San Clemente 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	San Clemente High School
Street	700 Avenida Pico
City, State, Zip	San Clemente, CA 92673
Phone Number	(949) 492-4165
Principal	Chris Carter
Email Address	ccarter@capousd.org
School Website	sctritons.org
County-District-School (CDS) Code	30-66464-3036001

2022-23 District Contact Information

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

2022-23 School Overview

San Clemente High School (SCHS) is located in the seaside city of San Clemente, California, also known as "The Spanish Village by the Sea." San Clemente High School opened its doors in 1964 and is the home of the Tritons. This historic beach community, famous for its climate and surf, is situated on the southern border of Orange County, midway between Los Angeles and San Diego. San Clemente High School has a strong community identity, strengthened by the number of teachers and parents who are SCHS graduates. Nurturing relationships with our staff, students, parents, and community is the cornerstone of our school slogan, "One Team-One Town." San Clemente High School serves students from diverse communities; San Clemente, Capistrano Beach, San Juan Capistrano, and Camp Pendleton Marine Base. Our student population is a microcosm of the diversity of our nation. We are a campus that has a long history of academic, athletic and extra-curricular success that is 57 years strong. Our school creed of Tradition, Commitment, & Excellence drive our school resolve and it is the foundation for our Triton Points of Focus – Culture & Community, Collaboration & Leadership and Academic Achievement – that guides our collaborative work. Our campus has a total of 116 classrooms, two multipurpose rooms a library, a small theater, an administration building, and five computer labs. Major facilities upgrades have occurred over the years (1999, 2003, 2010, and 2016). We have recently provided all students 1:1 access to Chromebooks and each classroom has an additional five Chromebooks to support students who forget them or have technical difficulties.

Our Vision and Mission are closely aligned our school creed and Triton Points of Focus:

Mission

San Clemente High School will deliver a world-class education that encourages collaboration, communication, creativity, and critical thinking. Our graduates will successfully contribute to and compete in the global community.

Vision

San Clemente High School provides opportunities for all students to engage in a rigorous and relevant standards-based instructional program. Through collaborative leadership, we will analyze stakeholder input and multiple sources of data to drive decision-making, establish goals, and implement action plans that will affect school-wide improvement. Our staff is dedicated to promoting high achievement for all students through:
- Curriculum that is rigorous, relevant, and accessible.

2022-23 School Overview

- Instruction that employs best practices and teaching strategies to maximize student proficiency.
- Infrastructure and technology that supports 21st Century Learning.
- Assessment that motivates students with a variety of formative and summative strategies, and produces data that is used to guide instruction.
- Interventions which are timely, systematic, and effective.
- Co-curricular and extra-curricular opportunities coupled with community involvement that enriches the high school experience for all students.
- Continual improvement of curriculum and instruction through professional development, staff collaboration and Professional Learning Community practices.

San Clemente High School is a four-year comprehensive high school with an enrollment of approximately 2,850 students supported by a faculty of caring and (130) talented teachers, (75) support staff, (5) administrators, an activities director, and an athletics director. SCHS operates on a block schedule with one traditional late start day (Monday) and four block days (Tuesday, Wednesday, Thursday, Friday). Ninth and tenth grade students are required to enroll in a minimum of six classes, while eleventh and twelfth grade students must be enrolled in at least five classes. The 36-week academic year is divided into two semesters. Based on exceptional performance in academics, athletics, and activities, San Clemente High School earned a Six Year Clear WASC Accreditation in 2019. Our staff and student commitment to excellence has consistently led to high test scores, league and CIF athletic championships, sweepstakes awards for the Triton Marching Alliance, National Championship Dance Team, and numerous academic distinctions. Over 13% of students are further supported by an AVID program which fully prepares our students for college. SCHS students score above State and National averages on SAT and ACT scores. Our students are also recognized for academic distinctions on Advanced Placement Exams (2021-22); 913 tested, 72% scored "3" or better, on 1,1446 exams. SCHS had 10 students recognized at National AP Scholars,85 recognized as AP Scholars with Distinction, and 54 recognized as AP Scholars with Honors and 113 recognized with AP Scholar Awards. Our International Baccalaureate program continues to prepare our students to compete in a global community. In 2022 112 students took at least one IB exam, 17 students graduated with their IB Diploma and 66 earned at least one or more IB certificate. We offer a vibrant Career Technical Education program which provides a variety of pathways in automotive technology, engineering, robotics, culinary arts, theater arts, and multimedia design. SCHS continues to prepare our students for college and career opportunities: of the 2022 graduating class 58% of our students enrolled in four year colleges/universities, 34% enrolled in two-year colleges, and 8% joined the workforce or military.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	763
Grade 10	710
Grade 11	739
Grade 12	692
Total Enrollment	2,904

