

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Tustin High School	<b>District Name</b>	Tustin Unified School District
<b>Street</b>	1171 El Camino Real	<b>Phone Number</b>	(714) 730-7301
<b>City, State, Zip</b>	Tustin, CA 92780	<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us">www.tustin.k12.ca.us</a>
<b>Phone Number</b>	(714) 730-7414	<b>Superintendent</b>	Gregory A. Franklin, Ed.D.
<b>Principal</b>	Jonathan Blackmore	<b>E-mail Address</b>	<a href="mailto:gfranklin@tustin.k12.ca.us">gfranklin@tustin.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:jblackmore@tustin.k12.ca.us">jblackmore@tustin.k12.ca.us</a>	<b>CDS Code</b>	30-73643-3037553

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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The Mission Statement of the Tustin High School Community is dedicated to student excellence, scholarship, and learning for life.

The Tustin High School Expected School-wide Learning Results are:

All Tustin High School graduates will be:

1. Effective Communicators Who
  - 1.1. Read, write, and speak clearly, persuasively and appropriately
  - 1.2. Listen actively, interpret and respond appropriately
  - 1.3. Present ideas using a wide range of written, audio, and visual media
  - 1.4. Communicate with people from diverse backgrounds
  - 1.5. Use technology to facilitate communication
2. Academic Achievers Who
  - 2.1. Actively engage in the learning process
  - 2.2. Meet or exceed the academic standards set by the school, school district, and State of California
  - 2.3. Set and achieve measurable goals
  - 2.4. Understand and appreciate diverse cultures and artistic expression
3. Responsible Individuals Who
  - 3.1. Participate actively and responsibly in the civic culture
  - 3.2. Contribute their strengths in collaborative situations
  - 3.3. Value intellectual, emotional, and physical well-being of themselves and others
  - 3.4. Develop positive behaviors and work habits that foster success in school, workplace, family and in the community
4. Self Directed Learners Who
  - 4.1. Use technology to access a variety of resources and information
  - 4.2. Synthesize, analyze, and apply information from a variety of sources
  - 4.3. Apply problem-solving strategies to simulations and real-life situations
  - 4.4. Show technological literacy and the skills to adapt to emerging technologies

### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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The parents of THS are involved in the operation of the school. The Parent Teacher Organization assists in fund raising and assuring that communication flows between the school and the THS community. Parents serve on the School Site Council, English Learners Advisory Committee (ELAC), WASC focus groups, Association of Booster Clubs, and other individual school site committees and booster support organizations. Tustin High School parents also serve on a variety of district and community advisory committees. Various business partners donate funds or in-kind services or sponsor special events for students, parents, and staff. The Tustin High Educational Foundation funds and enhances quality educational programs for THS students, and the Tustin Public Schools Foundation supports programs for all students in the Tustin Unified School District. Parents and community members are encouraged to contact Tustin High School for a list of organizations and opportunities for involvement.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	557
Grade 10	579
Grade 11	506
Grade 12	467
<b>Total Enrollment</b>	<b>2,112</b>

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.1	White	15.3
American Indian or Alaska Native	0.2	Two or More Races	0.5
Asian	6.6	Socioeconomically Disadvantaged	65.6
Filipino	2.7	English Learners	40.3
Hispanic or Latino	69.4	Students with Disabilities	8.8
Native Hawaiian/Pacific Islander	1.1		

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

Subject	2008-09				2009-10				2010-11			
	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	27.3	36	14	30	32.3		15	44	30.3	17	10	43
Mathematics	27.3	28	13	21	31.3	3	10	41	31.2	9	13	34
Science	34.2	5	8	37	35.5	2	4	45	33.8	8	5	41
Social Science	33.7	5	13	33	31		10	46	33.5	8	4	37

\* 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.

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Safe School Plan was reviewed and approved by the faculty on October 17, 2011.

The Safe School Plan was reviewed with the School Site Council on October 17, 2011.

