

Dana 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	Dana Hills High School
Street	33333 Golden Lantern
City, State, Zip	Dana Point, CA 92629
Phone Number	(949) 496-6666 x11002
Principal	Dr. Brad Baker
Email Address	bwbaker@capousd.org
School Website	https://dhhs.schoolloop.com/
County-District-School (CDS) Code	30-66464-3038569

2022-23 District Contact Information

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

2022-23 School Overview

Mission: Dana Hills High School guides all learners toward college and career readiness in a safe, inclusive, and diverse environment.

Vision: Dana Hills High School will be a place that inspires and connects all learners, experiences, and lives.

CONNECT & INSPIRE
Every Dolphin, Every Day

Dana Hills High School is located in Dana Point, California, one of six high schools in the second fastest growing school district in California. Less than one mile from the Pacific Ocean, our school of over 2,000 serves several small communities. Newer communities like Dana Point and Laguna Niguel which have burgeoned in the last three decades, as well as the historic area of San Juan Capistrano, are in our attendance boundaries. The communities are composed of a majority of parents who are college graduates with professional and semi-professional occupations. Our school is enriched by a diverse student population.

Our dedicated staff consists of 102 classroom teachers; 84 support staff, including clerical, custodial, instructional aides, and independence facilitators; and five administrators, including a principal, three assistant principals, and an activities director. The teaching staff is committed to working as a Professional Learning Community as they implement standards-based curriculum. Student success and growth are priorities, and we strive to support at-risk students with intervention classes and mentoring. Academic achievement is emphasized. In 2017, over 1200 Advanced Placement examinations were administered with an overall pass rate of 83%. Dana Hills High School graduates are currently attending Harvard, Yale, Columbia, Georgetown, Stanford, UC schools, and other outstanding four year institutions. Parent support is a hallmark of our school, and a dedicated corps of parent volunteers supports our efforts. PTSA and the Dana Hills High School Foundation, as well as a variety of booster groups, provide funds and manpower to supplement our programs.

Dana Hills High School has a history of success and innovation. In 1996 and 2005 our school was named a California Distinguished School, and received the prestigious National Blue Ribbon School award in 1998. In 2016, Dana Hills High School was recognized by the National Association of Music Merchants (NAMM) as a "Best Community for Music Education". The Dana Hills Health and Medical Occupations Academy was awarded a state grant in 2000 and received a Golden Bell

2022-23 School Overview

Award from the State of California in 2004. Students in this program serve in internship programs at local medical facilities. Over 850 students participate in the Dana Hills High School South Orange County School of the Arts. As a result of a Digital High School Grant from the State of California in 1998, technology is an extensively utilized resource at DHHS. Technology enhances parent communication via our school website (www.danahills.net), parent portal, e-mail, posting of grades through school loop, and on-line attendance information. Other highlights include an extensive science field studies program, a wide range of clubs and extra-curricular activities, and a competitive athletic program.

For additional information about school and district programs, please visit www.capousd.org or <https://danahills.capousd.org/>

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	475
Grade 10	497
Grade 11	563
Grade 12	527
Total Enrollment	2,062

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.1
Asian	3.0
Black or African American	0.7
Filipino	1.2
Hispanic or Latino	32.0
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.4
White	55.7
English Learners	5.0
Foster Youth	0.1
Homeless	7.2
Migrant	0.0
Socioeconomically Disadvantaged	30.0
Students with Disabilities	15.0



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)	73.80	85.40	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)	0.60	0.69	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	0.80	28.00	1.36	12115.80	4.41
Unknown	11.30	13.10	130.80	6.37	18854.30	6.86
Total Teaching Positions	86.40	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)	82.60	84.94	2142.70	90.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.51	7.80	0.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.90	5.07	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.03	28.70	1.22	11953.10	4.28
Unknown	8.20	8.43	132.00	5.58	15831.90	5.67
Total Teaching Positions	97.30	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	0.60	4.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	4.90

