

Niguel Hills Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Niguel Hills Middle School
Street	29070 Shark Bay
City, State, Zip	Laguna Niguel, CA 92677
Phone Number	(949) 234-5360
Principal	Jeff Jones
Email Address	jjjones@capousd.org
School Website	https://niguelhills.schoolloop.com/
County-District-School (CDS) Code	30-66464-6095095

2022-23 District Contact Information

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

2022-23 School Overview

SCHOOL DESCRIPTION

Niguel Hills Middle School is a vigorous learning community of 755 sixth, seventh, and eighth grade students, 40 teachers, three administrators, and a large support staff of employees and volunteers. Niguel Hills opened in 1975 and, over the past four decades of growth in our community, our school has provided a sense of community and tradition. In 1997, Niguel Hills was selected by the California Department of Education as a California Distinguished School.

The collegiality, professionalism, and standards of the staff at Niguel Hills bolster student accomplishments. Our teachers are the foundation of our community of learners, providing an enthusiastic environment for learning and interacting as they work with parents to prepare students for the challenges ahead. High expectations are set and our message is clear that we all work together in the best interest of the child. In keeping with best practices found in effective schools nationwide, Capistrano Unified School District has created a systems-wide structure and culture of professional learning communities that is focused on continuous improvement in student learning. The model for CUSD professional development is a balanced one, ranging from large-scale district-wide professional development “academies” focused on district initiatives to increase student learning, to site-specific, embedded professional development that is designed to meet the unique needs of students at each school. All schools provide specific release time for this embedded professional development using late start or early release days, also known as ACE time (Articulation and Collaboration for Excellence) in K-8 schools.

Guiding specific professional development plans of each team are annual measurable goals based upon identified areas of need in student learning. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The targeted goals and the action plans toward their accomplishment create each team’s yearlong plan for continuous improvement. Teacher teams engage in ongoing examination of standards-based curriculum, the examination of meaningful assessment data that is formative in nature, and powerful teaching strategies that get results. These embedded professional development activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

Students at Niguel Hills are offered a strong academic program in the core curriculum that focuses on developing skills in language arts, social science, mathematics, and science. Additionally, Niguel Hills’ students excel in endeavors ranging from music and academic competitions to physical education. Large numbers of students participate in our Visual and Performing

2022-23 School Overview

Arts program. Our instrumental music groups consistently receive top ratings at various competitions, and our arts program is designated as a Statewide Exemplary Arts Program. Our students have also consistently won awards in such competitions as the Disneyland Creativity Challenge. A newer training room provides opportunity and incentive for students to stay physically fit while striving for academic excellence. Niguel Hills' students are proud to paint, practice, and perform as they strive to be the best they can be.

State-of-the-art instructional technology is a large part of the learning process at Niguel Hills. The district provides Chromebooks for every student, and the Booster Club supports additional technology needs. The electives department allows students to delve deeply into computer technologies through such courses as Video Production and Advanced Computer Applications.

MISSION STATEMENT

Niguel Hills Middle School is a collaborative learning community fostering academic, social, and emotional growth for ALL in a safe, stable, and welcoming environment.

VISION

NHMS strives to become....

- a school community where collaborative practices are used to achieve positive growth for all.
- a learning community that meets the creative, academic, social, and emotional needs for all.
- an inclusive school where everyone is individually valued and has access to all resources.
- a school where the motto, "One School, One Ohana", is evident on campus daily and extends to include our surrounding community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	248
Grade 7	247
Grade 8	257
Total Enrollment	752

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.0
Asian	4.0
Black or African American	0.8
Filipino	1.3
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.7
White	54.5
English Learners	8.4
Foster Youth	0.5
Homeless	9.8
Migrant	0.0
Socioeconomically Disadvantaged	29.9
Students with Disabilities	16.5



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)	34.00	90.31	1860.30	90.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	1.86	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	28.00	1.36	12115.80	4.41
Unknown	2.90	7.84	130.80	6.37	18854.30	6.86
Total Teaching Positions	37.60	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)	36.60	89.36	2142.70	90.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.80	0.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	28.70	1.22	11953.10	4.28
Unknown	4.30	10.62	132.00	5.58	15831.90	5.67
Total Teaching Positions	41.00	100.00	2364.80	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.70	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	0.00

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.50	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

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

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

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Year adopted 2018 - Amplify	Yes	0%
Mathematics	Year adopted 2016 - Houghton Mifflin Harcourt Go Math	Yes	0%
Science	Year adopted 2019 - Accelerate Learning STEMscopes	Yes	0%
History-Social Science	Year adopted 2021 - Savvas	Yes	0%
Foreign Language	Year adopted 2004 - Prentice Hall	Yes	0%

School Facility Conditions and Planned Improvements

Niguel Hills Middle School opened at the beginning of the 1975-76 school year. The school has 64 classrooms, a performance room, multi-purpose room, library, and an administration building. Twenty-five portables have been added over the years to accommodate growth in student numbers.