The Safe School Plan was updated and approved by the School Site Council on November 7, 2011.

THS has a school safety plan designed to enable students, employees, and parents to respond appropriately in case of disaster. The safety plan includes strategies which maintain a high level of security and procedures for compliance with existing school safety laws. The school safety committee, which includes an administrator, a classified employee, two parents, two teachers, plant manager, School Resource Officer, and a counselor, meets regularly to discuss safety issues. The group evaluates current practices and makes recommendations to the School Site Council, and then the plan is shared with the staff at a staff meeting. Parents have been notified about where and how to pick up their children through a Parent Newsletter. Every year the Fire Department inspects the school to make sure that the safety equipment is working properly. In addition, the Tustin Unified School District's Maintenance department and the site's custodial staff work to provide a clean, safe and functional campus for students, staff, and the Tustin community.

### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.19	3.28	8.05	4.62	4.38	4.87
Expulsions	0.66	0.52	0.66	0.18	0.19	0.66

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** December 2011

Founded in 1921, Tustin High School was a stately two story structure surrounded by miles of orange groves and other agribusinesses- thus the school mascot, Tustin "Tillers". Forty years ago, construction crews rebuilt Tustin to a one story sprawling campus to ensure it met Field Act standards, regulations to ensure the integrity of structures during a major earthquake. Today's campus consists of twenty-two single-story buildings and seventeen portable classrooms. Tustin High School is located on thirty-eight acres of land in the middle of the City of Tustin and houses the District football stadium. The campus also includes two baseball fields, two softball fields, an Olympic sized swimming pool, two soccer fields, eight tennis courts and a 440 track. On the far end of the campus is Sycamore High School housing the District independent study, language center, and adult education programs. In 2003, a school improvement bond passed, allowing THS to upgrade its signage, most restroom facilities, building entrances, and counter tops in offices. THS is currently undergoing a Master Plan process for modernization of the current school site. Modernization of the stadium is complete. Modernization of the student quad was completed in March of 2010 and construction of a new Science center will began in December of 2009 and will be complete for Fall 2011. Modernization of Special Education and Mathematics classrooms was completed in the Summer of 2010. Future projects include: construction of a new gymnasium, modernization of the cafeteria, , and construction of a new Library/multi-media/classroom building. The facility inspection upon which this report was generated was completed on December 13, 2011.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	77	76	64	735
Without Full Credential	3	1	0	0
Teaching Outside Subject Area of Competence	7	11	13	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	5	2	2
Total Teacher Misassignments	11	13	13
Vacant Teacher Positions	2	0	0

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

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.52	0.48
High-Poverty Schools in District	99.03	0.97
Low-Poverty Schools in District	99.85	0.15

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	715
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	2	---
Psychologist	1.1	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	1.1	---
Resource Specialist (non-teaching)	0	---
Other	3.6	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** September 2011

