

# Tesoro High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Tesoro High School
<b>Street</b>	1 Tesoro Creek Road
<b>City, State, Zip</b>	Las Flores, CA 92688
<b>Phone Number</b>	(949) 234-5310
<b>Principal</b>	Bill Mocnik
<b>E-mail Address</b>	wemocnik@capousd.org
<b>Web Site</b>	<a href="http://www.tesorohighschool.com">http://www.tesorohighschool.com</a>
<b>CDS Code</b>	30-66464-3030756

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

### **School Description and Mission Statement (School Year 2016-17)**

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

Tesoro High School, Capistrano Unified’s fifth high school, opened its doors in the fall of 2001. Currently Tesoro serves approximately 2,,530 students in Grades 9-12 and served just fewer than 3,100 at its peak. An extensive program in academics, including college prep and advanced courses, special education services, athletics, and fine and performing arts, are available to all students. Tesoro provides technology and computer access throughout the campus. Specially designed classrooms for physics, advanced mathematics, digital photography, video production, graphic arts, and several computer labs support instruction and learning.

Tesoro High School has built many support systems into the daily schedule. The school operates on a block schedule. While students have six classes in their schedule, they attend only three classes per day, every other day. This reduces the load to approximately 75 to 100 students per day per teacher. Included in the schedule is a 33 minute period called “tutorial.” Four days a week, sophomores, juniors, and seniors attend tutorial in any class of their choice. Students use this time to get extra help from their teacher, make up labs and tests, or work on projects. All 9th grade students are assigned a certificated staff member with whom they meet weekly in their homeroom class for the school year. Focusing on the forty developmental assets, the homeroom program provides a venue to hold individual students accountable for grades, to discuss study skills, and to develop lasting and meaningful connections between staff and students, thereby making a large school seem small.

A continuously refined component to the 9th grade Homeroom program is IMPACT, a student mentoring program. Approximately 175 hand-selected juniors and seniors are trained on a weekly basis to work with all freshmen in the Homeroom classes during the school year. The IMPACT program focuses on the key transition from middle to high school and provides structure and leadership training to upper-class students who in turn work with freshman in a mentoring capacity.

Tesoro High School benefits from three very active community groups: The Education for the Children Foundation, PTSA. and Tesoro Titan Foundation. All three work hard to support individual teacher programs by providing mini-grants to teachers. In addition, the parents and community have provided a host of volunteers to serve in the library, the copy room, and the computer labs every day. Getting parents and community members to serve on advisory boards, such as Site Council, Science Olympiad, and Mock Trial, has proven to be nearly effortless.

As a Professional Learning Community, Tesoro High School provides an atmosphere where teachers collaborate regularly on vertical and horizontal curricular teams working on standards-based curriculum maps, assessment tools, and teaching methodologies. Team goals are based on standards-based test results. Tesoro High School is a place where all students' needs are met in an environment where the Titan community consistently does the right and proper thing by demonstrating Wisdom, Strength, and Honor.

For additional information about school and district programs, please visit [www.capousd.org](http://www.capousd.org)

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	653
Grade 10	645
Grade 11	599
Grade 12	554
<b>Total Enrollment</b>	<b>2,451</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	8.2
Filipino	2.7
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.1
White	67.4
Two or More Races	5.1
Socioeconomically Disadvantaged	7.1
English Learners	1.3
Students with Disabilities	8.7
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	91	88	92	1899
Without Full Credential	0	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	2	1
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.1	4.9
All Schools in District	94.3	5.7
High-Poverty Schools in District	96.7	3.3
Low-Poverty Schools in District	94.1	5.9

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1998, 2002, 2003 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2016 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
Science	2007, 2008 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
History-Social Science	2005, 2006 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
Foreign Language	2004 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	2004 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
Visual and Performing Arts	1998, 2005, 2010 - All students are provided an individual textbook or instructional material as determined by verification from Follett Destiny, an automated tracking system - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
Science Laboratory Equipment (grades 9-12)	2007, 2008 - All students are provided an instructional material as determined by type of science the student is studying. Lab equipment is customized by type of science and lab/classroom. All textbooks are state-adopted and standards-based.	Yes	0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Tesoro High School opened in 2001 and was completed in 2003. The school consists of 104 classrooms, two Gymnasiums, Theater, Library, Career Center, two Music rooms, boys' and girls' Locker Rooms, Food Court, Weight Room, Pool, Stadium, and Administrative Building. Tesoro received an all-weather track and field surface in the stadium in 2006. While the school is still new, the need for repairs does arise. A work order process is used to ensure that any needed repairs are attended to on a timely basis. The district Maintenance staff coordinates follow-up on the work orders. Safety concerns receive the highest priority from the school staff and district Maintenance. The custodial staff maintains a consistent schedule to ensure that the school is clean.