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.3
Asian	1.4
Black or African American	0.4
Filipino	0.5
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.0
White	63.0
English Learners	6.5
Foster Youth	0.1
Homeless	6.0
Migrant	0.0
Socioeconomically Disadvantaged	25.6
Students with Disabilities	13.4

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)	101.30	86.01	1860.30	90.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.25	3.60	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	3.11	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	1.04	28.00	1.36	12115.80	4.41
Unknown	11.20	9.56	130.80	6.37	18854.30	6.86
Total Teaching Positions	117.80	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)	113.90	87.25	2142.70	90.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	0.61	7.80	0.33	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.60	5.10	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.29	28.70	1.22	11953.10	4.28
Unknown	8.80	6.74	132.00	5.58	15831.90	5.67
Total Teaching Positions	130.60	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	0.90	1.00
Misassignments	2.60	5.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	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	0.00	0.10
Local Assignment Options	1.20	0.20
Total Out-of-Field Teachers	1.20	0.30

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)	2.50	2.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	0.10

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

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

SCHS opened in 1964 and has had major facilities upgrades over the years (1999, 2003, 2010, and 2016) to services approximately 2850 students. The campus has a total of 116 classrooms, two multipurpose rooms a library, a small theater, an administration building, and six computer labs. Athletics are served by 2 gymnasiums, a pool, dance studio and numerous athletics fields. Our stadium seats approximately 5000 people and has a turf field and Tartan track. Recently Career Technical grant money has been used to upgrade two create a CISCO Lab, Fabrication Lab, and a Culinary Arts Lab. In addition, the California Automotive Technology Partnership Program is supported by a state of the art auto repair facility.

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.

Year and month of the most recent FIT report	08/13/2022

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		P15: 4. CEILING TILE IS TORN P20: 4. WATER STAIN CEILING TILES P33: 4. FLOOR TILES ARE CRACKED R-200: 4. WATER STAIN CEILING TILES R-202/201: 4. WATER STAIN CEILING TILES R-203: 4. WATER STAIN CEILING TILES R-204: 4. WATER STAIN CEILING TILES R-305: 4. CARPET HAS WAVES R-306: 4. RUBBER MOLDING IS LOOSE AT BASE OF WALL R-308: 4. WALLPAPER IS PEELING/WATER STAIN CEILING TILES R-409: 4. WATER STAIN CEILING TILES R-410: 4. CARPET HAS WAVES R-500: 4. WATER STAIN CEILING TILES R-504: 4. WATER STAIN CEILING TILES R-506: 4. WATER STAIN CEILING TILES RM 100: 4. CEILING TILES ARE MISSING/WATER STAIN CEILING TILES