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Tustin High School has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Elements of Literature (2000) and Elements of Writing (1998) are the adopted textbooks for high school Reading/Language Arts.</p> <p>Supplemental Materials Hampton Brown High Point (2002) is used as a supplemental text for English Language Learners.</p>	Yes	0%
<b>Mathematics</b>	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall California Algebra I (2008), McDougal Littell California Geometry (2007) and California Algebra 2 (2007), Thomson Learning Precalculus: Mathematics for Calculus 4th Edition (2002), and Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals 4th Edition (1999) are the adopted textbooks for high school Mathematics.</p> <p>Supplemental Materials</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe/McGraw Hill Earth Science California (2007), Marine Biology (2007) Biology – California Edition (2007), Biology – California Edition (2006), Pearson/Prentice Hall Chemistry – California Edition (2007), Chemistry: The Central Science AP Edition (2009), Conceptual Physics (2009), Physical Science: Concepts in Action (2009), Pearson Benjamin Cummings Biology” Concepts and Connections 5th Edition (2006), Holt, Rinehart, and Winston Modern Chemistry (2006) and Holt Physics (2007), Cengage Physics for Scientists and Engineers (1997) and College Physics (1999), and J.W. Wiley Environmental Science 6th Edition (2007) are the adopted textbooks for high school science courses.</p> <p>Supplemental Materials</p>	Yes	0%
<b>History-Social Science</b>	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe World Geography (2005) and Economics: Principals and Practices (2005); Houghton Mifflin The Earth and Its People 3rd Edition (2005), The American Pageant 13th Edition (2006), and American Government 10th Edition (2006); Prentice Hall World History: Modern World (2007) and Magruder’s American Government (2006); Thomson Western Civilization 6th Edition (2006) and Principals for Economics 4th Edition (2007); Worth Psychology 8th Edition (2007); and Holt, Rinehart and Winston Psychology: Principles in Practice (2007) and Sociology: The Study of Human Relationships (2008) are the adopted textbooks for high school History-Social Science.</p> <p>Supplemental Materials</p>	Yes	0%
<b>Foreign Language</b>	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Cseng and Tsui Integrated Chinese Level 1 Part I Traditional Character Text – 1st Edition (1999); Prentice Hall Ecce Romani (2000); Glencoe Bienvenue (1998), A Bord (1998), En Voyage (1998), Tresors du Temps (1997); McDougal Littell Images Un (1999); and Holt, Rinehart and Winston Litteratures En Contexte (1994) are the adopted textbooks for high school Foreign Language.</p> <p>Supplemental Materials</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in high school.  Supplemental Materials		0%
Visual and Performing Arts	Supplemental Materials		N/A
Science Laboratory Equipment (grades 9-12)	Teachers are given the opportunity and financial support to purchase support materials that are aligned with the State Content Standards and approved by the District. All categorically funded expenditures are compliant with the school's SPSA.		N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,086	\$1,470	\$4,616	\$74,760
District	---	---	\$4,328	\$73,154
Percent Difference: School Site and District	---	---	6.65%	2.19%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-15.38%	9.65%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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Tustin High School provided supplemental services through the use of Economic Impact Aid (EIA) funds, Career Technical Education (Carl Perkins) Funds, and GATE funds. These supplemental services include: site interventions for English Language Learners, students performing below grade level, instruction materials and supplies, instructional technology, and professional development.

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$42,017
Mid-Range Teacher Salary	\$72,930	\$67,294
Highest Teacher Salary	\$97,074	\$86,776
Average Principal Salary (Elementary)	\$127,113	\$108,534
Average Principal Salary (Middle)	\$131,967	\$112,893
Average Principal Salary (High)	\$138,109	\$123,331
Superintendent Salary	\$252,906	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

**IX. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	48	51	52	64	66	68	49	52	54
Mathematics	17	21	27	58	60	64	46	48	50
Science	42	42	53	66	70	75	50	54	57
History-Social Science	40	40	45	55	59	63	41	44	48

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

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68	64	75	63
All Student at the School	52	27	53	45
Male	50	28	56	54
Female	55	26	50	37
Black or African American	36	23	35	23
American Indian or Alaska Native	0	0	0	0
Asian	72	61	83	72
Filipino	66	45	79	70
Hispanic or Latino	46	21	43	38
Native Hawaiian/Pacific Islander	29	12	0	50
White	78	39	77	68
Two or More Races	44	44	0	0
Socioeconomically Disadvantaged	45	23	44	38
English Learners	20	14	15	22
Students with Disabilities	26	25	30	18
Students Receiving Migrant Education Services				

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

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Students - Three-Year Comparison**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	50	55	64	65	66	74	52	54	59
Mathematics	50	52	56	66	67	70	53	54	56

