12. DRY ROT ON RAMP K3: 12. CEILING TILES ARE SAGGING</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>P4: 14. TRIP HAZARD AT RAMP ENTRY P8: 15. DOOR SLAMS SHUT G5: 15. MOLDING IS MISSING AT DOOR THRESHOLD H12: 15. DOOR SLAMS SHUT F7: 15. DOOR DOES NOT CLOSE PROPERLY M4: 14. ROOM NUMBER SIGN IS MISSING</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	78	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	55	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	461	94.08	5.92	77.83
Female	235	217	92.34	7.66	82.03
Male	254	243	95.67	4.33	73.97
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	94.59
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	93.33
Hispanic or Latino	157	143	91.08	8.92	58.04
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	86.36
White	252	238	94.44	5.56	85.29
English Learners	27	22	81.48	18.52	4.55
Foster Youth	--	--	--	--	--
Homeless	41	37	90.24	9.76	37.84
Military	39	36	92.31	7.69	61.11
Socioeconomically Disadvantaged	142	130	91.55	8.45	60.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	37	86.05	13.95	22.22

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	451	92.04	7.96	52.67
Female	235	212	90.21	9.79	53.30
Male	254	238	93.70	6.30	52.32
American Indian or Alaska Native	--	--	--	--	--
Asian	37	36	97.30	2.70	91.67
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	157	142	90.45	9.55	24.65
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	21	95.45	4.55	57.14
White	252	231	91.67	8.33	62.77
English Learners	27	23	85.19	14.81	0.00
Foster Youth	--	--	--	--	--
Homeless	41	37	90.24	9.76	10.81
Military	39	36	92.31	7.69	36.11
Socioeconomically Disadvantaged	142	126	88.73	11.27	26.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	34	79.07	20.93	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.91	--	51.47	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	507	476	93.89	6.11	43.91
Female	242	223	92.15	7.85	44.84
Male	265	253	95.47	4.53	43.08
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100	0	75.76
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	52.94
Hispanic or Latino	171	157	91.81	8.19	28.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	35	92.11	7.89	54.29
White	243	230	94.65	5.35	48.26
English Learners	33	29	87.88	12.12	0
Foster Youth	0	0	0	0	0
Homeless	38	35	92.11	7.89	8.57
Military	44	42	95.45	4.55	33.33
Socioeconomically Disadvantaged	143	133	93.01	6.99	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	30	71.43	28.57	6.67

2021-22 Career Technical Education Programs

Career Pathway and Course Sequence:

Animal Science- Veterinary Tech I, Veterinary Tech II
 Business Management- Business Management/ Entrepreneurship, Business Marketing & Finance
 Design, Visual & Media Arts- Art of Animation, Digital Media Art, Digital Photography, Art of Animation 2A/2B, Video Production
 Emergency Response - Fire Science, Emergency Medical Technician, Lifeguarding
 Engineering Design- Engineering Design, Engineering Principles, Engineering Design & Development, Engineering Manufacturing Tech
 Fashion Design & Merchandising - Fashion Design
 Food Science & Hospitality - Culinary Arts, Restaurant Careers
 Game Design and Integration - Game Design, E-Sports
 Patient Care- Dental Assisting, Medical Core, Sports Medicine, Dental Assisting II, Medical/Hospital Careers, Pharmacy Clerk, Pharmacy Tech, Medical Assisting
 Performing Arts - Advanced, Actors Repertory
 Dance Company - Dance Performance, Production & Managerial Arts, Stagecraft Intro, Stagecraft, TV Broadcast Journalism
 Public Safety - Law Enforcement Intro, Crime Scene Investigations, Forensic Science
 Software & Systems Development - Programming & Coding, Robotics FTC, Robotics Technology FRC, Cybersecurity
 Systems Diagnostics, Service & Repair - Auto Mechanics, Aviation Careers, Auto Technology, Auto Mechanics Intro

Paul Weir, Executive Director of Career Technical Education is the primary CTE advisory committee representative. Advisory meetings are held annually for each of the 15 industry sectors and advisory members include teachers, students, business and industry partners, administrators, and parents.