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	0.80
Local Assignment Options	0.60	0.20
Total Out-of-Field Teachers	0.60	1.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.80	6.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	0.10

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

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

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

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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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

Dana Hills High School has 118 classrooms, a library, gym, six computer labs, and an administration building. The main campus was built in 1973. Due to increased enrollment, the school has added 40 portable classrooms over the past 20 years. Modernization has been completed. Modernization projects include a new all-weather track and field, two-story science modular buildings, the removal of older portables on campus, and a new Junior Varsity Baseball field and outdoor physical education area. We have also completed renovations which include the installation of a new boiler, new stoves, cabinetry, flooring, counters, and work spaces in our kitchen, as well as resurfaced basketball courts, and new bathroom hand dryers. Other recent projects include a new shade structure with tables and benches by the science building, a new athletic weight room, new gym floor and bleachers, renovated football field bathrooms, a resurfaced pool deck and renovated pool deck bathrooms and showers.

The district Maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a clean school. Current projects are as follows: Renovation of pool deck and bathrooms, installation of filtered water stations, two mobile computer labs, and additional outdoor surveillance cameras.

Year and month of the most recent FIT report

08/10/2022

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		1ST FLR R-810: 4. WATER STAIN CEILING TILES 1ST FLR R-813: 4. WATER STAIN CEILING TILES P R-816: 4. WATER STAIN CEILING TILES P R-817: 4. WALLPAPER IS TORN P R-818: 4. FLOOR TILES ARE DAMAGED WITH HOLES P R-819: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL P R-881: 12. EAVE IS RUSTED WITH HOLES P R-882: 4. WALLPAPER IS TORN P R-917: 4. RUBBER MOLDING IS LOOSE ON WALL R-101: 4. CEILING TILES HAVE HOLES IN OFFICE P R-917: 4. RUBBER MOLDING IS LOOSE ON WALL

School Facility Conditions and Planned Improvements

			<p>R-201: 4. WATER STAIN CEILING TILES IN HALLWAY/CEILING TILE IS MISSING/FORMICA IS BROKEN ON COUNTER</p> <p>R-406: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL</p> <p>R-410: 4. CEILING TILES HAVE HOLES</p> <p>R-205/COMP LAB: 4. WATER STAIN CEILING TILES</p> <p>R-505/FACULTY: 4. WATER STAIN CEILING TILES</p> <p>R-507/ COMP LAB: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL</p> <p>R-608: 4. WALLPAPER IS TORN</p> <p>R-610: 7. CLOCK IS MISSING ON WALL</p> <p>R-705: 4. CEILING TILE IS BROKEN IN HALLWAY</p> <p>R-710: 4. WATER STAIN CEILING TILES</p> <p>R-811: 4. WATER STAIN CEILING TILES</p> <p>R-814: 4. WATER STAIN CEILING TILES</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE HOLES</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>R-401: 7. ELECTRICAL BOX IS LOOSE ON WALL</p> <p>R-405: 7. CONDUIT IS LOOSE/BROKEN ON WALL</p> <p>R-508/COMP LAB: 7. ETHERNET OUTLET BOX IS HANGING FROM CORDS</p> <p>R-504: 7. LIGHT DIFFUSER IS MISSING</p> <p>R-606: 7. LIGHT DIFFUSER IS MISSING</p> <p>R-701: 7. LIGHT DIFFUSER IS BROKEN</p> <p>R-703: 7. LIGHT DIFFUSER IS MISSING</p> <p>R-705: 7. LIGHT DIFFUSER IS MISSING</p> <p>R-811: 7. LIGHT BALLASTS ARE BUZZING</p> <p>R-812: 7. LIGHT BALLASTS ARE BUZZING</p> <p>R-814: 7. LIGHT PANELS ARE OUT IN PREP ROOM</p> <p>P R-817: 7. LIGHT DIFFUSER IS BROKEN</p> <p>P R-819: 7. ELECTRICAL COVER IS MISSING</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>P R-909: 11. PAINT IS CHIPPING ON SIDING</p> <p>R-312: 10. EMERGENCY EXIT SIGN IS MISSING</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>P R-809: 12. DRY ROT ON SIDING</p> <p>P R-881: 12. EAVE IS RUSTED WITH HOLES</p> <p>P R-884: 12. EAVE IS RUSTED</p> <p>P R-909: 12. DRY ROT ON SIDING AT DOOR</p> <p>P R-924: 13. EAVE IS RUSTED WITH HOLES</p> <p>P R-925: 13. EAVE IS RUSTED WITH HOLES</p> <p>R-303/WEIGHT ROOM: 12. HOLE IN WALL/WALL IS DAMAGED</p> <p>504: 12. WALL IS DAMAGED IN HALLWAY</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>P R-816: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM</p> <p>P R-888: 14. TRIP HAZARD AT RAMP ENTRY</p> <p>P R-891: 14. TRIP HAZARD AT RAMP ENTRY</p> <p>P R-909: 12. DRY ROT ON SIDING AT DOOR</p> <p>P R-907: 14. ASPHALT IS CRACKED AT RAMP ENTRY</p> <p>P R-919: 14. TRIP HAZARD AT RAMP ENTRY</p>