			RM 108: 4. WATER STAIN CEILING TILES RM 1022: 4. WATER STAIN CEILING TILES TRITON CNTR: 4. FLOOR TILES ARE CRACKED WITH HOLES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		P20: 6. ANTS APPARENT IN ROOM
Electrical	X		P 37: 7. LIGHT DIFFUSER IS MISSING P 39: 7. OUTLET COVER IS MISSING P1: 7. OUTLET COVER IS MISSING/BURN MARKS ON OUTLET P17: 7. OUTLET COVER IS BROKEN P21: 7. LIGHT DIFFUSER IS MISSING P23: 7. OUTLET COVER IS BROKEN P29: 7. OUTLET COVER IS MISSING/ELECTRICAL COVER IS MISSING/ EXPOSED WIRES P4: 7. OUTLET COVER IS MISSING P5: 7. LIGHT SWITCH COVER IS BROKEN R-301: 7. CLOCK IS MISSING ON WALL/EXPOSED WIRES R-307:7. EXTENSION CORDS ARE DAISY CHAINED R-400: 7. LIGHT DIFFUSER IS LOOSE R-501: 7. LIGHT SWITCH COVER IS BROKEN RM 101: 7. OUTLET COVER IS MISSING RM 104: 7. EXTENSION CORDS ARE DAISY CHAINED/CREATING A TRIP HAZARD RM 105: 4. WATER STAIN CEILING TILES S-4: 7. LIGHT PANELS ARE OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		P19: 11. NO SKID PAINT IS PEELING ON RAMP R-400: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR ADMIN BLDG: 11. PAINT IS CHIPPING ON EAST EAVES MEN'S RR: 11. PAINT IS CHIPPING ON CEILING OFC: 11. PAINT IS CHIPPING AT BASE OF EXTERIOR WALL
Structural: Structural Damage, Roofs	X		P23: 12. DRY ROT ON RAMP P24: 12. DRY ROT ON RAMP R-404: 13. SKYLIGHTS ARE CRACKED AND BROKEN/TAPED R-412: 12. DRY ROT ON EAVE TOWARDS LOCKER AREA R-600: 12. CEILING TILES ARE SAGGING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P17: 14. TRIP HAZARD AT RAMP ENTRY R-201: 14. CEMENT IS BROKEN ON WALKWAY/TRIP HAZARD R-207: 15. DOOR DOES NOT CLOSE PROPERLY R-410: 15. DOOR DOES NOT CLOSE PROPERLY R-501: 14. HOLE IS CEMENT ON WALKWAY/TRIP HAZARD R-504:14. HOLES IN CONCRETE ALONG SEAM/ TRIP HAZARD

School Facility Conditions and Planned Improvements

			R-604: 14. DEEP CRACK IN CEMENT AT ENTRY/15. DOOR STOPPER IS LOOSE ON EXTERIOR OF DOOR R-5: 14. TRIP HAZARD ON WALKWAY S-1: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM S-3A: 14. CEMENT IS CRACKED AT ENTRY/ TRIP HAZARD

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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	51	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	718	681	94.85	5.15	77.53
Female	340	322	94.71	5.29	79.19
Male	377	358	94.96	5.04	75.98
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	192	179	93.23	6.77	63.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	41	39	95.12	4.88	84.62
White	463	442	95.46	4.54	82.81
English Learners	31	29	93.55	6.45	10.34
Foster Youth	--	--	--	--	--
Homeless	46	42	91.30	8.70	40.48
Military	66	62	93.94	6.06	69.35
Socioeconomically Disadvantaged	191	172	90.05	9.95	59.30
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	89	74	83.15	16.85	35.14

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	716	672	93.85	6.15	50.60
Female	338	315	93.20	6.80	48.25
Male	377	356	94.43	5.57	52.81
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	191	178	93.19	6.81	29.78
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	41	37	90.24	9.76	72.97
White	462	436	94.37	5.63	56.88
English Learners	31	29	93.55	6.45	0.00
Foster Youth	--	--	--	--	--
Homeless	46	42	91.30	8.70	14.29
Military	65	62	95.38	4.62	38.71
Socioeconomically Disadvantaged	190	166	87.37	12.63	25.90
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	89	74	83.15	16.85	8.11

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	40.13	--	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	649	608	93.68	6.32	40.13
Female	319	301	94.36	5.64	40.53
Male	329	306	93.01	6.99	39.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	173	93.51	6.49	25.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100	0	56.1
White	407	379	93.12	6.88	45.65
English Learners	24	22	91.67	8.33	0
Foster Youth	0	0	0	0	0
Homeless	31	29	93.55	6.45	13.79
Military	67	66	98.51	1.49	36.36
Socioeconomically Disadvantaged	158	150	94.94	5.06	19.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	60	76.92	23.08	13.33

