

Capistrano Union High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Capistrano Union High School
Street	31422 Camino Capistrano
City, State, Zip	San Juan Capistrano, CA 92675
Phone Number	(949) 489-7216
Principal	Brittany Casey
Email Address	bhcasey@capousd.org
School Website	https://serra-capousd-ca.schoolloop.com/
County-District-School (CDS) Code	30-66464-3035987

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

Our Mission: The staff at Union High School will nurture ALL students to envision and realize their full potential in order to prepare them to meet the challenges of an ever-changing world

Our Vision: Students will graduate from Union prepared to forge meaningful relationships and realize academic and career success.

Schoolwide Learner Outcomes

BE RESPECTFUL

Students will:

- Demonstrate honest, ethical, and courteous behavior
- Understand and respect the diversity of individuals/cultures
- Resolve conflict through effective communication

BE RESPONSIBLE

Students will:

- Attain proficiency levels in all academic areas
- Demonstrate proficiency in written and oral communication
- Communicate effectively in reading, writing, and speaking

BE READY

Students will:

- Acquire the ability to set achievable short term and long term goals
- Exhibit the social skills needed to be productive members of their school/community
- Explore careers and higher learning options to become successful lifelong learners beyond graduation

For additional information about school and district programs, please visit www.capousd.org

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	6
Grade 11	52
Grade 12	78
Total Enrollment	136

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	35.3
Male	64.7
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	2.9
Hispanic or Latino	71.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.9
White	21.3
English Learners	22.1
Foster Youth	0.7
Homeless	37.5
Migrant	0.0
Socioeconomically Disadvantaged	71.3
Students with Disabilities	5.1



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)	9.40	83.45	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)	0.00	0.00	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	28.00	1.36	12115.80	4.41
Unknown	1.80	16.55	130.80	6.37	18854.30	6.86
Total Teaching Positions	11.30	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)	11.00	96.10	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)	0.00	0.00	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	2.17	28.70	1.22	11953.10	4.28
Unknown	0.20	1.73	132.00	5.58	15831.90	5.67
Total Teaching Positions	11.50	100.00	2364.80	100.00	279044.80	100.00

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

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

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

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	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.70	0.00

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

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

All textbooks used in the core curriculum throughout Capistrano USD are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the State's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the District's Board of Trustees. On September 15, 2021, the Capistrano USD's Board of Trustees adopted Resolution 2122-15 which certifies as required by Education Code 60119 that for the 2021-2022 school year, the Capistrano USD has provided sufficient textbooks or instructional materials, or both that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected

September 2021

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

School Facility Conditions and Planned Improvements

Union High School is located in historic San Juan Capistrano. The main school facility was built in 1934 and is considered an important part of the landscape of the downtown area. The school has 11 classrooms, a library, a CTE lab, a conference room, and an administration office. The school shares the two recreation spaces, a multi-use field and multi-use courts with the city and community. The spaces are used exclusively by Serra during school hours, and are managed by the city outside of that time. The district maintenance staff regularly visits and assess the school's needs to ensure that the steps necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school. We take pride in our campus and it shows.

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			R-2: 4. FLOOR TILES HAVE HOLES P17: 4. CARPET HAS WAVES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P18: 7. LIGHT DIFFUSER IS BROKEN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			P18: 11. NO SKID PAINT IS PEELING ON RAMP
Structural: Structural Damage, Roofs	X			P12: 12. DRY ROT ON SIDING P14: 12. DRY ROT ON SIDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P15: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM/15. TRIP HAZARD AT DOOR

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	25	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	3	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	82	77	93.90	6.10	24.68
Female	33	30	90.91	9.09	43.33
Male	49	47	95.92	4.08	12.77
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	53	50	94.34	5.66	22.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	26	24	92.31	7.69	29.17
English Learners	11	8	72.73	27.27	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	14	13	92.86	7.14	15.38
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	56	52	92.86	7.14	26.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	82	75	91.46	8.54	2.67
Female	33	28	84.85	15.15	3.57
Male	49	47	95.92	4.08	2.13
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	53	50	94.34	5.66	4.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	26	22	84.62	15.38	0.00
English Learners	11	8	72.73	27.27	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	14	13	92.86	7.14	0.00
Military	12	11	91.67	8.33	9.09
Socioeconomically Disadvantaged	56	51	91.07	8.93	1.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	7.69	--	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	46	27	58.7	41.3	7.69
Female	14	7	50	50	--
Male	32	20	62.5	37.5	10.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	28	15	53.57	46.43	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	6	54.55	45.45	--
English Learners	14	7	50	50	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	15	62.5	37.5	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Career Pathway and Course Sequencing:

Animal Science - Veterinary Tech I, Veterinary Tech II

Business Management - Business Management/ Entrepreneurship, Business Marketing & Finance

Design, Visual & Media Arts - Digital Media Art

Emergency Response - Fire Science, Emergency Medical Technician, Lifeguarding, 911 Operations

Fashion Design & Merchandising - Fashion Design

Food Science & Hospitality - Culinary Arts, Culinary Arts Adv.

Patient Care - Dental Assisting, Medical Core, Dental Assisting II, Medical/Hospital Careers, Medical Assisting, Pharmacy Clerk, Pharmacy Tech

Public Safety - Crime Scene Investigations

Software & Systems Development - Programming & Coding, Robotics FTC, Robotics Technology FRC, Cybersecurity

Systems Diagnostics, Service & Repair - Aviation Careers, 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	109
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
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	44.12
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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
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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

Union High School has developed a written Title I parental involvement policy with input from Title I parents. The policy was drafted by school personnel after numerous discussions with school stakeholders regarding the important role that parents play in the education of their students and realistic ways to get parents involved in the school. The policy was approved as part of the School Plan for Student Achievement by members of the ELAC and School Site Council. It has distributed the policy to parents of Title I students by posting the policy on the school website and by giving each parent a copy of the policy each year as part of the registration packet. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Union High School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - The Annual Title I meeting occurs on Back to School Night. Parents are given copies of updated student performance data, informed about opportunities to serve on the ELAC and School Site Council, and encouraged to sign up for School Loop accounts and make good use of that resource.
 - The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evening.
- o Parents are asked to meet with school staff regarding any concerns. These meetings are available before school, after school, and during the school day as needed.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
- o All parents are encouraged to attend School Site Council meetings and ELAC meetings.
- The school provides parents of Title I students with timely information about Title I programs.
- o This information is posted on the school website and written copies are provided as needed.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- o All parents are encouraged to attend Back to School Night where each teacher reviews their instructional program. When new students enroll in the school, they meet with the principal for a detailed orientation.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

2022-23 Opportunities for Parental Involvement

o School staff are available both before and after school for parent meetings, and when necessary, arrangements can be made to meet with parents during the school day to discuss student concerns. The school principal and academic advisor are available to meet with parents at almost any time by appointment.

School-Parent Compact

Union High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Union High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- o This information is provided each year at the Annual Title I Parent Meeting.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- o School staff meet with parents as needed to share resources and make suggestions of additional resources available to support their work with their children.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- o Parent involvement is encouraged and highlighted at each parent event held at Serra.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- o The Bilingual Community Liaison coordinates with parents regarding any concerns with their students and helps facilitate parent involvement by meeting with parents as needed to help them learn to access school resources.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- o Communications are shared in both Spanish and English.
- The school provides support for parental involvement activities requested by parents.
- o Parent involvement is encouraged and appreciated at Serra. Information regarding parental involvement activities that are of interest to parents are solicited through parent surveys that are conducted regularly.

Accessibility

Union High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- The school Bilingual Community Liaison is the parent's first point of contact regarding any concerns with students. They assist with the translation of all parent communications and meet with parents and teachers to help translate as needed to ensure that parents are being heard and understand the school's program.
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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		9.1	2.8		6.6	2.7		8.9	7.8
Graduation Rate		87.9	97.2		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	71	69	97.2
Female	27	26	96.3
Male	44	43	97.7
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	38	38	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	23	22	95.7
English Learners	20	20	100.0
Foster Youth	--	--	--
Homeless	38	38	100.0
Socioeconomically Disadvantaged	53	52	98.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	218	211	97	46.0
Female	84	82	47	57.3
Male	134	129	50	38.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	4	4	2	50.0
Hispanic or Latino	145	140	56	40.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	4	66.7
White	57	55	31	56.4
English Learners	51	48	26	54.2
Foster Youth	1	1	0	0.0
Homeless	53	53	24	45.3
Socioeconomically Disadvantaged	147	144	62	43.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	14	7	50.0

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	7.69	1.28	2.45
Expulsions	0.45	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	8.74	12.84	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	12.84	0.00
Female	8.33	0.00
Male	15.67	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	13.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.53	0.00
English Learners	17.65	0.00
Foster Youth	0.00	0.00
Homeless	13.21	0.00
Socioeconomically Disadvantaged	14.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	26.67	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	9	13		
Mathematics	12	9		
Science	9	3		
Social Science	11	9		

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	5	21		
Mathematics	7	10		
Science	5	5		
Social Science	9	9		

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	6	20		
Mathematics	13	8		
Science	15	3		
Social Science	15	8		

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	136

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.2
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	\$24,876	\$4,766	\$20,110	\$93,763
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	99.6	1.5
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	101.2	9.4

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	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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