

Shorecliffs Middle 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	Shorecliffs Middle School
Street	240 Via Socorro
City, State, Zip	San Clemente, CA. 92672
Phone Number	949-498-1660
Principal	Josh Wellikson
Email Address	jrwelikson@capousd.org
School Website	https://shorecliffs.schoolloop.com/
County-District-School (CDS) Code	30-66464-6097406

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

School Mission: Educate and inspire ALL learners to become innovative, collaborative, and independent thinkers.

School Vision: Shorecliffs EDUCATES with great instruction through collaboration, meeting student needs, exploration, and engagement. Shorecliffs INSPIRES school culture through respect, inclusion, perseverance, and school spirit.

SMS serves neighborhoods in the City of San Clemente, the Capistrano Beach area of Dana Point, and the Meredith Canyon section of San Juan Capistrano. Our school is located on the bluffs of northern San Clemente overlooking the Pacific Ocean. Currently, we serve approximately 950 students in Grades 6 through 8. Shorecliffs is located on 20 acres of land and consists of 51 classrooms, 400 seat multi-purpose room, athletic track and fields, recreational blacktops, and the Westview Learning Garden.

Teachers promote literacy throughout all content areas and across all grade levels. The standards-based curriculum is taught in a meaningful context, based upon the learning objectives of each subject area. Sixth graders are placed in interdisciplinary teams of two or three core teachers for instruction in language arts, social science, math, and science. In seventh and eighth grade, students typically have four core subject teachers. All students participate in Silent Sustained Reading after lunch. Students work hard and teachers do, too. The outcome of their efforts has been an improving API over the last seven years and an increase in the number of students who are meeting their growth targets. Over the last few years, the Seahawks have also done exceptionally well outside the classroom. Each year our students and teachers participate in the Orange County History Day competition, essay contests, spelling contests, and other academic competitions. The same has been true in the area of fine arts, which include Reflections, the statewide PTA-sponsored event; Color it Orange, and much more. Our performing arts program has also earned a reputation for excellence among its peers. Providing student opportunities such as these have been a hallmark of this school.

Shorecliffs Middle School is unique in several more ways. Students are accessing the outside world through the Westview Learning Garden, an amazing outdoor classroom, constructed by teachers, students, parents, and community members. The garden is designed to provide real-life biology curriculum and it has captured the heart of our school community. Teachers are currently receiving training in SIOP (Sheltered Instruction Observation Protocol) to improve instructional practice to improve learning for all students to address the growing needs of this culturally diverse community. Activate – an after school program

2022-23 School Overview

for struggling learners, funded through Federal grants, is meeting the needs of at-risk students for the seventh straight year. The widely recognized "Survivor Book Club" has excelled for nine years as an extra-curricular program promoting reading throughout our school community. For students struggling in math, remediation using technology and specially designed software is utilized. Shorecliffs has pioneered the use of Internet-based School Loop, an online strategy for families to access assignments, tests, projects, and grades. Communication with our families is strongly supported through the SchoolMessenger phone messaging system, School Loop, PTA "E-News". Internet access is available in every classroom and office, and technology is evident in classrooms school wide.

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 6	266
Grade 7	243
Grade 8	257
Total Enrollment	766

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.3
Asian	1.6
Black or African American	0.1
Filipino	0.5
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.0
White	56.7
English Learners	11.9
Foster Youth	0.4
Homeless	8.4
Migrant	0.0
Socioeconomically Disadvantaged	33.6
Students with Disabilities	15.1



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)	30.20	84.38	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)	0.20	0.56	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.79	28.00	1.36	12115.80	4.41
Unknown	4.40	12.27	130.80	6.37	18854.30	6.86
Total Teaching Positions	35.80	100.00	2053.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.80	84.20	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)	0.50	1.34	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	28.70	1.22	11953.10	4.28
Unknown	5.80	14.46	132.00	5.58	15831.90	5.67
Total Teaching Positions	40.20	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	0.20	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.50

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

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)	0.00	1.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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 2018 - Amplify	Yes	0%
Mathematics	Year adopted 2016 - Houghton Mifflin Harcourt Go Math	Yes	0%
Science	Year adopted 2019 - Accelerate Learning STEMscopes	Yes	0%
History-Social Science	Year adopted 2021 - Savvas	Yes	0%
Foreign Language	Year adopted 2004 - Prentice Hall	Yes	0%

School Facility Conditions and Planned Improvements

Shorecliffs Middle School has 51 rooms, a multipurpose room, library, and an administration building. The main campus was built in 1977. 26 classrooms in the two-story modular building and 3 science rooms were added in 2001. In PE, the Weightroom was added in 2002 and the dance room was put together in 2010. The library has a computer lab with 36 computer and another bank of 26 computers for student use. We are in the process of adding 10 more computers to complete both computer labs.

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 "School Dude" is used to ensure services and emergency repairs are given high priority. The custodial staff of 3 maintains a clean and safe facility.

