

# Tustin Connect

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Tustin Connect
Street	1151 San Juan St.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 430-2052
Principal	Erick Fineberg
Email Address	efineberg@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/tustin-connect">https://www.tustin.k12.ca.us/tustin-connect</a>
County-District-School (CDS) Code	30-73643-3030590

Entity	Contact Information
<b>District Name</b>	Tustin Unified School District
<b>Phone Number</b>	(714) 730-7301
<b>Superintendent</b>	Gregory A. Franklin, Ed.D.
<b>Email Address</b>	gfranklin@tustin.k12.ca.us
<b>Website</b>	<a href="https://www.tustin.k12.ca.us">https://www.tustin.k12.ca.us</a>

## School Description and Mission Statement (School Year 2019-20)

Tustin Connect is a public, K-12 independent study school, located in the Tustin Unified School District. The Tustin Connect K-8 campus is located at the Estock Elementary campus and the Tustin Connect High School is located at the Educational Support Center. Tustin Connect is a school of choice, and students may be referred by counselors throughout Tustin Unified and neighboring communities. Tustin Connect students are supervised by a credentialed teacher and meet at least once a week for feedback, assignments, and testing.

Tustin Connect caters to the needs of many different types of students. Some of these students include home-schooled students, elite athletes, musicians, actors, gifted children, ill students, and other students and families that want a more personalized and flexible learning environment. Enrollment at Tustin Connect reached 140 students during the spring of the 2018-2019 school year. Enrollment figures are trending upwards and continued growth is anticipated. Students have many opportunities to participate in clubs, sports or activities at another TUSD Comprehensive high school. They can also dual enroll at another TUSD high school or local junior college. Each student's learning plan is personalized to meet their needs.

The mission of the school is to provide students a flexible, yet rigorous, alternative education solution within a caring community that cultivates success, resilience, and advocacy for themselves and others.

Tustin Connect has the following site goals in the School Plan:

Tustin Connect teachers, students, families, and staff believe that when you change the setting, you change the story and in turn thrive.

Site Goal: Improve student achievement overall in both English Language Arts and Math with a specific target of the Hispanic/Latino and Socio-Economically disadvantaged subgroups.

Tustin Connect uses CAASPP interim and summative assessments as progress indicators, and these indicators are monitored several times during the year.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	3
Grade 2	3
Grade 3	4
Grade 4	5
Grade 5	4
Grade 6	4
Grade 7	14
Grade 8	14
Grade 9	12
Grade 10	20
Grade 11	32
Grade 12	17
Total Enrollment	132

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	14.4
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	0.8
White	49.2
Two or More Races	6.8
Socioeconomically Disadvantaged	25.8
English Learners	3.8
Students with Disabilities	4.5
Homeless	

## 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

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	5	5	913
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	2	2	3	48

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	2	0
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

On September 9, 2019, the Tustin Unified School District Board of Education verified by resolution that each student at this 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 of California.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks - Grades K-5</p> <p>Textbooks and support materials are state-adopted and 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 with state standards. For Grades K-5, the Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>State-Adopted Textbooks - Grades 6-8</p> <p>Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the Grades 6-8. The Tustin Unified School District Board of Education</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>approved these textbooks for adoption in 2003.</p> <p>State-Adopted Textbooks - Grades 9-12 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. The Board of Education adopted these textbooks in 2000.</p> <p>Supplemental Textbooks and Materials: Grades K-5 : Students have access to classroom libraries containing both literature and non-fiction text Grades 6-8: National Geographic Inside (2008) is used as a supplemental material with English Language Learners. Grades 9-12: National Geographic Edge (2008) is used as a supplemental material with English Language Learners.</p>		
<b>Mathematics</b>	<p>State-Adopted Textbooks - Grades K-5 Textbooks and support materials are state-adopted and 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. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p> <p>State-Adopted Textbooks - Grades 6-8 Textbooks are state-adopted, in good condition, and are available consistent with</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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. CPM Core Connections – Course 1, 2, and 3 (2013), Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6, and Course 2: Pre-Algebra (2008), McGraw Hill Glencoe Algebra 1 (2018), and McGraw Hill Glencoe Geometry (2018) are the adopted textbooks for middle school Mathematics.</p> <p>State-Adopted Textbooks - