

San Clemente High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	San Clemente High School
Street	700 Avenida Pico
City, State, Zip	San Clemente, CA 92673
Phone Number	(949) 492-4165
Principal	Michael Halt
E-mail Address	mahalt@capousd.org
Web Site	www.scritons.com/
CDS Code	30-66464-3036001

District Contact Information	
District Name	Capistrano Unified School District
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	kmvital@capousd.org
Web Site	www.capousd.org

School Description and Mission Statement (Most Recent Year)

Our Mission Is Learning

“We will ensure that all our children will learn more today than yesterday, and more tomorrow than today.”

San Clemente High School is a four year high school with an enrollment of approximately 3,000 students supported by a faculty of 110. The high school provides rigorous curriculum options for the university/college bound students, including a strong Advanced Placement (AP) program and a prestigious International Baccalaureate (IB) program. In addition, San Clemente High School is proud of its Early Childhood Education program and Automotive Technology Academy. Further, San Clemente High School offers 24 CIF-approved sports in which both boys and girls enthusiastically participate as appropriate.

Upgrading the technology at SCHS has been a focus for the past several years. SCHS now has four full computer labs with Internet access, two or more computers in every classroom, and several mini-labs in departmental areas for individual student and classroom use. The 36-week academic year is divided into two semesters. The school operates on a modified block schedule with three traditional days and two block days. Ninth and tenth grade students are required to enroll in a minimum of six classes, while eleventh and twelfth grade students must be enrolled in at least five classes.

Located in a historic beach community famous for its climate and surf, San Clemente High School serves students from San Clemente, Capistrano Beach, San Juan Capistrano, and Camp Pendleton Marine Base. The student population is a microcosm of the diversity of our nation.

Based on exceptional performance in academics, athletics, and activities, San Clemente High School has been recognized as a California Distinguished School by the California Department of Education in 2007. Staff and student commitment to excellence have consistently led to high test scores, league and CIF athletic championships, first place and sweepstakes awards for the Triton Marching Entertainment Unit, National Grand Champion Triton Dance Team, and many other accolades.

The philosophy at San Clemente High School is that students will be challenged to meet high expectations. Along with these challenges, they will be supported in their pursuit of these expectations. Our vision is that students will be actively engaged in meaningful, career oriented learning experiences, that teachers will enthusiastically guide students through a rigorous and rewarding course of study, that parents will be supportive and involved, and that the community will work in partnership with the school.

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

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	798
Grade 10	778
Grade 11	780
Grade 12	711
Total Enrollment	3,067

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.5
Asian	1.8
Filipino	0.6
Hispanic or Latino	24.0
Native Hawaiian or Pacific Islander	0.3
White	67.6
Two or More Races	4.5
Socioeconomically Disadvantaged	22.1
English Learners	5.7
Students with Disabilities	9.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	117	107	114	1928
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	3	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.74	1.26
All Schools in District	97.86	2.14
High-Poverty Schools in District	98.41	1.59
Low-Poverty Schools in District	97.78	2.22

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1999- All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2009 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Science	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
History-Social Science	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Foreign Language	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Visual and Performing Arts	2008 - All students are provided an individual textbook or instructional material as determined by verification from Textlink, an automated tracking system - 2011. All textbooks are state-adopted and standards-based.	Yes	0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements (Most Recent Year)

San Clemente High School has 107 total classrooms (85 on the lower campus and 22 on the upper campus), two multipurpose rooms (1 on the upper and one on the lower campus), a library, a small theater, an administration building, and two computer labs. The main campus was built in 1964. Major additions were added in 1999, 2003 and 2010, including the acquisition of the upper campus which houses the freshman students.