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 - 3D Animation, 2D Animation, Digital Photography, Video Production
Emergency Response - Fire Science, Emergency Medical Technician, Lifeguarding
Engineering Design - Engineering Design, Engineering Principles
Fashion Design & Merchandising - Fashion Design
Game Design & Integration – E-Sports
Food Science & Hospitality - Culinary Arts, Catering & Event Planning
Patient Care - Dental Assisting, Medical Core, Dental Assisting II, Medical/Hospital Careers
Production & Managerial Arts - Stagecraft, Theater Performer
Public Safety - Law Enforcement Intro, Crime Scene Investigations
Software & Systems Development - Programming & Coding, Robotics FTC, Robotics Technology FRC, Cybersecurity
Systems Diagnostics, Service & Repair - Aviation Careers, Auto Mechanics Intro, Advanced Diagnostics, Auto Technology

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	746
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59
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	96.79
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	62.98

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	92.0%	94.0%	90.0%	94.0%	94.0%

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

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher as well as assisting teachers by running the copy room. Parent groups raise money to support our extra and co-curricular programs. Our very supportive Parent Teacher Student Association (PTSA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. The San Clemente Educational Foundation (SCEF) funds four afternoon tutorials, supports for the International Baccalaureate program, college counseling for our students and supports innovation in the classroom. This organizations host six information nights each year that are designed to provide parents with information regarding college and career. Our Triton Booster Club (TBC) provides support for over 68 athletics teams and all of our performing arts programs. It is managed by a Booster Board of volunteer parents and supported by over twenty auxiliary boards. Parents work to provide support for all extra and co-curricular activities. In addition, SCHS has a Wellness and Prevention Program housed on our campus and supported by a group of parents and community volunteers. The purpose of this program is to raise funds though grants and donations to support health and wellness at SCHS.

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		2.2	0.6		6.6	2.7		8.9	7.8
Graduation Rate		95.2	96.4		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	665	641	96.4
Female	326	314	96.3
Male	338	326	96.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	186	180	96.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	35	97.2
White	420	405	96.4
English Learners	33	32	97.0
Foster Youth	--	--	--
Homeless	66	61	92.4
Socioeconomically Disadvantaged	215	204	94.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	94	78	83.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3001	2954	759	25.7
Female	1470	1445	387	26.8
Male	1526	1504	369	24.5
American Indian or Alaska Native	9	9	3	33.3
Asian	43	42	4	9.5
Black or African American	13	12	2	16.7
Filipino	15	14	2	14.3
Hispanic or Latino	841	830	243	29.3
Native Hawaiian or Pacific Islander	6	5	2	40.0
Two or More Races	150	150	25	16.7
White	1878	1848	461	24.9
English Learners	209	205	75	36.6
Foster Youth	6	6	3	50.0
Homeless	186	184	69	37.5
Socioeconomically Disadvantaged	820	805	277	34.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	437	424	161	38.0

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	3.13	1.28	2.45
Expulsions	0.10	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	0.36	3.23	0.49	1.96	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.23	0.00
Female	1.36	0.00
Male	4.98	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.00	0.00
White	2.88	0.00
English Learners	8.13	0.00
Foster Youth	0.00	0.00
Homeless	3.76	0.00
Socioeconomically Disadvantaged	5.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.55	0.00

2022-23 School Safety Plan

Each Capistrano Unified school site submits aa 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	25	37	33	51
Mathematics	27	27	25	53
Science	29	17	28	45
Social Science	27	20	32	37

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	24	39	45	40
Mathematics	28	25	27	51
Science	27	23	31	38
Social Science	26	31	20	44

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	23	36	77	14
Mathematics	24	34	63	20
Science	26	25	38	32
Social Science	26	31	30	33

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	580.8

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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	2.4
Resource Specialist (non-teaching)	
Other	0.5

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	$10,765	$3,690	$7,075	$91,352
District	N/A	N/A	$6,737	$92,359
Percent Difference - School Site and District	N/A	N/A	4.9	-1.1
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	7.0	6.8

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	29.6

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	2
English	12
Fine and Performing Arts	3
Foreign Language	2
Mathematics	8
Science	11
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	54

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