Year and month of the most recent FIT report

08/15/2022

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 RM 301: 4. WATER STAIN CEILING TILES ADMIN: 4. WATER STAIN CEILING TILES FOOD SERVICES: 4. 3 VENTS ARE RUSTED RM 203: 4. FORMICA IS MISSING ON COUNTER/ SMALL WATER STAIN CEILING TILES RM 204: 4. FORMICA IS MISSING ON COUNTER RM 302: 4. FORMICA IS BROKEN ON COUNTERS AND CABINETS SEAHAWK CENTER: 4. WATER STAIN CEILING TILES STAFF LOUNGE: 4. CARPET HAS HOLE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 201: 7. CLOCK IS MISSING ON WALL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			RM 402: 12. DRY ROT ON BACK OF PORTABLE RM 403: 12. DRY ROT ON BACK OF PORTABLE RM 404: 12. DRY ROT ON BACK OF PORTABLE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	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	753	703	93.36	6.64	54.22
Female	350	327	93.43	6.57	61.42
Male	403	376	93.30	6.70	48.00
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	241	221	91.70	8.30	34.55
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	75	72	96.00	4.00	67.61
White	420	394	93.81	6.19	63.27
English Learners	79	68	86.08	13.92	7.35
Foster Youth	--	--	--	--	--
Homeless	63	55	87.30	12.70	24.07
Military	95	91	95.79	4.21	54.95
Socioeconomically Disadvantaged	263	235	89.35	10.65	33.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	117	96	82.05	17.95	14.89

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	753	719	95.48	4.52	38.66
Female	350	334	95.43	4.57	36.64
Male	403	385	95.53	4.47	40.42
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	241	228	94.61	5.39	20.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	75	72	96.00	4.00	54.17
White	420	403	95.95	4.05	45.75
English Learners	79	74	93.67	6.33	2.74
Foster Youth	--	--	--	--	--
Homeless	63	57	90.48	9.52	14.29
Military	95	91	95.79	4.21	37.36
Socioeconomically Disadvantaged	263	244	92.78	7.22	19.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	117	103	88.03	11.97	14.00

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	53.69	--	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	250	244	97.6	2.4	53.69
Female	113	108	95.58	4.42	50.93
Male	137	136	99.27	0.73	55.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	69	97.18	2.82	30.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100	0	66.67
White	150	146	97.33	2.67	63.7
English Learners	20	19	95	5	5.26
Foster Youth	--	--	--	--	--
Homeless	23	23	100	0	26.09
Military	32	32	100	0	56.25
Socioeconomically Disadvantaged	77	74	96.1	3.9	28.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	19.23

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 7	94.0%	95.0%	96.0%	95.0%	96.0%

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

Parent participation is evidenced through our volunteer program. Parents provide thousands of volunteer hours in the library and office, supporting students and many different school activities. Typically you will see our parents in the library, the staff workroom, on field trips, at ASB activities, at SOAR PBIS activities, our annual Turkey Trot, and at surf contests. Our amazing Parent Teacher Association works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. In fact, our recent library remodel was financed and completed in its' entirety by the PTA.

The Shorecliffs Middle School Education Foundation has made a significant impact on preserving the educational strength of our school. In recent years the Shorecliffs Education Foundation has raised over \$80,000 for students. Parents committed to the educational opportunities afforded at Shorecliffs are successfully working together to provide technology enhancement, field trips, and resources to ensure our students have an educational environment second to none.

Without our parents we would not be the school we are today.

Contact information: PTA: www.shorecliffsppta.org. Foundation: www.shorecliffsfoundation.com

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	807	799	213	26.7
Female	372	368	91	24.7
Male	435	431	122	28.3
American Indian or Alaska Native	2	2	0	0.0
Asian	12	12	3	25.0
Black or African American	1	1	0	0.0
Filipino	4	4	1	25.0
Hispanic or Latino	250	249	66	26.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	57	57	10	17.5
White	457	450	124	27.6
English Learners	99	98	29	29.6
Foster Youth	5	5	3	60.0
Homeless	70	70	30	42.9
Socioeconomically Disadvantaged	288	286	102	35.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	130	130	54	41.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.17	1.28	2.45
Expulsions	0.00	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	0.61	6.32	0.49	1.96	0.20	3.17
Expulsions	0.00	0.12	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.32	0.12
Female	3.23	0.27
Male	8.97	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	7.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.51	0.00
White	6.13	0.22
English Learners	10.10	0.00
Foster Youth	0.00	0.00
Homeless	12.86	0.00
Socioeconomically Disadvantaged	11.81	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.38	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	27	5	11	8
Mathematics	25	5	19	1
Science	30	1	8	11
Social Science	30	1	10	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	23	7	14	2
Mathematics	24	6	13	4
Science	25	5	15	1
Social Science	27	4	12	4

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	15	23	15	
Mathematics	19	14	11	2
Science	25	3	16	1
Social Science	21	11	12	1

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	766

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	0.6
Social Worker	
Speech/Language/Hearing Specialist	
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	\$12,782	\$3,960	\$8,822	\$97,841
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	26.8	5.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	28.9	13.6

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%

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