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. Two new science labs on the upper campus and an auxiliary gym on the lower campus were completed in the 2008-2009 school year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1.5.15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P17: 2. DIRTY VENTS P18: 2. DIRTY VENTS R-206: 2. HVAC IS NOT WORKING R-207: 2. HVAC IS NOT WORKING 4. CEILING TILES ARE BROKEN R-208: 2. HVAC IS NOT WORKING 4. CEILING TILES ARE BROKEN 7. LIGHTS ARE FLICKERING (SP. ED RM) R-301: 2. HVAC IS NOT WORKING 4. WATER STAIN CEILING TILES S-9: 2. HVAC NOT WORKING/ RM EXTREMELY HOT 4. WATER STAIN CEILING TILES 7. EXPOSED WIRES/ OUTLET COVER IS MISSING
Interior: Interior Surfaces			X	701 A: 4. CEILING HAS HOLE 7. LIGHT DIFFUSER IS BROKEN/ CRACKED ADMIN BLDG: 4. WATER STAIN CEILING TILES/ CEILING TILES LOOSE/MISSING THROUGHOUT BLDG ATTENDANCE: 4. WATER STAIN CEILING TILES BOYS LOCKER RM: 4. LOCKERS ARE BROKEN/ BENT/ INJURY HAZARD 7. WATER STAIN IN LIGHT DIFFUSER CAREER CTR/ LOUNGE: 4. WATER STAIN CEILING TILES 7. 1 LIGHT PANEL IS OUT COMP LAB: 4. WATER STAIN CEILING TILES 7. WATER STAINS LIGHT DIFFUSERS/ CABLE COVER HANGING FROM CEILING 11. PAINT CHIPPING ON WALL COUNSELING: 4. WATER STAIN CEILING TILES GIRLS LOCKER RM: 4. CEILING TILES ARE MISSING 15. DRY ROT @ BASE OF DOOR LIBRARY: 4. WATER STAIN CEILING TILES/ CEILING TILES HAVE HOLES 7. WATER STAINS LIGHT DIFFUSERS 14. TRIP HAZARD @ ENTRY LITTLE THEATER RM 1: 4. WATER STAIN CEILING TILES/ HAVE HOLES/ WALL HAS HOLE P O O: 4. WATER STAIN CEILING TILES 7. 1 LIGHT DIFFUSER IS MISSING 15. METAL WEATHER

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1.5.15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				STRIPPING TORN @ BASE OF DOOR P 0: 4. CEILING TILES ARE MISSING/ WATER STAINS CEILING TILES 7. 1 LIGHT DIFFUSER IS MISSING P U 00: 4. WATER STAIN CEILING TILE 12. DRY ROT ON SIDING / SKIRTING P U17: 4. WATER STAINS CEILING TILES 12. DRY ROT ON SIDING P U19: 4. WATER STAIN CEILING TILES P U20: 4. WATER STAIN CEILING TILES P24: 4. CARPET IS WORN/ HAS TEARS/ TRIP HAZARD P27: 4. WATER STAIN CEILING TILES P28: 4. WATER STAIN CEILING TILES 6. ANTS ARE APPARENT P29: 4. WATER STAIN CEILING TILES R 1: 4. WATER STAIN CEILING TILES/ CEILING TILES BROKEN/ HOLES R 301A: 4. WATER STAIN CEILING TILES R-200: 4. CEILING TILES ARE MISSING R-201: 4. CEILING TILES HAVE HOLES/ MISSING 15. DOOR HAS A HOLE R-202: WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING R-203: 4. WATER STAIN CEILING TILES 15. HINGE ON DOOR IS LOOSE R-207: 2. HVAC IS NOT WORKING 4. CEILING TILES ARE BROKEN R-208: 2. HVAC IS NOT WORKING 4. CEILING TILES ARE BROKEN 7. LIGHTS ARE FLICKERING (SP. ED RM) R-3: 4. METAL IS PROTRUDING FROM WALL/ DRY WALL IS MISSING/ INJURY HAZARD R-300: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN 10. FIRE EXTINGUISHER IS NOT MOUNTED R-301: 2. HVAC IS NOT WORKING 4. WATER STAIN CEILING TILES R-302: 4. WATER STAIN CEILING TILES R-305: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN R-306: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE R-307: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING 7. LIGHT PANELS ARE OUT R-308: 4. WATER STAIN CEILING TILES R-4: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN R-403: 4. WATER STAIN CEILING TILES R-404: 4. CEILING TILES ARE BROKEN/ HAVE HOLES 6. MICE ARE APPARENT R-406: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN/ RUBBER FLOOR MOLDING IS MISSING R-500: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN, HAVE HOLES 11. PAINT CHIPPING ON DOOR

