

San Juan Hills 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 Juan Hills High School
Street	29211 Stallion Ridge
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 234-5900
Principal	Dr. Manoj Mahindrakar
Email Address	MAMAHINDRAKAR@capousd.org
School Website	www.sjhhs.org
County-District-School (CDS) Code	30-66464-0113381

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

San Juan Hills High School is the 6th comprehensive high school in the Capistrano Unified School District. The school serves the local communities of San Juan Capistrano, Ladera Ranch and Capistrano Beach. Since its opening in the fall of 2007, San Juan Hills students and community have enjoyed a state-of-the-art facility which includes a 480-seat theater with flyway, a blackbox theater, video labs, STEM Lab, dedicated dance rooms and full athletic facilities highlighted by a 30-meter aquatics facility and on-campus "Badlands Stadium." Students learn in modern classrooms equipped with projectors, Wi-Fi, Chrome Books, teacher sound systems and other technology-focused offerings.

San Juan Hills is fully accredited by the Western Association of Schools and Colleges (WASC) and offers rich academic and extracurricular opportunities for its students, including Advanced Placement courses, 27 CIF sports teams, Career and Technical courses through College and Career Advantage (CCA), comprehensive visual and performing arts programs, AVID, a Language Immersion Program, and the Saddleback College High School Partnership Program, which includes a Business and Entrepreneur, STEM Construction Management and Engineering, Law and Technical Theater Pathways.

Parents are actively involved in creating and supporting an exciting learning experience for San Juan Hills students. The SJHHS PTSA, School Site Council, English Language Advisory Council (ELAC), Stallion Athletic Boosters, SJHHS Performing Arts Boosters, San Juan Hills Academic Foundation and other parent groups offer needed support to school programs.

San Juan Hills students are supported by a fully credentialed staff that is known for its commitment to helping all students discover and develop their talents. Reflecting the rich diversity of South Orange County, students learn to interact in an environment that generates trust, respect and appreciation for students of diverse faiths, beliefs, values and cultural backgrounds.

The mission and goals of San Juan Hills High School are summarized through the vision statement, commitment to students and the Expected Schoolwide Learning Outcomes (ESLOs), which were developed in the school's initial year and were reviewed and revised by all stakeholders in 2016-17.

Mission/Vision Statement: Ride for the Brand

ESLOs: At San Juan Hills, we Ride for the Brand. This means that SJHHS students:

2022-23 School Overview

B - Balance academics, activities, and social/emotional needs
R - Respect and include those from all backgrounds, cultures, and perspectives
A - Apply higher-level thinking skills to a broad range of college and career contexts
N - Nurture relationships with their communities and positively contribute to society as a whole
D - Dedicate themselves to setting and reaching meaningful goals

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	758
Grade 10	718
Grade 11	748
Grade 12	715
Total Enrollment	2,939

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.4
American Indian or Alaska Native	0.1
Asian	4.2
Black or African American	0.3
Filipino	1.4
Hispanic or Latino	33.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.8
White	53.9
English Learners	5.9
Foster Youth	0.2
Homeless	9.2
Migrant	0.2
Socioeconomically Disadvantaged	27.4
Students with Disabilities	9.9



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)	98.00	86.27	1860.30	90.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	2.61	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.78	28.00	1.36	12115.80	4.41
Unknown	11.70	10.32	130.80	6.37	18854.30	6.86
Total Teaching Positions	113.60	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)	109.20	86.27	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)	6.50	5.13	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.09	28.70	1.22	11953.10	4.28
Unknown	9.50	7.50	132.00	5.58	15831.90	5.67
Total Teaching Positions	126.60	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	1.00	0.00
Misassignments	1.90	6.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	6.50

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	1.00
Local Assignment Options	0.80	0.30
Total Out-of-Field Teachers	0.80	1.30

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)	4.70	6.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	0.20