The district maintenance staff has a well-organized work order process which helps ensure that needed repairs are completed in a timely manner. The custodial staff has developed a cleaning schedule to help maintain a neat and clean campus. In addition, the school was remodeled during the summer of 2005. The modernization included new landscaping, remodeling of student restrooms, new tile and paint, and new concrete throughout the campus. In the last few years, the school's former woodshop room has been converted into a state of the art fitness center for use by the Physical Education classes. Sixteen security cameras have been added to the campus, helping to alleviate vandalism and increase safety. Each classroom has at least a teacher computer, a teacher laptop, or both. For the past two years, the Booster Club has been funding the mounting of projectors in classrooms, and now they are mounted in nearly every classroom on campus.

Year and month of the most recent FIT report

08/11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		102: 4. WATER STAIN CEILING TILES 203-A/OFC: 4. CARPET HAS WAVES AND WORN/TRIP HAZARD 209: 4. WATER STAIN CEILING TILES 210: 4. HOLE IN ROOM DIVIDER WALL 213: 4. CARPET IS WORN AND STAINED 215-A: 4. CEILING TILES HAVE HOLES IN HALLWAY 217: 4. FLOOR IS UNEVEN/ LOW SPOT 219: 4. CARPETS ARE WORN P4: 4. WATER STAIN CEILING TILE P5: 4. WATER STAIN CEILING TILE P6: 4. WATER STAIN CEILING TILE P8: 4. RUBBER MOLDING IS LOOSE ON WALL P12: 4. FORMICA IS BROKEN ON COUNTERS P13: 4. FORMICA IS BROKEN ON COUNTERS/ WATER STAIN CEILING TILES STAFF LOUNGE: 4. CARPET HAS WAVES IN COPY ROOM GIRLS LOCKER ROOM: 4. FLOOR TILES CRACKED WEIGHT ROOM: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			219: 6. ROACHES/ MICE APPARENT (PER TEACHER)
Electrical	X			205: 7. ETHERNET BOX IS LOOSE ON WALL 222: 7. LIGHT DIFFUSER IS CRACKED

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			P12: 11. NO SKID PAINT MISSING ON RAMP P13: 11. NO SKID PAINT MISSING ON RAMP P14: 11. NO SKID PAINT MISSING ON RAMP
Structural: Structural Damage, Roofs	X			P11: 13. GUTTERS ARE RUSTED / HAVE HOLES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P1: 14. TRIP HAZARD AT RAMP ENTRY P3: 14. TRIP HAZARD AT RAMP ENTRY P11:14. TRIP HAZARD AT RAMP ENTRY P12: 15. WINDOW SCREEN MISSING P13: 15. WINDOW SCREEN MISSING P14: 15. WINDOW SCREEN MISSING P15: 15. WINDOW SCREEN MISSING P16: 15. WINDOW SCREEN MISSING P17: 15. WINDOW SCREEN MISSING P18: 15. WINDOW SCREEN MISSING

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	55	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	754	738	97.88	2.12	71.14
Female	344	336	97.67	2.33	76.19
Male	410	402	98.05	1.95	66.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	34	31	91.18	8.82	80.65
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	236	234	99.15	0.85	52.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	56	96.55	3.45	67.86
White	408	400	98.04	1.96	81.75
English Learners	42	38	90.48	9.52	21.05
Foster Youth	--	--	--	--	--
Homeless	73	73	100.00	0.00	31.51
Military	50	49	98.00	2.00	59.18
Socioeconomically Disadvantaged	233	228	97.85	2.15	51.75
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	123	116	94.31	5.69	25.86

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	754	742	98.41	1.59	54.72
Female	344	339	98.55	1.45	54.28
Male	410	403	98.29	1.71	55.09
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	34	33	97.06	2.94	69.70
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	236	234	99.15	0.85	35.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	57	98.28	1.72	43.86
White	408	401	98.28	1.72	66.08
English Learners	42	42	100.00	0.00	9.52
Foster Youth	--	--	--	--	--
Homeless	73	73	100.00	0.00	24.66
Military	50	49	98.00	2.00	40.82
Socioeconomically Disadvantaged	233	230	98.71	1.29	34.35
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	123	116	94.31	5.69	15.52