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1.5.15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				R-501: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE LOOSE R-504: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN R-506: 4. WATER STAIN CEILING TILES R-600: 4. WATER STAIN CEILING TILES/ LINOLEUM COUNTER TOPS ARE PEELING/ BROKEN THROUGHOUT R-601: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN HAVE HOLES/ LINOLEUM COUNTER IS PEELING THROUGHOUT R-604: 4. RUBBER MOLDING IS MISSING ON FLOOR 7. EXPOSED WIRES/ CLOCK IS MISSING R-701: 4. CEILING TILE MISSING/ WALL PANEL IS LOOSE/MISSING RM 100: 4. WATER STAIN CEILING TILES RM 101: 4. WATER STAIN CEILING TILES THROUGHOUT RM 102: 4. WATER STAIN CEILING TILES RM 103: 4. WATER STAIN CEILING TILES 5. ROOM HAS STRONG ODOR RM 104: 4. WATER STAIN CEILING TILES 10. FIRE EXTINGUISHER IS NOT MOUNTED RM 105: 4. WATER STAIN CEILING TILES RM 106: 4. WATER STAIN CEILING TILES 7. WATER STAINS IN LIGHT DIFFUSERS RM 108: 4. WATER STAIN CEILING TILES S-9: 2. HVAC NOT WORKING/ RM EXTREMELY HOT 4. WATER STAIN CEILING TILES 7. EXPOSED WIRES/ OUTLET COVER IS MISSING SHOPS S-10: 4. TILE FLOOR HAVE HOLES/ TRIP HAZARD TRAINING RM: 4. CEILING TILES ARE MISSING 7. WATER STAINS IN LIGHT DIFFUSER TRITON CNTR: 4. WATER STAIN CEILING TILES/ DAMAGE TO CEILING 9. FAUCET IS LEAKING IN MENS RR 11. PAINT IS PEELING ON CEILING IN CTR. AND MENS RR U4: 4. ACOUSTIC CEILING FRAME IS LOOSE WRESTLING: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON EAVES 13. GUTTERS RUSTED/ DRY ROT ON SIDING 14. VENT COVER MISSING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			P U22: 6. TERMITE DAMAGE 7. LIGHT SWITCH PLATE IS MISSING 15. DRY ROT ON DOOR FRAME P28: 4. WATER STAIN CEILING TILES 6. ANTS ARE APPARENT R-404: 4. CEILING TILES ARE BROKEN/ HAVE HOLES 6. MICE ARE APPARENT RM 103: 4. WATER STAIN CEILING TILES 5. ROOM HAS STRONG ODOR