School Facility Conditions and Planned Improvements

			R-205/COMP LAB: 15. DOOR HANDLE IS LOOSE R-409: 15. DOOR DOES NOT CLOSE PROPERLY R-604: 15. DOOR DOES NOT CLOSE PROPERLY 1ST FLR R-810: 15. DOOR DOES NOT CLOSE PROPERLY
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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	73	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	42	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	561	531	94.65	5.35	72.64
Female	260	249	95.77	4.23	81.12
Male	301	282	93.69	6.31	65.12
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	152	95.00	5.00	60.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	88.24
White	339	318	93.81	6.19	77.29
English Learners	20	17	85.00	15.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	33	31	93.94	6.06	56.67
Military	33	32	96.97	3.03	58.06
Socioeconomically Disadvantaged	157	147	93.63	6.37	58.90
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	73	65	89.04	10.96	14.06

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	559	522	93.38	6.62	42.23
Female	258	245	94.96	5.04	45.71
Male	301	277	92.03	7.97	39.13
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	145	91.19	8.81	29.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	54.55
White	338	317	93.79	6.21	46.37
English Learners	20	13	65.00	35.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	33	30	90.91	9.09	34.48
Military	33	29	87.88	12.12	24.14
Socioeconomically Disadvantaged	156	141	90.38	9.62	26.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	72	63	87.50	12.50	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	44.13	--	51.47	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	489	392	80.16	19.84	44.13
Female	239	192	80.33	19.67	43.23
Male	249	200	80.32	19.68	45
American Indian or Alaska Native	--	--	--	--	--
Asian	15	12	80	20	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	145	86.31	13.69	28.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91	9.09	55
White	266	199	74.81	25.19	51.26
English Learners	22	18	81.82	18.18	5.56
Foster Youth	0	0	0	0	0
Homeless	31	30	96.77	3.23	16.67
Military	27	24	88.89	11.11	25
Socioeconomically Disadvantaged	152	134	88.16	11.84	32.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	44	78.57	21.43	4.55

2021-22 Career Technical Education Programs

Career Pathway and Course Sequence:

Animal Science- Veterinary Tech I,
 Biotechnology- Biotechnology
 Business Management- Business Management/ Entrepreneurship, Business Marketing & Finance, Business Marketing & Finance
 Design, Visual & Media Arts - Sound Engineering, Digital Media Arts, Digital Photography, Multimedia Design, Video Production, Commercial Music
 Emergency Response - Fire Science, Emergency Medical Technician, Lifeguarding
 Energy, Environment & Utilities - Renewable Energy Science
 Fashion Design & Merchandising - Fashion Design
 Food Science & Hospitality - Culinary Arts, Culinary Arts, Advanced, Hotel/Hospitality Careers, Restaurant Careers
 Game Design & Integration - E-Sports
 Patient Care - Dental Assisting, HMO Health Science, Medical Core, Sports Medicine, Dental Assisting II, Medical/Hospital Careers, Sports Medicine Adv. , Pharmacy Clerk, Pharmacy Tech, Medical Assisting
 Performing Arts - Drama, Drama, Advanced, Actors Repertory, Actors Repertory II, Dance Production
 Production & Managerial Arts - Stagecraft, Theatrical Production
 Public Safety - Law Enforcement Intro, Crime Scene Investigations, Street Law, Forensic Science
 Software & Systems Development - Programming & Coding, Robotics FTC, Robotics Technology FRC, Cybersecurity
 Systems Diagnostics, Service & Repair - Auto Mechanics, 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	746
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.6
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	95.64
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	56.54

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	81.0%	82.0%	73.0%	82.0%	83.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At Dana Hills High School, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, doing clerical work for classroom teachers, and working at many school events. Our very supportive Parent Teacher Student Association (PTSA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. The Dana Hills High School Foundation is an umbrella fund-raising group that provides funds for instructional and school wide needs. Our local PTSA provides scholarships to graduating seniors. Athletic boosters provide financial and moral support for 24 CIF sports on our campus. Along with PTSA and Dana Hills High School Foundation, parents can get involved in the SOCSA Foundation and the Dana Hills High School Foundation, both of which support academic programs and the arts at DHHS. DHHS also offers the English Language Advisory Committee (ELAC) to those parents of our English Learner population to support and enhance instruction learning for all students.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1	2		6.6	2.7		8.9	7.8
Graduation Rate		95.6	93.7		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	504	472	93.7
Female	247	233	94.3
Male	256	238	93.0
American Indian or Alaska Native	--	--	--
Asian	17	14	82.4
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	174	155	89.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	19	100.0
White	273	264	96.7
English Learners	26	16	61.5
Foster Youth	--	--	--
Homeless	70	58	82.9
Socioeconomically Disadvantaged	205	186	90.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	73	51	69.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2172	2119	548	25.9
Female	1052	1027	290	28.2
Male	1117	1090	257	23.6
American Indian or Alaska Native	3	3	1	33.3
Asian	65	63	7	11.1
Black or African American	15	15	5	33.3
Filipino	26	24	5	20.8
Hispanic or Latino	700	680	210	30.9
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	118	115	19	16.5
White	1200	1175	289	24.6
English Learners	124	118	47	39.8
Foster Youth	5	4	3	75.0
Homeless	156	154	55	35.7
Socioeconomically Disadvantaged	709	694	225	32.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	349	332	144	43.4

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	2.08	1.28	2.45
Expulsions	0.08	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	0.22	2.90	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	2.90	0.00
Female	1.62	0.00
Male	4.12	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.54	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.69	0.00
White	2.08	0.00
English Learners	8.06	0.00
Foster Youth	0.00	0.00
Homeless	5.77	0.00
Socioeconomically Disadvantaged	5.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.87	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	19	64	25	37
Mathematics	23	42	17	37
Science	26	19	15	29
Social Science	23	37	18	33

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	20	61	24	34
Mathematics	25	26	23	33
Science	26	17	24	20
Social Science	24	26	21	31

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	17	76	40	10
Mathematics	22	38	28	21
Science	23	29	27	10
Social Science	21	37	20	23

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	515.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
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	\$11,046	\$3,890	\$7,156	\$94,410
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	6.0	2.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	8.2	10.1

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	28.7
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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	8
Fine and Performing Arts	1
Foreign Language	4
Mathematics	4
Science	8
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	42

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