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

### California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	26	49	30	40	29
All Students at the School	36	33	32	44	41	15
Male	36	34	30	38	43	18
Female	35	31	33	50	39	12
Black or African American	54	25	21	67	29	4
American Indian or Alaska Native	0	0	0	0	0	0
Asian	19	30	51	13	45	42
Filipino	21	43	36	14	43	43
Hispanic or Latino	44	33	23	52	40	9
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	12	33	55	22	50	28
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	46	31	22	52	41	7
English Learners	77	19	3	77	22	1
Students with Disabilities	73	15	12	80	17	2
Students Receiving Migrant Education Services	0	0	0	0	0	0

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

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.3	28.1	40.4

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	6	6
Similar Schools	8	9	9

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	14	17	21
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	16	10	21
Native Hawaiian/Pacific Islander			
White	32	25	29
Two or More Races	N/D		
Socioeconomically Disadvantaged	19	19	21
English Learners	13	24	19
Students with Disabilities	25	-1	-8

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

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,496	779	17,141	857	4,683,676	778
Black or African American	54	685	374	771	317,856	696
American Indian or Alaska Native	2		36	871	33,774	733
Asian	96	901	2,775	958	398,869	898
Filipino	39	848	334	907	123,245	859
Hispanic or Latino	1,047	747	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	16	781	84	815	26,953	764
White	231	873	5,611	912	1,258,831	845
Two or More Races	5		246	922	76,766	836
Socioeconomically Disadvantaged	964	747	6,771	769	2,731,843	726
English Learners	606	696	5,506	761	1,521,844	707
Students with Disabilities	155	579	1,649	689	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)**

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

**Federal Intervention Program (School Year 2011-12)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	27.6

**XI. School Completion and Postsecondary Preparation****Admission Requirements for California's Public Universities****University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

**Dropout Rate and Graduation Rate**

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.4	1.1	1.2	0.9	0.9	0.9	4.9	5.7	4.6
Graduation Rate	93.1	94.41	96.06	95.6	95.88	97.04	80.21	78.59	80.44

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	98.3	99.0	N/D
Black or African American	100	100	N/D
American Indian or Alaska Native	100	100	N/D
Asian	96.9	99.0	N/D
Filipino	100	100	N/D
Hispanic or Latino	98.1	98.8	N/D
Native Hawaiian/Pacific Islander	100	100	N/D
White	98.6	99.3	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	97.5	98.6	N/D
English Learners	98.3	98.5	N/D
Students with Disabilities	100	100	N/D

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they 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
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Tustin High School works in conjunction with Coastline ROP and the South Coast Community College District Tech Prep Consortium to offer a variety of Career Technical Education programs. These include the following courses and pathways:

- Beginning Photography, Visual Imagery, Media Arts and Technology
- ROP Computer Graphics, ROP Multimedia Design
- ROP Rapid Prototyping, Advanced Rapid Prototyping
- ROP Music Technology
- Culinary Arts 1A/2A
- Fashion Design 1A/2

Tustin High School implemented a California Partnership Academy "Go Green" Engineering Academy. The curriculum for the academy is provided through Project Lead the Way. The courses offered in the academy are:

- Introduction to Engineering
- Principles of Engineering
- ROP Rapid Prototyping
- Digital Electronics

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	648
% of pupils completing a CTE program and earning a high school diploma	65
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	50

**Courses for University of California and/or California State University Admission (School Year 2009-10)**

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	88.3
Graduates Who Completed All Courses Required for UC/CSU Admission	25.4

**Advanced Placement Courses (School Year 2010-11)**

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	4	---
Science	5	---
Social Science	8	---
All courses	24	6.6

**XII. Instructional Planning and Scheduling****Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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The TUSD annually prepares a plan for staff development. Copies of the plan for the school year are available at the school. Funds to support the plan are provided in the general budget of the district and provided at each school through Categorical Funds. Parents wishing to become more knowledgeable in this area are urged to become part of the School Site Council. In 2009-10, the district provided three staff development days. Tustin High staff are currently in the Professional Learning Communities process. English Language Arts teachers and sheltered content teachers are trained in Systematic ELD. The site provides on-going inservice training on instructional technology, data analysis, and best instructional practices.