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1.5.15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			701 A: 4. CEILING HAS HOLE 7. LIGHT DIFFUSER IS BROKEN/ CRACKED BOYS LOCKER RM: 4. LOCKERS ARE BROKEN/ BENT/ INJURY HAZARD 7. WATER STAIN IN LIGHT DIFFUSER CAFÉ/KITCHEN: 7. 2 LIGHT PANELS ARE OUT/ LIGHT DIFFUSER IS MISSING 11. PAINT IS CHIPPING IN SERVING AREA CAREER CTR/ LOUNGE: 4. WATER STAIN CEILING TILES 7. 1 LIGHT PANEL IS OUT COMP LAB: 4. WATER STAIN CEILING TILES 7. WATER STAINS LIGHT DIFFUSERS/ CABLE COVER HANGING FROM CEILING 11. PAINT CHIPPING ON WALL LIBRARY: 4. WATER STAIN CEILING TILES/ CEILING TILES HAVE HOLES 7. WATER STAINS LIGHT DIFFUSERS 14. TRIP HAZARD @ ENTRY P 0 0: 4. WATER STAIN CEILING TILES 7. 1 LIGHT DIFFUSER IS MISSING 15. METAL WEATHER STRIPPING TORN @ BASE OF DOOR P 0: 4. CEILING TILES ARE MISSING/ WATER STAINS CEILING TILES 7. 1 LIGHT DIFFUSER IS MISSING P U22: 6. TERMITE DAMAGE 7. LIGHT SWITCH PLATE IS MISSING 15. DRY ROT ON DOOR FRAME P20: 7. EXTERIOR LIGHT COVER IS MISSING P37: 7. 3 LIGHT PANELS ARE LOOSE R-208: 2. HVAC IS NOT WORKING 4. CEILING TILES ARE BROKEN 7. LIGHTS ARE FLICKERING (SP. ED RM) R-307: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING 7. LIGHT PANELS ARE OUT R-412: 7. WATER STAIN LIGHT DIFFUSER/ 3 LIGHT PANELS ARE OUT R-604: 4. RUBBER MOLDING IS MISSING ON FLOOR 7. EXPOSED WIRES/ CLOCK IS MISSING RM 106: 4. WATER STAIN CEILING TILES 7. WATER STAINS IN LIGHT DIFFUSERS S-11: 7. EXPOSED WIRES/ 2 INTERNET OUTLETS ARE MISSING/ 2 LIGHT DIFFUSERS ARE MISSING S-4: 7. 3 LIGHT DIFFUSERS ARE MISSING S-9: 2. HVAC NOT WORKING/ RM EXTREMELY HOT 4. WATER STAIN CEILING TILES 7. EXPOSED WIRES/ OUTLET COVER IS MISSING TRAINING RM: 4. CEILING TILES ARE MISSING 7. WATER STAINS IN LIGHT DIFFUSER WEIGHT RM: 7. LIGHT DIFFUSER IS BROKEN 15. RUBBER MOLDING IS MISSING @ ENTRY/ WEATHER STRIPPING IS BENT/ INJURY HAZARD
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			TRITON CNTR: 4. WATER STAIN CEILING TILES/ DAMAGE TO CEILING 9. FAUCET IS LEAKING IN MENS RR 11. PAINT IS PEELING ON CEILING IN CTR. AND MENS RR

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1.5.15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			CAFÉ/KITCHEN: 7. 2 LIGHT PANELS ARE OUT/ LIGHT DIFFUSER IS MISSING 11. PAINT IS CHIPPING IN SERVING AREA COMP LAB: 4. WATER STAIN CEILING TILES 7. WATER STAINS LIGHT DIFFUSERS/ CABLE COVER HANGING FROM CEILING 11. PAINT CHIPPING ON WALL R-300: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN 10. FIRE EXTINGUISHER IS NOT MOUNTED R-500: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN, HAVE HOLES 11. PAINT CHIPPING ON DOOR RM 104: 4. WATER STAIN CEILING TILES 10. FIRE EXTINGUISHER IS NOT MOUNTED S-3A: 10. FIRE EXTINGUISHER IS NOT MOUNTED STUDENT STORE: 11. PAINT PEELING ABOVE THE DOOR @ ENTRY 15. BOTH ENTRANCE DOORS HAVE DRY ROT TRITON CNTR: 4. WATER STAIN CEILING TILES/ DAMAGE TO CEILING 9. FAUCET IS LEAKING IN MENS RR 11. PAINT IS PEELING ON CEILING IN CTR. AND MENS RR WRESTLING: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON EAVES 13. GUTTERS RUSTED/ DRY ROT ON SIDING 14. VENT COVER MISSING
Structural: Structural Damage, Roofs	X			P U 00: 4. WATER STAIN CEILING TILE 12. DRY ROT ON SIDING / SKIRTING P U17: 4. WATER STAINS CEILING TILES 12. DRY ROT ON SIDING WRESTLING: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON EAVES 13. GUTTERS RUSTED/ DRY ROT ON SIDING 14. VENT COVER MISSING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GIRLS LOCKER RM: 4. CEILING TILES ARE MISSING 15. DRY ROT @ BASE OF DOOR LIBRARY: 4. WATER STAIN CEILING TILES/ CEILING TILES HAVE HOLES 7. WATER STAINS LIGHT DIFFUSERS 14. TRIP HAZARD @ ENTRY P 0 0: 4. WATER STAIN CEILING TILES 7. 1 LIGHT DIFFUSER IS MISSING 15. METAL WEATHER STRIPPING TORN @ BASE OF DOOR P U 23: 15. DRY ROT ON SIDING/ SKIRTING P U000: 14. TRIP HAZARD @ RAMP ENTRY P U22: 6. TERMITE DAMAGE 7. LIGHT SWITCH PLATE IS MISSING 15. DRY ROT ON DOOR FRAME R-201: 4. CEILING TILES HAVE HOLES/ MISSING 15. DOOR HAS A HOLE R-203: 4. WATER STAIN CEILING TILES 15. HINGE ON DOOR IS LOOSE STUDENT STORE: 11. PAINT PEELING ABOVE THE

