

Aliso Niguel 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	Aliso Niguel High School
Street	28000 Wolverine Way
City, State, Zip	Aliso Viejo, CA 92656
Phone Number	(949) 831-5590
Principal	Michael Hatcher
Email Address	mjhatcher@capousd.org
School Website	https://anhs-capousd-ca.schoolloop.com/
County-District-School (CDS) Code	30-66464-3030574

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

Aliso Niguel High School

A National Blue Ribbon School, California Distinguished School, and New American High School

Our Mission:

"The Mission of Aliso Niguel High School is to provide a safe and challenging learning environment where students can realize their academic and personal potential." This mission is manifested through our four tenets: learning, respect, safety, and communication. In addition, we focus on five Expected Student Learning Outcomes (ESLO's) as follows: Wolverines will grasp new concepts; read complex texts and write to demonstrate understanding; organize, prioritize and meet their academic goals; work collaboratively, respectfully and creatively; and learn and apply 21st Century skills.

Aliso Niguel High School has been recognized as a California Distinguished, National Blue Ribbon and New American High School. The school is located in the planned community of Aliso Viejo and opened in 1993 with approximately 1,600 students; it has since grown to a population of approximately 3,000 students. Most students reside in the communities of Aliso Viejo and Laguna Niguel.

Aliso Niguel's vision, called the ALISO Way, encompasses our educational philosophy. 'Academic Achievement for All' is a top priority. We focus on learning and closing the achievement gap. Leadership through collaboration, action, and accountability is accomplished through our Professional Learning Community (PLC) model and weekly structured collaboration time for all faculty. 'Instructional Best Practices' are modeled to the staff at all professional development meetings and is the expectation in all classrooms. Bell-to-bell quality instruction, Sheltered Instructional Observational Protocol (SIOP) strategies, implementation of the Common Core State Standards, and common formative/summative assessments are at the core of our instructional goals. School spirit and providing a positive culture of involvement and teamwork is an integral component of our vision, which is evidenced by our activities and athletics programs, performing arts groups, student clubs and recognition programs. Opportunities for communication and support for all stakeholders occur on a regular basis through our staff development workshops, committees, School Loop communications, school website, and the "Weekly Wolverine" and "Guidance News" electronic newsletters that are sent weekly via School Messenger emails.

Aliso Niguel parents and community partners share in a dedication to ensuring student success. Organized parent involvement takes the form of an active PTSA, School Site Council, PFAN (Parents for Aliso Niguel Foundation) and a wide range of parent booster organizations. Aliso Niguel High School has deep roots and strong mutually beneficial relationships with the cities of Aliso Viejo and Laguna Niguel. Further, there is a strong link between Aliso Niguel High School and Saddleback Community College. Aliso Niguel students may concurrently enroll at both institutions, simultaneously receiving high school credit and

2022-23 School Overview

college credit. We are very fortunate to have Soka University nearby in our community. We have partnered with this organization to showcase our award winning orchestra program in their state-of-the-art concert hall. In addition, Soka University has partnered with our school in other areas over the years. Our outstanding Career and Technical Education (CTE) programs provide educational and technical pathways to a diverse population, in order to provide skills for both career and college. We offer many of these courses on our campus during the school day, as well as after school hours on our campus or on other CUSD high school campuses.

A commitment to learning for all students is the cornerstone of ANHS academic programs. There is a strong college preparatory curriculum, as evidenced by high SAT/ACT scores well above both the state and national averages, and a nearly 90% overall pass rate on Advanced Placement exams. Advanced Placement course enrollment has increased steadily; the number of Advanced Placement courses offered now totals eighteen. We offer a full range of comprehensive electives and curricular programs designed for gifted and other special needs students. In 1996, Aliso Niguel High School was selected as a California Distinguished School, the youngest school ever to be recognized as such by the State Department of Education. In 2000, Aliso Niguel High School received national recognition as a Blue Ribbon School and New American High School. Aliso Niguel is regularly named among the top public high schools in the United States by US News and World Report. Most recently, in 2016 The Western Association of Schools and Colleges granted Aliso Niguel a six-year term of accreditation.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	669
Grade 10	671
Grade 11	726
Grade 12	707
Total Enrollment	2,773

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.2
American Indian or Alaska Native	0.2
Asian	12.9
Black or African American	1.4
Filipino	3.3
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.1
White	52.1
English Learners	3.7
Foster Youth	0.0
Homeless	3.2
Migrant	0.0
Socioeconomically Disadvantaged	20.4
Students with Disabilities	10.4