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	51.79	--	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	253	251	99.21	0.79	51.79
Female	107	107	100	0	50.47
Male	146	144	98.63	1.37	52.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100	0	36.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100	0	45.83
White	135	133	98.52	1.48	62.41
English Learners	12	12	100	0	8.33
Foster Youth	0	0	0	0	0
Homeless	21	21	100	0	33.33
Military	18	18	100	0	61.11
Socioeconomically Disadvantaged	75	74	98.67	1.33	35.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100	0	22.58

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.0%	95.0%	95.0%	95.0%	95.0%

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 our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours through our PTSA. Our very supportive Parent Teacher Student Association also works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. Parents help with intramurals at 6th grade lunch, and are involved in classroom book clubs and tutorial programs. The PTSA has also created and implemented a 'Student PTSA', which allows kids to participate in service projects and leadership opportunities that are helpful to the school.

Niguel Hills has a very successful Booster Club that supports field trips, manages departmental accounts, and funds school and classroom improvements.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	794	777	164	21.1
Female	367	358	78	21.8
Male	427	419	86	20.5
American Indian or Alaska Native	0	0	0	0.0
Asian	34	33	2	6.1
Black or African American	7	6	3	50.0
Filipino	11	10	0	0.0
Hispanic or Latino	243	239	63	26.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	50	46	11	23.9
White	429	423	78	18.4
English Learners	75	70	27	38.6
Foster Youth	4	4	1	25.0
Homeless	76	76	29	38.2
Socioeconomically Disadvantaged	258	252	84	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	140	135	43	31.9

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	2.93	1.28	2.45
Expulsions	0.00	0.04	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.59	6.55	0.49	1.96	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.55	0.00
Female	1.09	0.00
Male	11.24	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.82	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.00	0.00
White	5.36	0.00
English Learners	14.67	0.00
Foster Youth	0.00	0.00
Homeless	7.89	0.00
Socioeconomically Disadvantaged	9.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.43	0.00

2022-23 School Safety Plan

Each Capistrano Unified school site submits an annual School Safety Plan, which includes a comprehensive disaster preparedness plan, District policies, procedures and meets the expectations outlined in California Education Code sections 32280–32289. Copies are available to read at each school office. The Safety Plan is updated annually, and reviewed by the Executive Director, Safety and Student Services. Although the School Safety Plan is required to be reviewed and updated annually no later than March 1, every year per Ed. Code, District Sites were required to submit their plans by October 17, 2022. Each School Site has met with the School Site Council to review and update this plan and adopted the plan.

Aerial pictures and floor plans of each school site are loaded on all local police unit computers. Fire drills are held monthly in elementary schools, four times per year in middle and two times a year in high school. Drop, cover and hold drills are held each semester in middle and high school and quarterly for elementary. Lockdown drills are held twice a year and a disaster drill is held once a year throughout the District. The District also participates in multi-agency response drills, working with law enforcement, fire and other responding agencies.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	15	4
Mathematics	22	10	14	4
Science	27	4	12	7
Social Science	26	5	14	5

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	14	10	4
Mathematics	19	14	10	6
Science	21	10	14	3
Social Science	21	11	10	6

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	13	31	11	
Mathematics	15	25	9	2
Science	18	11	17	
Social Science	16	20	12	

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	752

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,491	\$4,105	\$8,386	\$94,440
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	21.8	2.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	23.9	10.1

2021-22 Types of Services Funded

Each district school provides some supplemental services to assist students:

- in reaching academic proficiency
- in mastering grade level content standards and
- to successfully graduate from high school.

Services vary by school and may include:

- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Programs for English Learners
- Extended Day/Year/Summer School
- Intervention Programs
- Enrichment Programs
- Technology
- AVID Programs
- Parent Education/Family Nights
- Tutoring
- Translation for Home-School Communication
- Counseling (Social, Emotional, and College and Career)
- Special Education

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,047	\$51,081
Mid-Range Teacher Salary	\$78,775	\$77,514
Highest Teacher Salary	\$110,260	\$105,764
Average Principal Salary (Elementary)	\$149,940	\$133,421
Average Principal Salary (Middle)	\$161,159	\$138,594
Average Principal Salary (High)	\$172,920	\$153,392
Superintendent Salary	\$343,493	\$298,377
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

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