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1.5.15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				DOOR @ ENTRY 15. BOTH ENTRANCE DOORS HAVE DRY ROT U3: 15. FENCE LINE IS BROKEN @ WALKWAY WEIGHT RM: 7. LIGHT DIFFUSER IS BROKEN 15. RUBBER MOLDING IS MISSING @ ENTRY/ WEATHER STRIPPING IS BENT/ INJURY HAZARD WRESTLING: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON EAVES 13. GUTTERS RUSTED/ DRY ROT ON SIDING 14. VENT COVER MISSING

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	74	76	82	81	79	82	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	82
All Student at the School	82
Male	83
Female	80
Black or African American	
American Indian or Alaska Native	
Asian	86
Filipino	
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	
White	89
Two or More Races	83
Socioeconomically Disadvantaged	60
English Learners	19
Students with Disabilities	67
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68	71	72	73	75	74	54	56	55
Mathematics	42	44	41	66	67	65	49	50	50
History-Social Science	70	70	67	72	73	71	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	8	7	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	18	7	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	4	2
Native Hawaiian/Pacific Islander			
White	20	10	-7
Two or More Races			
Socioeconomically Disadvantaged	16	5	18
English Learners	-6	24	-1
Students with Disabilities	26	-30	52

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Preparation of students to enter the workforce begins in Grade 9 with completion of a required course entitled "College and Career Preparation (CCP)." In this course, students research and present information using digital tools on potential career choices, including those that do and don't require post-secondary education. Students also learn techniques for job searching, job application, resumé building, and interviewing. Further, students learn the basics of job retention skills, including those strongly recommended by the SCANS Report of 1991 and the Partnership for the 21st Century.

In Grades 10 and 11 students are encouraged to enroll in a Career Technical Education (CTE) course of their choice. Each District approved CTE course is compliant with the California State CTE Curriculum Model Curriculum Standards and Curriculum Framework.

Each of the State's 15 industry sectors and 58 pathways contain guidance for teachers about the preparation of students to reach "industry level" standards at the time of graduation. All District CTE teachers receive annual staff development to ensure that they are aware of and know how to implement the latest industry sector standards in their respective career pathway, as well as funding to support students' training at the industry standard level.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	908
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89.16%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	74.38
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	57.82

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	67	73	68	73	76	64	56	57	56
Mathematics	66	71	72	72	74	66	58	60	62

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	29	45	24	43	33
All Students at the School	32	28	40	28	45	26
Male	38	32	30	30	43	28
Female	25	24	51	27	48	25
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	60	23	17	52	33	16
Native Hawaiian or Pacific Islander						
White	23	29	48	22	49	29
Two or More Races	26	41	33	16	58	26
Socioeconomically Disadvantaged	62	17	20	48	41	11
English Learners	92	3	5	87	10	3
Students with Disabilities	81	13	6	70	26	4
Students Receiving Migrant Education Services						

Note: 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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.0	20.8	62.8

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher as well as assisting teachers by running the copy room on both upper and lower campus. Our very supportive Parent Teacher Student Association (PTSA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. The San Clemente Educational Foundation funds two afternoon tutorials, mandatory tutorial and college counseling for our students.

