

Tesoro 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	Tesoro High School
Street	1 Tesoro Creek Road
City, State, Zip	Las Flores, CA 92688
Phone Number	(949) 234-5310
Principal	Ken Ezratty
Email Address	kaezratty@capousd.org
School Website	https://tshs-capousd-ca.schoolloop.com/
County-District-School (CDS) Code	30-66464-3030756

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

“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 2,130 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 homeroom that meets once per week for the first six weeks of school to help ensure all students start the year off successfully and then again for the first six weeks of the second semester. 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 very active community groups: The Education for the Children Foundation, and PTSA along with multiple co-curricular booster clubs. 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 that support student activities throughout the year. 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.

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	504
Grade 10	540
Grade 11	629
Grade 12	595
Total Enrollment	2,268

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.2
American Indian or Alaska Native	0.4
Asian	10.9
Black or African American	1.0
Filipino	2.6
Hispanic or Latino	16.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.2
White	61.5
English Learners	1.7
Foster Youth	0.1
Homeless	1.4
Migrant	0.0
Socioeconomically Disadvantaged	12.3
Students with Disabilities	11.2



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)	83.70	89.78	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)	0.00	0.00	30.90	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	0.69	28.00	1.36	12115.80	4.41
Unknown	8.80	9.53	130.80	6.37	18854.30	6.86
Total Teaching Positions	93.30	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)	91.30	89.55	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)	3.20	3.18	53.40	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.13	28.70	1.22	11953.10	4.28
Unknown	7.20	7.13	132.00	5.58	15831.90	5.67
Total Teaching Positions	102.00	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	0.00	3.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.20

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	0.60	0.10
Total Out-of-Field Teachers	0.60	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)	0.70	3.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	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 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

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. While the school is still fairly 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 2018 a new 24 classroom building was completed and opened to house the Tesoro English Department. Portable classrooms were removed to make room for this new building. In 2020 Tesoro received a new field surface in the stadium as well as the creation of 4 sand volleyball courts making it one of only a few public schools to host sand volleyball tournaments in hopes of starting a CIF sponsored team in the near future. In 2019 a redesign of the library removed many of the book shelving, and expanded student seating. In addition a sound and video system was installed to host guest speakers, faulty and booster club meetings and student groups. Computer labs are consistently being updated as well as 4 additional Chromebook carts being purchased in 2018-19 for student use. School was repainted in 2022.

Year and month of the most recent FIT report

08/12/2022

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			R-204: 4. RUBBER MOLDING IS MISSING ON WALL
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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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	83	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	618	592	95.79	4.21	82.94
Female	305	292	95.74	4.26	83.56
Male	309	296	95.79	4.21	82.09
American Indian or Alaska Native	--	--	--	--	--
Asian	67	65	97.01	2.99	92.31
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	85.71
Hispanic or Latino	110	104	94.55	5.45	73.08
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	39	37	94.87	5.13	81.08
White	376	360	95.74	4.26	84.44
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	54.55
Military	26	23	88.46	11.54	69.57
Socioeconomically Disadvantaged	90	85	94.44	5.56	71.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	68	65	95.59	4.41	29.23

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	618	591	95.63	4.37	55.16
Female	305	291	95.41	4.59	50.86
Male	309	296	95.79	4.21	59.12
American Indian or Alaska Native	--	--	--	--	--
Asian	67	63	94.03	5.97	84.13
Black or African American	--	--	--	--	--
Filipino	21	20	95.24	4.76	70.00
Hispanic or Latino	110	106	96.36	3.64	39.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	39	37	94.87	5.13	45.95
White	376	360	95.74	4.26	55.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27
Military	26	24	92.31	7.69	41.67
Socioeconomically Disadvantaged	90	84	93.33	6.67	39.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	68	66	97.06	2.94	7.58

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	54.62	--	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	560	509	90.89	9.11	54.62
Female	290	263	90.69	9.31	54.37
Male	269	245	91.08	8.92	55.1
American Indian or Alaska Native	--	--	--	--	--
Asian	62	59	95.16	4.84	72.88
Black or African American	--	--	--	--	--
Filipino	15	13	86.67	13.33	69.23
Hispanic or Latino	82	76	92.68	7.32	40.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	34	94.44	5.56	58.82
White	358	321	89.66	10.34	54.21
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	36	31	86.11	13.89	32.26
Socioeconomically Disadvantaged	57	49	85.96	14.04	40.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	38	86.36	13.64	13.16