In 2007, the school received a donation for 20 permanent benches for outdoor student seating. In addition, 26 outdoor lunch tables were installed. Eight additional permanent benches were donated in 2010. Two large shade structures were installed in February 2008. A dedicated science computer lab was completed in spring 2008. The computer labs are in the process of having the infrastructure updated (wiring). Banners and building signage were added in 2011 and 2012. In 2013-14, additional banners/signage was placed around the tennis courts leading all the way to the stadium. Also added in 2013-14 were 33 benches and 15 outdoor lunch tables for student seating.

With the expectation of future growth through School of Choice and the new residential developments that are being built within our boundaries, Tesoro will have a new 24 classroom building built in the area across from the current portable classrooms. The portable classrooms will be removed and the overall net gain in classroom space will accommodate the future growth. The building is expected to be completed in time for the 2018-19 school year.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			R-409: 2. A/C IS NOT WORKING (PER TEACHER)

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 12/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			R-102: 4. WATER STAIN CEILING TILES GIRLS RR: 4. FLOOR TILES ARE CRACKED ON WALL R-607: 4. WATER STAIN CEILING TILES R-711: 4. CEILING TILE IS CRACKED R-902: 4. WATER STAIN CEILING TILE SMALL GYM: 4. CEILING TILES ARE LOOSE/MISSING LARGE GYM: 4. CEILING TILES ARE LOOSE/ MISSING P4: 4. CEILING TILE IS CRACKED P6: 4. WATER STAIN CEILING TILE P7: 4. RUBBER MOLDING IS LOOSE ON WALL P9: 4. CARPET IS WORN WITH TEARS P15: 4. CEILING TILE HAS HOLE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			R-902: 7. WATER STAIN IN LIGHT DIFFUSER P1: 7. OUTLET COVER IS MISSING P12: 7. LIGHT DIFFUSER IS MISSING P14: 7. OUTLET COVER IS MISSING P15: 7. OUTLET COVER IS MISSING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			P5: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET P6: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET P6: 11. PAINT IS CHIPPING ON EAVES P2: 11. PAINT IS CHIPPING ON EAVES P3: 11. PAINT CHIPPING ON EAVES AND SIDING P4: 11. PAINT IS CHIPPING ON EAVES AND SIDING P5: 11. PAINT CHIPPING ON EAVES AND SIDING/ PAINT IS CHIPPING ON INTERIOR DOOR FRAME P14: 11. PAINT IS CHIPPING ON SIDING AT ENTRY P18: 11. PAINT IS CHIPPING ON SIDING P19: 11. PAINT IS CHIPPING ON EAVES P20: 11. PAINT IS PEELING ON EAVES P22: 11. PAINT IS CHIPPING/ WOOD SPLINTERING ON SIDING
<b>Structural:</b> Structural Damage, Roofs	X			P1: 12. DRY ROT ON EAVES AND SIDING P2: 12. METAL IS BENT ON FLASHING BY RAMP AT ENTRY P3: 12. DRY ROT ON TRIM P4: 12. DRY ROT ON TRIM P15: 12. DRY ROT ON RAMP SKIRTING AT ENTRY

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P9: 14. TRIP HAZARD ON RAMP AT DOOR ENTRY P20: 14. RAMP IS MISSING BOLT/ TRIP HAZARD MEN'S RR: 15. DOOR LOCK IS BROKEN

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	80	83	69	69	44	48
Mathematics	53	60	55	57	34	36