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)	93.50	86.64	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)	1.70	1.60	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.80	28.00	1.36	12115.80	4.41
Unknown	11.80	10.94	130.80	6.37	18854.30	6.86
Total Teaching Positions	107.90	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)	108.50	88.32	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)	4.20	3.49	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.12	28.70	1.22	11953.10	4.28
Unknown	9.80	8.05	132.00	5.58	15831.90	5.67
Total Teaching Positions	122.80	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	1.70	4.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	4.20

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.80	0.10
Total Out-of-Field Teachers	0.80	0.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.20	3.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.00	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

Aliso Niguel High School has 82 permanent classrooms, a large and small gym, band and choral rooms, theater, culinary arts facility, an auto shop, library, three conference areas, and an administration building. The main campus was built in 1993. Twenty-seven portable classrooms have been added to accommodate increases in enrollment, most recently an added double portable to accommodate the growth in the award-winning orchestra program. A new 6-classroom STEM building was completed in 2022.

The district maintenance staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used to ensure services, and emergency/urgent repairs are given high priority. The custodial staff has developed a cleaning schedule to ensure a proper learning environment. A complete Facilities Condition Assessment Report was conducted in November 2017 and is available on the district website. In October 2018, outreach meetings were held to gather input from staff, students and the parent community on priorities for possible future facilities improvement projects and bond initiatives.

Recent facility improvement projects have included: the refurbishment of stadium turf and track surfaces, an addition of a "lunch pavilion" seating area outside of the library a new weight room for physical education and athletics classes, a new audio/visual system for the main gym, a new audio/visual system for the theater, a new audio/visual system for the library, added security cameras, carpet replacement, improved water drainage for problematic areas, repair and replacement of uneven concrete, landscape renovation and planting, HVAC unit replacements, extensive school branding, and logos, library reconfiguration and upgrade, ongoing upgrades and additions for student seating areas and solar panels have been installed throughout the parking lots etc. Projects planned for the near future include re-carpeting of office areas and additional classrooms, additional HVAC unit replacements, and replacing the large tarp in the food court.

Year and month of the most recent FIT report	08/13/2022
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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		102: 4. WALLPAPER IS TORN 501: 4. WALLPAPER TORN 502: 4. WALLPAPER IS TORN 504: 4. WALLPAPER IS TORN/ RUBBER MOLDING IS LOOSE ON WALL 506: 4. CARPET IS SEPARATING AT SEAM 705: 4. FLOOR TILES ARE CRACKED WITH HOLES AT ENTRY

School Facility Conditions and Planned Improvements

			<p>709: 4. FORMICA IS BROKEN ON CABINETS 903: 4. WATER STAIN CEILING TILES 1003: 4. CEILING TILE LOOSE 1005: 4. CEILING TILE LOOSE P-2: 4. WATER STAIN CEILING TILES P-3: 4. RUBBER MOLDING IS MISSING ON WALL P-7: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN P-9: 4. RUBBER MOLDING IS MISSING ON WALL P-10: 4. CARPET HAS WAVES P-11: 4. CARPET IS TORN AND WORN P-22: 4. CARPET IS SEPERATING AT SEAMS P-23: 4. CARPET IS SEPERATING AT SEAM P-26: 4. WATER STAIN CEILING TILES</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>104: 7. LIGHT PANEL IS LOOSE 304: 7. LIGHT DIFFUSER IS BROKEN NURSE: 7. LIGHT PANEL IS LOOSE P-19: 7. LIGHT DIFFUSER IS CRACKED P-22: 7. LIGHT DIFFUSER IS CRACKED GUIDANCE OFC: 7. LIGHT PANEL IS LOOSE KITCHEN: 7. WATER STAIN LIGHT DIFFUSER</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>102: 11. PAINT IS CHIPPING ON DOOR FRAME 104: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 106: 11. PAINT CHIPPING ON DOOR FRAME 108: 11. PAINT CHIPPING ON DOOR FRAME 210: 11. PAINT IS CHIPPING ON WALL AND WINDOW FRAME 401: 11. PAINT CHIPPING ON DOOR FRAME 403: 11. PAINT CHIPPING ON DOOR FRAME 405: 11. PAINT CHIPPING ON DOOR FRAME 408: 11. PAINT CHIPPING ON DOOR FRAME 409: 11. PAINT CHIPPING ON DOOR FRAME P-1: 11. PAINT IS CHIPPING ON DOOR FRAME P-2: 10. PLUG IN AIR FRESHENER P-4: 11. PAINT IS CHIPPING ON EAVE P-5: 11. PAINT IS CHIPPING ON SIDING P-7: 10. FIRE EXTINGUISHER IS NOT MOUNTED P-8: 11. PAINT IS CHIPPING ON EAVE P-17: 11. PAINT IS CHIPPING ON EAVES P-21: 11. PAINT IS CHIPPING ON SIDING OFC: 11. PAINT CHIPPING ON WALL MEN'S RR: 11. PAINT CHIPPING ON DOOR STAFF RR: 11. PAINT CHIPPING ON DOOR</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>P-2: 12. DRY ROT ON TRIM P-4: 12. DRY ROT ON EAVE P-7: 12. DRY ROT ON EAVES/ TERMITE DAMAGE P-8: 12. DRY ROT ON EAVE P-10: 12. DRY ROT ON SKIRTING P-25: 12. DRY ROT ON TRIM AND EAVE</p>

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P-9: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM P-13: 14. TRIP HAZARD AT RAMP ENTRY P-14: 14. TRIP HAZARD AT RAMP ENTRY P-26: 14. TRIP HAZARD ON ASPHALT WALKWAY AT TREE MEN'S RR: 15. LOCK IS BROKEN STAFF RR'S: 15. LOCK BROKEN ON DOOR
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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	82	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	58	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	727	693	95.32	4.68	82.11
Female	361	343	95.01	4.99	86.30
Male	365	349	95.62	4.38	77.94
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	97	96	98.97	1.03	89.58
Black or African American	12	11	91.67	8.33	54.55
Filipino	27	26	96.30	3.70	80.77
Hispanic or Latino	143	132	92.31	7.69	65.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	50	92.59	7.41	88.00
White	393	377	95.93	4.07	86.21
English Learners	18	17	94.44	5.56	11.76
Foster Youth	0	0	0.00	0.00	0.00
Homeless	19	17	89.47	10.53	52.94
Military	41	40	97.56	2.44	65.00
Socioeconomically Disadvantaged	156	147	94.23	5.77	72.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	73	58	79.45	20.55	34.48

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	727	690	94.91	5.09	57.83
Female	361	340	94.18	5.82	57.35
Male	365	349	95.62	4.38	58.45
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	97	96	98.97	1.03	85.42
Black or African American	12	11	91.67	8.33	36.36
Filipino	27	26	96.30	3.70	50.00
Hispanic or Latino	143	132	92.31	7.69	37.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	50	92.59	7.41	58.00
White	393	374	95.17	4.83	59.09
English Learners	18	17	94.44	5.56	11.76
Foster Youth	0	0	0.00	0.00	0.00
Homeless	19	17	89.47	10.53	35.29
Military	41	39	95.12	4.88	38.46
Socioeconomically Disadvantaged	156	146	93.59	6.41	43.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	73	59	80.82	19.18	10.17

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	56.66	--	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	670	616	91.94	8.06	56.66
Female	321	297	92.52	7.48	55.89
Male	349	319	91.4	8.6	57.37
American Indian or Alaska Native	--	--	--	--	--
Asian	92	89	96.74	3.26	73.03
Black or African American	11	11	100	0	36.36
Filipino	26	25	96.15	3.85	52
Hispanic or Latino	153	140	91.5	8.5	37.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	46	90.2	9.8	65.22
White	331	300	90.63	9.37	60.67
English Learners	14	12	85.71	14.29	16.67
Foster Youth	0	0	0	0	0
Homeless	22	21	95.45	4.55	47.62
Military	44	41	93.18	6.82	43.9
Socioeconomically Disadvantaged	144	132	91.67	8.33	40.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	52	83.87	16.13	7.69

2021-22 Career Technical Education Programs

Career Pathway and Course Sequencing:

Animal Science- Veterinary Tech I, Veterinary Tech II
 Architectural Design - Architectural Design Adv.
 Biotechnology- Biotechnology
 Business Management- Business Management/ Entrepreneurship, Business Marketing & Finance
 Design, Visual & Media Arts - Digital Photography, Multimedia Design, TV Broadcast Journalism, Multimedia Design, Video Production
 Emergency Response = Fire Science, Emergency Medical Technician, Lifeguarding
 Engineering Design- Engineering Manufacturing Tech, Engineering Manufacturing Tech, Advanced
 Fashion Design & Merchandising- Fashion Design
 Food Science & Hospitality- Culinary Arts, Foods around the World, Culinary Arts, Advanced, Culinary Baking
 Game Design & Integration – E-sports
 Patient Care - Dental Assisting, Medical Core, Sports Medicine, Surgical Technician I, Dental Assisting II, Medical/Hospital Careers,
 Performing Arts - Actors Repertory, Actors Repertory II
 Production & Managerial Arts- Stagecraft Intro, Stagecraft, Theatrical Production
 Public Safety- Law Enforcement Intro, Crime Scene Investigations, Forensic Science
 Software & Systems Development- Programming & Coding, Robotics FTC, Robotics Technology FRC, Cybersecurity
 Systems Diagnostics Service & Repair - Auto mechanics Intro, 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	927
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.29
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	66.15