2021-22 Career Technical Education Programs

Career Pathway and Course Sequence:

Animal Science - Veterinary Tech I, Veterinary Tech II
 Business Management - Accounting, Business Management/ Entrepreneurship, Business Marketing & Finance
 Design, Visual & Media Arts - Digital Photography, Multimedia Design, Video Production
 Education, Child Development & Family Services - Careers in Teaching, Child/Adolescent Literature, Educational Psychology
 Environmental Engineering - Chemistry & Environmental Engineering, Environmental Resources, Environmental Field Studies
 Emergency Response - Fire Science, Emergency Medical Technician, Lifeguarding
 Game Design & Integration – E-Sports
 Fashion Design & Merchandising - Fashion Design
 Patient Care - Dental Assisting, Medical Core, Sports Medicine, Dental Assisting II, Medical/Hospital Careers, Pharmacy Clerk, Pharmacy Tech, Medical Assisting
 Performing Arts - Drama, Advanced, Actors Repertory, Commercial Music
 Production & Managerial Arts - Stagecraft Intro, Stagecraft, Theatrical Production, TV Broadcast Journalism
 Public Safety - Law Enforcement Intro, Crime Scene Investigations
 Software & Systems Development - Programming & Coding, Robotics FTC, Robotics Technology FRC
 Systems Diagnostics, Service & Repair - Aviation Careers, Auto Technology, Auto Mechanics Intro

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	716
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.8
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	96.68
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	71.99

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	69.0%	67.0%	60.0%	66.0%	70.0%

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, doing clerical work for the classroom teacher and office staff. 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 PTSA also runs a student store on campus to provide spirit wear and supplies for students with profits going back to our school. Our parent foundation, the Education for the Children (EFC) raises money to provide teacher grants that has funded a computer lab, teacher conferences, and instructional technology for individual teachers. For additional information about these organizations please visit tesorohighschool.com.

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		1.1	1		6.6	2.7		8.9	7.8
Graduation Rate		95.5	95.2		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	582	554	95.2
Female	301	285	94.7
Male	280	268	95.7
American Indian or Alaska Native	--	--	--
Asian	64	62	96.9
Black or African American	--	--	--
Filipino	15	15	100.0
Hispanic or Latino	82	81	98.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	32	28	87.5
White	374	354	94.7
English Learners	11	10	90.9
Foster Youth	--	--	--
Homeless	19	19	100.0
Socioeconomically Disadvantaged	89	82	92.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	61	46	75.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2329	2303	362	15.7
Female	1152	1137	204	17.9
Male	1169	1158	157	13.6
American Indian or Alaska Native	8	8	1	12.5
Asian	253	250	15	6.0
Black or African American	23	23	5	21.7
Filipino	64	62	4	6.5
Hispanic or Latino	384	379	62	16.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	121	121	19	15.7
White	1430	1414	243	17.2
English Learners	43	40	6	15.0
Foster Youth	4	3	0	0.0
Homeless	37	37	13	35.1
Socioeconomically Disadvantaged	315	311	79	25.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	275	269	75	27.9

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	1.68	1.28	2.45
Expulsions	0.00	0.04	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.57	2.23	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	2.23	0.00
Female	0.95	0.00
Male	3.42	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.79	0.00
Black or African American	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.13	0.00
White	1.89	0.00
English Learners	9.30	0.00
Foster Youth	0.00	0.00
Homeless	8.11	0.00
Socioeconomically Disadvantaged	5.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.36	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	24	32	33	38
Mathematics	25	21	46	25
Science	27	15	33	23
Social Science	30	8	21	42

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	40	25	41
Mathematics	25	27	38	25
Science	29	14	23	29
Social Science	31	10	18	43

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	18	67	42	15
Mathematics	22	51	26	20
Science	25	25	23	21
Social Science	28	15	25	34

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	453.6

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	
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	\$10,815	\$3,537	\$7,278	\$92,096
District	N/A	N/A	\$6,737	\$92,359
Percent Difference - School Site and District	N/A	N/A	7.7	-0.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	9.9	7.6

2021-22 Types of Services Funded

Each district school provides some supplemental services to assist students:

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

Services vary by school and may include:

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

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

2020-21 Teacher and Administrative Salaries

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

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

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	38.8
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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	11
Fine and Performing Arts	2
Foreign Language	6
Mathematics	6
Science	12
Social Science	29
Total AP Courses Offered Where there are student course enrollments of at least one student.	68

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