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	596	586	98.3	83.1
Male	11	299	291	97.3	81.1
Female	11	297	295	99.3	85.0
Black or African American	11	14	14	100.0	64.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	11	--	--	--	--
Asian	11	48	47	97.9	87.2
Filipino	11	17	17	100.0	88.2
Hispanic or Latino	11	76	76	100.0	76.0
White	11	401	392	97.8	84.2
Two or More Races	11	36	36	100.0	83.3
Socioeconomically Disadvantaged	11	51	51	100.0	62.0
English Learners	11	--	--	--	--
Students with Disabilities	11	53	50	94.3	26.0
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	596	587	98.5	60.4
Male	11	299	293	98.0	62.1
Female	11	297	294	99.0	58.7
Black or African American	11	14	14	100.0	14.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	48	47	97.9	82.6
Filipino	11	17	17	100.0	76.5
Hispanic or Latino	11	76	76	100.0	44.7
White	11	401	393	98.0	62.3
Two or More Races	11	36	36	100.0	52.8
Socioeconomically Disadvantaged	11	51	51	100.0	41.2
English Learners	11	--	--	--	--
Students with Disabilities	11	53	50	94.3	4.0



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	82	83	84	82	80	78	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	643	631	98.1	83.5
Male	315	308	97.8	84.1
Female	328	323	98.5	83.0
Asian	54	53	98.2	92.5
Filipino	14	14	100.0	85.7
Hispanic or Latino	99	98	99.0	73.5
White	435	425	97.7	86.1
Two or More Races	30	30	100.0	66.7
Socioeconomically Disadvantaged	47	45	95.7	66.7
Students with Disabilities	61	58	95.1	53.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

#### Career Technical Education Programs (School Year 2015-16)

- Programs and classes offered that are specifically focused on career preparation and or preparation for work Career Technical Education is offered throughout Capistrano Unified School District in both middle school and high school. Some STEM courses begin as early as elementary school and pathway through community college. All CTE courses offered include a module on career preparation including interviewing, resume preparation, employment retention, portfolio preparation, as well as extensive industry specific skills. All CTE courses incorporate academic instruction and adhere to the CTE State Model

Curriculum Standards which integrate Common Core State Standards. CUSD offers courses in 14 of the 15 State approved industry sectors and has over 25 complete pathways that include introductory, concentrator and multiple capstone courses. Students are provided with options to prepare them for college and career choices after high school. CUSD funds a fully functional Regional Occupational Program that partners with local business and industry to provide internship opportunities in many courses including Medical Assisting, Dental Assisting, Emergency Medical Technician, Hospital Careers, Pharmacy Technician, Surgical Technologist, Veterinary Technician, Automotive Technician, Retail Careers, Restaurant Careers, and Careers in Hospitality. Many courses include industry certification, articulations or dual credit with community college, or are UC a-g accredited. There are over 200 sections of CTE courses available to all students throughout the district and all provide completing students with industry recognized certification.

- How these programs and classes are integrated with academic courses and how they support academic achievement All CTE courses include academic instruction as it relates to the industry/career focus. CTE instruction often provides the relevance and application of academic skills in sectors such as Health Science and Medical Technology (mixing compounds for medication or testing, for example), Engineering (math and physics) and Auto Technology (determining speed and velocity, etc.) Often, students find the relevance of the academic skills they've attained make sense once they apply them in CTE courses. Many students achieve higher grades and take a greater interest in their academic related courses after enrolling in a CTE course. More and more, college entrance factors are increased by CTE experience and is often found to be as valuable as a student's GPA in determining admittance. The California Department of Education states that attendance in a CTE course more than doubles the rate of college entrance for minority students. And students who complete a blended academic-career curriculum are more likely to pursue secondary education, earn a higher GPA in college and are less likely to drop out in the first year of college. CUSD's CTE courses integrate and support academic achievement.
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students All CTE teachers hold appropriate teaching credentials that include training in working with special population students. CTE courses are marketed and available to all students, and are highly encouraged by the guidance staff. Brochures are available explaining CTE benefits and pathways available. Information is available on the district website as well as the ROP website for students and parents.
- The measurable outcomes of these programs and classes, and how they are evaluated Every CTE course is competency-based and has establish competencies that were designed based on state approved curriculum. Students must complete hands-on projects and tests that show mastery of each competency before the teacher can sign-off on that competency. In addition, exams that include all competencies are given near the end of each course, some that are established by the State or the industry standard. As an example, students in Dental Assisting earn an X-ray license, Pharmacy Technicians take a State Board of Pharmacy exam to become licensed. Grades are issues in the same manner as academic courses, with a grading scale provided to students through a syllabus in the beginning of the year. Teachers use grading software as approved by the district.