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

San Juan Hills is an excellent, modern facility. There are 142 classrooms which include 13 science rooms, 4 computer labs, a STEM lab, video production and recording studios, 2 dance studios, and choir and band rooms. Brightened by natural light that shines from the many skylights, students are able to learn in modern classrooms equipped with LCD projectors, Wi-Fi, Document Cameras, Chrome Books, teacher sound systems and other technology-focused offerings. South Orange County's finest high school theater, a 480-seat professional-quality facility, is the cornerstone of the performing arts complex, complete with a 200-seat "Black Box" theater for smaller and more intimate performances. Athletics and PE are served by 2 gyms, tennis courts, softball field and baseball field, with three weight rooms and a trainer to support athletic endeavors. A 30-meter pool and on-campus stadium with "athletic turf" and an all-weather track were completed in 2012. The District maintenance staff ensures that the facility is kept in good repair.

Year and month of the most recent FIT report

08/12/2022

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			B5: 4. WATER STAIN CEILING TILES AT WHITEBOARD B6: 4. WALLPAPER IS PEELING ON WALL D11: 4. WATER STAIN CEILING TILES E2: 4. WATER STAIN CEILING TILES IN HALLWAY E23: 4. WATER STAIN CEILING TILES H 103: 4. WATER STAIN CEILING TILE H 104: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			B4: 7. WATER STAIN LIGHT DIFFUSER D11: 4. OUTLET COVER MISSING E14: 7. ETHERNET BOX IS LOOSE ON WALL E23: 7. WATER STAIN IN LIGHT DIFFUSER H 101: 7. THREE LIGHT DIFFUSERS ARE MISSING H 102: 7. ELECTRICAL COVERS ARE BROKEN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		E14: 11. PAINT IS CHIPPING ON DOOR
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		D6: 15. RUBBER WEATHER STRIPPING IS LOOSE ON DOOR FRAME H 109: 15. DOOR HANDLE IS LOOSE

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	80	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	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	726	694	95.59	4.41	80.06
Female	366	354	96.72	3.28	84.99
Male	357	337	94.40	5.60	75.00
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	93.10
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	248	234	94.35	5.65	66.52
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	44	93.62	6.38	88.64
White	387	373	96.38	3.62	86.02
English Learners	31	24	77.42	22.58	8.33
Foster Youth	--	--	--	--	--
Homeless	69	62	89.86	10.14	56.67
Military	41	38	92.68	7.32	73.68
Socioeconomically Disadvantaged	215	203	94.42	5.58	67.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	47	78.33	21.67	31.91

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	726	689	94.90	5.10	48.33
Female	366	351	95.90	4.10	47.29
Male	357	335	93.84	6.16	49.55
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	89.66
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	248	233	93.95	6.05	26.61
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	45	95.74	4.26	60.00
White	387	368	95.09	4.91	57.34
English Learners	31	26	83.87	16.13	3.85
Foster Youth	--	--	--	--	--
Homeless	69	61	88.41	11.59	14.75
Military	41	40	97.56	2.44	47.50
Socioeconomically Disadvantaged	215	202	93.95	6.05	24.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	49	81.67	18.33	10.20

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	42.01	--	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	690	610	88.41	11.59	42.01
Female	332	278	83.73	16.27	43.53
Male	356	330	92.7	7.3	40.37
American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	92.86	7.14	69.23
Black or African American	--	--	--	--	--
Filipino	11	11	100	0	45.45
Hispanic or Latino	217	212	97.7	2.3	24.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	41	91.11	8.89	65.85
White	387	318	82.17	17.83	47.8
English Learners	19	18	94.74	5.26	0
Foster Youth	--	--	--	--	--
Homeless	50	49	98	2	22.92
Military	38	38	100	0	18.42
Socioeconomically Disadvantaged	169	162	95.86	4.14	23.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	54	93.1	6.9	16.67

2021-22 Career Technical Education Programs

Career Pathway and Course Sequence:

Animal Science - Veterinary Tech I, Veterinary Tech II
 Biotechnology - Biotechnology
 Building & Construction Trades - Building & Construction Trades I, Building & Construction Trades II
 Business Management - Business Management/ Entrepreneurship, Computer Applications, Intro to Business, Virtual Enterprise, Virtual Enterprise II, Business Marketing & Finance
 Design, Visual & Media Arts - Art of Graphic Design, Digital Photography, Multimedia Design, Graphic Production Technologies, Video Production
 Emergency Response - Emergency Medical Responder, Intro to Emergency Medicine, Fire Science, Emergency Medical Technician, Lifeguarding
 Game Design & Integration – E-Sports
 Fashion Design & Merchandising - Fashion Design
 Patient Care - Dental Assisting, Medical Core, Sports Medicine, Dental Assisting II, Medical/Hospital Careers, Pharmacy Clerk, Pharmacy Tech, Medical Assisting
 Performing Arts - Drama, Drama, Advanced, Dance Performance, Actors Repertory, Actors Repertory II, Dance Company
 Production & Managerial Arts - Stagecraft Intro, Stagecraft, Theatrical Production, TV Broadcast Journalism
 Public Safety - Law Enforcement Intro, Crime Scene Investigations, Forensic Science, Criminal Psychology
 Software & Systems Development - Programming & Coding, Robotics FTC, Robotics Technology FRC, Cybersecurity
 Systems Diagnostics, Service & Repair - 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	943
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.8
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	98.55
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	66.47

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	90.0%	91.0%	86.0%	92.0%	92.0%

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

SJHHS enjoys a strong foundation of parental involvement and support. The PTSA offers numerous opportunities for parents to help develop and support the goals of SJHHS. An active ELAC advocates for and supports the needs of our EL students. Parents are key members of the School Site Council. Several SJHHS parents serve on the district's Language Immersion Advisory Board. There are also additional opportunities for parent involvement through the athletic and performing arts booster organizations as well as the academic foundation and our cultural Proficiency Task Force.

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		0.7	1		6.6	2.7		8.9	7.8
Graduation Rate		98.3	97.7		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	699	683	97.7
Female	333	327	98.2
Male	364	354	97.3
American Indian or Alaska Native	--	--	--
Asian	28	28	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	216	211	97.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	38	37	97.4
White	397	387	97.5
English Learners	37	34	91.9
Foster Youth	--	--	--
Homeless	86	81	94.2
Socioeconomically Disadvantaged	228	221	96.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	64	61	95.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3032	2977	665	22.3
Female	1481	1458	374	25.7
Male	1539	1507	288	19.1
American Indian or Alaska Native	3	3	0	0.0
Asian	125	124	12	9.7
Black or African American	10	10	1	10.0
Filipino	42	41	10	24.4
Hispanic or Latino	1007	993	266	26.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	176	172	29	16.9
White	1624	1592	340	21.4
English Learners	194	187	42	22.5
Foster Youth	7	7	3	42.9
Homeless	299	294	92	31.3
Socioeconomically Disadvantaged	868	853	264	30.9
Students Receiving Migrant Education Services	5	5	0	0.0
Students with Disabilities	327	314	109	34.7

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	0.10	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	0.60	2.24	0.49	1.96	0.20	3.17
Expulsions	0.03	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	2.24	0.00
Female	1.35	0.00
Male	3.12	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.80	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.70	0.00
White	1.85	0.00
English Learners	5.67	0.00
Foster Youth	0.00	0.00
Homeless	3.01	0.00
Socioeconomically Disadvantaged	3.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.03	0.00

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	28	24	21	58
Mathematics	29	19	37	41
Science	33	2	23	46
Social Science	28	15	21	47

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	28	35	22	55
Mathematics	30	17	27	53
Science	31	7	25	43
Social Science	31	7	29	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	26	32	52	37
Mathematics	26	23	66	21
Science	30	11	33	34
Social Science	31	9	35	37

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	419.86

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)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	

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	\$10,243	\$3,323	\$6,920	\$89,994
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	2.7	-2.6
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	4.8	5.3

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	39.2
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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	1
English	13
Fine and Performing Arts	5
Foreign Language	9
Mathematics	9
Science	15
Social Science	33
Total AP Courses Offered Where there are student course enrollments of at least one student.	85

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