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	91.0%	91.0%	90.0%	91.0%	91.0%

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 Aliso Niguel High School, parent participation is evidenced through a large parent volunteer program, which begins with strong relationships within the larger community and with the cities of Aliso Viejo and Laguna Niguel. Our very supportive Parent Teacher Student Association (PTSA) works hand-in-hand with the school to provide funding, teacher grants, and programs, all of which further enrich the school experience for our students. PTSA also offers several parent and student education opportunities each year to meet the challenging environment of today's society. In addition, the PFAN (Parents for Aliso Niguel) foundation organization provides an opportunity for parents to be part of fundraising efforts on behalf of our school. Each year, PFAN's generous donations allow us to pursue various school improvement projects on behalf of our students. Parent involvement permeates the overall school culture and is evident in much of our decision-making processes. In addition to PTSA and PFAN, parents serve on our School Site Council, play an active role in our WASC self-evaluation process, as well as participate in dozens of school-wide committees and booster clubs. In addition, our parent groups sponsor teacher appreciation days, help supervise and organize dances, help with student registration, and volunteer to help with much of our standardized testing. Parents can be consistently found on our campus at all hours of the day and night. At the district level, parents are also given the opportunities to provide input, resources, and support to all schools. Community members also participate annually in a "Principal for a Day" event on each school campus.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.5	1		6.6	2.7		8.9	7.8
Graduation Rate		98	97.4		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	684	666	97.4
Female	324	320	98.8
Male	360	346	96.1
American Indian or Alaska Native	--	--	--
Asian	93	92	98.9
Black or African American	12	11	91.7
Filipino	26	25	96.2
Hispanic or Latino	155	152	98.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	46	45	97.8
White	339	330	97.3
English Learners	34	33	97.1
Foster Youth	0	0	0.0
Homeless	45	45	100.0
Socioeconomically Disadvantaged	223	214	96.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	67	63	94.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2867	2826	575	20.3
Female	1397	1378	282	20.5
Male	1466	1444	291	20.2
American Indian or Alaska Native	5	5	2	40.0
Asian	368	364	29	8.0
Black or African American	38	38	11	28.9
Filipino	93	93	13	14.0
Hispanic or Latino	627	617	156	25.3
Native Hawaiian or Pacific Islander	8	8	1	12.5
Two or More Races	203	198	41	20.7
White	1490	1469	314	21.4
English Learners	114	112	31	27.7
Foster Youth	1	0	0	0.0
Homeless	93	93	34	36.6
Socioeconomically Disadvantaged	636	622	179	28.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	324	318	120	37.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.19	1.28	2.45
Expulsions	0.10	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.37	3.14	0.49	1.96	0.20	3.17
Expulsions	0.00	0.07	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.14	0.07
Female	1.93	0.00
Male	4.30	0.14
American Indian or Alaska Native	0.00	0.00
Asian	0.54	0.00
Black or African American	5.26	0.00
Filipino	1.08	0.00
Hispanic or Latino	5.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.94	0.49
White	2.55	0.07
English Learners	10.53	0.00
Foster Youth	0.00	0.00
Homeless	7.53	0.00
Socioeconomically Disadvantaged	5.97	0.16
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.57	0.31

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	25	29	63	32
Mathematics	28	20	41	45
Science	31	7	23	42
Social Science	27	22	28	46

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	25	26	52	39
Mathematics	27	20	51	31
Science	29	10	32	32
Social Science	28	15	22	50

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	19	75	70	3
Mathematics	21	56	52	18
Science	24	25	40	21
Social Science	25	21	54	19

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	554.6

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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Speech/Language/Hearing Specialist	0.8
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	\$11,019	\$3,472	\$7,548	\$100,192
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	11.4	8.1
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	13.5	16.0

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	32.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	13
Fine and Performing Arts	2
Foreign Language	7
Mathematics	8
Science	16
Social Science	25
Total AP Courses Offered Where there are student course enrollments of at least one student.	71

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