Industries include:

Agriculture and Natural Resources
 Arts, Media and Entertainment
 Building and Construction Trades
 Business and Finance
 Education, Child Development and Family Services
 Energy, Environment and Utilities
 Engineering and Architecture
 Fashion and Interior Design
 Health Science and Medical Technology
 Hospitality, Tourism and Recreation
 Information and Communication Technologies
 Manufacturing and Product Development
 Marketing, Sales and Service
 Public Services
 Transportation

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	678
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.33
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	63.58

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98.0%	98.0%	93.0%	98.0%	98.0%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

CVHS has a rich tradition of working together with our parents to enrich the school experience for students. The PTSA actively supports the educational program by providing numerous volunteers, financial and material grants, educational programs, scholarships and practical input on matters that affect our school community. The PTSA has helped fund new safety equipment and supplies, a school newspaper/journalism computer lab, a state-of-the-art digital media lab, a student store, and enhanced security cameras and software. Elected parents are also members and actively participate in the School Site Council. An active ELAC committee advocates for and supports the needs of our EL students and many parent-led booster clubs form a backbone of support for all of our school activities including our athletic programs, co-curricular programs, clubs, and classes. In addition, the CVHS Foundation is offering additional opportunities for parents, alumni, and community leaders to support CVHS. The Capo Valley Foundation is actively involved in raising funds to improve classroom technology and was instrumental in bringing to fruition the long dream of building a state-of-the-art Performing Arts Center. They continue to support multiple capital improvement projects and recently funded the transformation of our library to a student center and college and career center.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.9	0.2		6.6	2.7		8.9	7.8
Graduation Rate		95.6	97.3		90	94.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	520	506	97.3
Female	249	242	97.2
Male	271	264	97.4
American Indian or Alaska Native	--	--	--
Asian	33	33	100.0
Black or African American	--	--	--
Filipino	18	18	100.0
Hispanic or Latino	171	169	98.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	36	33	91.7
White	253	246	97.2
English Learners	41	40	97.6
Foster Youth	0	0	0.0
Homeless	75	74	98.7
Socioeconomically Disadvantaged	183	179	97.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	49	44	89.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2139	2115	380	18.0
Female	967	956	186	19.5
Male	1168	1155	192	16.6
American Indian or Alaska Native	4	4	1	25.0
Asian	148	146	10	6.8
Black or African American	19	19	6	31.6
Filipino	53	53	10	18.9
Hispanic or Latino	723	710	147	20.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	118	117	16	13.7
White	1039	1034	180	17.4
English Learners	185	177	40	22.6
Foster Youth	3	3	1	33.3
Homeless	216	211	58	27.5
Socioeconomically Disadvantaged	675	661	153	23.1
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	268	259	80	30.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.87	1.28	2.45
Expulsions	0.19	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.52	4.30	0.49	1.96	0.20	3.17
Expulsions	0.09	0.09	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.30	0.09
Female	3.21	0.21
Male	5.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.68	0.00
Black or African American	10.53	5.26
Filipino	1.89	0.00
Hispanic or Latino	8.30	0.14
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.69	0.00
White	2.21	0.00
English Learners	11.35	0.54
Foster Youth	0.00	0.00
Homeless	10.19	0.46
Socioeconomically Disadvantaged	9.04	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.06	0.37

2022-23 School Safety Plan

Each Capistrano Unified school site submits an annual School Safety Plan, which includes a comprehensive disaster preparedness plan, District policies, procedures and meets the expectations outlined in California Education Code sections 32280–32289. 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. Although the School Safety Plan is required to be reviewed and updated annually no later than March 1, every year per Ed. Code, District Sites were required to submit their plans by October 17, 2022. Each School Site has met with the School Site Council to review and update this plan and adopted the plan.

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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	44	28	28
Mathematics	22	35	22	30
Science	27	14	18	24
Social Science	27	21	17	34

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	53	36	18
Mathematics	26	25	21	30
Science	22	34	15	19
Social Science	27	16	26	32

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	60	44	12
Mathematics	21	42	38	13
Science	22	31	25	14
Social Science	26	21	17	35

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	519.25

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,280	\$3,573	\$7,706	\$92,674
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	13.4	0.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	15.6	8.2

2021-22 Types of Services Funded

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
- 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,047	\$51,081
Mid-Range Teacher Salary	\$78,775	\$77,514
Highest Teacher Salary	\$110,260	\$105,764
Average Principal Salary (Elementary)	\$149,940	\$133,421
Average Principal Salary (Middle)	\$161,159	\$138,594
Average Principal Salary (High)	\$172,920	\$153,392
Superintendent Salary	\$343,493	\$298,377
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	39.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	6
English	12
Fine and Performing Arts	0
Foreign Language	5
Mathematics	7
Science	9
Social Science	22
Total AP Courses Offered Where there are student course enrollments of at least one student.	61

Professional Development

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 and its goals around Cultural Proficiency and Social Emotional 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. Our Multi-Tiered System of Supports (MTSS) Theory of Action includes MTSS Specialists or PLC Coaches at each school site, Systematic Interventions for students who are not meeting the standards, and a myriad of Social-Emotional learning opportunities for staff. Our 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 also 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). In 2021, we increased the amount of collaboration time elementary teachers received by adding two forty-minute blocks per week. Secondary schools aligned their late start days to be on Mondays for additional collaboration opportunities across the district. 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 Common Formative Assessments (CFA's) and 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 its 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 and focuses on equity and the social emotional needs of our students and staff.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3