From the district level, the CUSD Foundation also provides resources and support to our schools.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	1.3	2.9	2.2	1.8	1.8	1.6	14.7	13.1	11.4
Graduation Rate	96.79	95.38	96.48	96.66	96.89	97.17	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	93.41	97.75	84.56
Black or African American	100.00	103.28	75.90
American Indian or Alaska Native	0.00	100.00	77.82
Asian	87.50	98.09	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	89.40	93.47	80.83
Native Hawaiian/Pacific Islander	0.00	114.29	84.06
White	94.06	98.79	90.15
Two or More Races	100.00	100.93	89.03
Socioeconomically Disadvantaged	88.19	93.96	82.58
English Learners	45.71	64.20	53.68
Students with Disabilities	76.06	82.49	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.9	4.6	4.2	2.4	2.2	2.0	5.7	5.1	4.4
Expulsions	0.4	0.4	0.3	0.1	0.1	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

A comprehensive safety plan is in place and is updated multiple times each year. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. The plan involves emergency preparedness for natural disasters as well as for a potential school shooter. Staff members are trained to handle a wide range of emergencies and the entire school population participates in bi-annual drills. After each drill, feedback is used to update the school safety plan. The school staff continues to work collaboratively with district office staff, the Orange County Sheriff's Department, students, parents, and community leaders to update and improve the plan as well as raise funds, obtain necessary safety equipment and food and water, and store these items on campus.

Additionally, school administrators work closely with the School Mobile Assessment Resource Team

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	75.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.6	30	27	46	25	44	15	62	27	33	17	65
Mathematics	30.4	11	27	40	29	22	19	54	27	25	29	48
Science	32.1	6	17	44	29	15	25	44	29	19	19	51
Social Science	31.2	7	14	33	31	16	15	56	32	12	16	61

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	613
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,837	\$1,757	\$5,080	\$78,025
District	---	---	\$5,681	\$78,827
Percent Difference: School Site and District	---	---	-10.6	-1.0
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	8.3	10.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Each district school receives categorical funding to provide 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:

- Tutoring (designated Program Improvement schools and other federal programs)
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Learners
- Extended Day/Year/Summer School
- Enrichment Programs
- Access to Technology
- AVID Programs
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (Academic and Career)
- Gifted and Talented Education (GATE)
- Special Education

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,312	\$41,761
Mid-Range Teacher Salary	\$72,593	\$66,895
Highest Teacher Salary	\$97,766	\$86,565
Average Principal Salary (Elementary)	\$113,861	\$108,011
Average Principal Salary (Middle)	\$122,218	\$113,058
Average Principal Salary (High)	\$136,417	\$123,217
Superintendent Salary	\$262,862	\$227,183
Percent of Budget for Teacher Salaries	43	38
Percent of Budget for Administrative Salaries	4	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	9	---
Fine and Performing Arts		---
Foreign Language	3	---
Mathematics	9	---
Science	7	---
Social Science	22	---
All courses	50	1.0

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Capistrano Unified School District places great value on the role of professional development, 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 development is two-fold:

- The transition to the Common Core State Standards (CCSS); and,
- The delivery of quality instruction to support all students learning at high levels.

By design, the model for providing professional development is multi-tiered, and ranges from large-scale, district-wide training focused on priorities areas to site-specific, embedded professional development (including coaching) that supports teachers in the transfer of that training to the classroom. In addition, professional development “academies” provide supplemental training after school hours to further support district initiatives and teacher needs for ongoing professional learning. The outcome of all CUSD professional development is to improve teacher practice in order to increase student learning. In support of this outcome, administrators participate in professional learning to increase their knowledge of quality practices, key shifts inherent in the CCSS, and strategies for instructional leadership.

Since 2004, all schools provide specific release time for embedded professional development using late start or early release days. In grades K-8, this time is known as ACE time (Articulation and Collaboration for Excellence). 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 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. These embedded professional development activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

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.