State the primary representative of the district's CTE advisory committee and the industries represented on the committee Patricia Romo, Executive Director of Career Technical Education is the CTE advisory committee representative. Advisory meetings are held annually for each of the 14 industry sectors and advisory members include teachers, students, business and industry partners, administrators, and parents.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	699
% of pupils completing a CTE program and earning a high school diploma	98.12%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	98%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.99
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	62.9

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.2	16.1	64.7

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

At our school, parent participation is evidenced through a large volunteer program. Parents provide many volunteer hours in the classrooms, assisting individual or small groups of children and doing clerical work for the classroom teacher. Our very supportive Parent Teacher Student Association (PTSA) works hand-in-hand with the school to provide funds and programs, which further enrich the school experience for our students. Our recently created Tesoro Titan Foundation has funded a computer lab, teacher conferences, and instructional technology for individual teachers. Finally, the Education for the Children Foundation funds numerous grants for teachers that directly benefit the students in classrooms.

For additional information about these organizations please visit [tesorohighschool.com](http://tesorohighschool.com).

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.70	1.20	0.40	1.60	1.90	1.40	11.40	11.50	10.70
Graduation Rate	98.36	96.48	97.55	97.17	96.81	96.64	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	98	97	86
Black or African American	100	86	78
American Indian or Alaska Native	0	94	78
Asian	100	100	93
Filipino	100	97	93
Hispanic or Latino	95	95	83
Native Hawaiian/Pacific Islander	0	89	85
White	98	98	91
Two or More Races	95	95	89
Socioeconomically Disadvantaged	87	86	66
English Learners	57	74	54
Students with Disabilities	55	54	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.1	2.7	2.4	2.0	1.9	1.9	4.4	3.8	3.7
Expulsions	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

Each Capistrano Unified school site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office. The Safety Plan was last reviewed, updated, and discussed with faculty in August - September, 2016 and reviewed by Executive Director, Safety and Student Services on October 7, 2016. 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.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	23	22	43	26	23	35	32	26	26	22	46
Mathematics	28	20	19	40	28	15	24	40	29	15	25	39
Science	34	2	18	36	26	19	31	28	31	3	29	35
Social Science	31	9	7	49	31	8	14	46	30	9	16	48

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	490
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,894	\$1,882	\$6,011	\$84,165
District	N/A	N/A	\$5,769	\$83,235
Percent Difference: School Site and District	N/A	N/A	4.2	1.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	5.9	11.0

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

Each district school receives categorical funding to provide supplemental services to assist students:

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

Services vary by school and may include:

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

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

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,877	\$45,092
Mid-Range Teacher Salary	\$74,947	\$71,627
Highest Teacher Salary	\$100,874	\$93,288
Average Principal Salary (Elementary)	\$124,831	\$115,631
Average Principal Salary (Middle)	\$134,253	\$120,915
Average Principal Salary (High)	\$143,732	\$132,029
Superintendent Salary	\$276,599	\$249,537
Percent of Budget for Teacher Salaries	43%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

### Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	10	N/A
Fine and Performing Arts	1	N/A
Foreign Language	6	N/A
Mathematics	6	N/A
Science	10	N/A
Social Science	24	N/A
All courses	59	1.4

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

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. It is the District goal to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

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. In addition, professional learning "academies" provide supplemental training after school hours to further support District initiatives and teacher needs for ongoing professional learning. The outcome of all CUSD professional learning is to improve educator effectiveness in order to increase student learning. In support of this outcome, administrators 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). The purpose of this time is for educators to examine the impact of their practice on student learning, with a focus on continuous improvement. Schools work to identify key areas of learning based on an analysis of student data, upon which they place their focus for professional learning and set annual measurable goals based upon those identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to high stakes testing. The action plan developed to accomplish these goals outlines priorities for teacher training and implementation.

Throughout the year, the structure of collaboration typically involves teacher teams engaging in ongoing examination of standards-based curriculum, the examination of meaningful formative and summative assessment data, and powerful teaching strategies that get results in student learning. These embedded professional learning activities help prepare teams to provide a differentiated instructional program that meets the needs of all students.

Beginning teachers receive systematic training and support during their first two years of teaching within the CUSD Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear" teaching credentials. In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, from District resource teachers, and the Peer Assistance and Review Program.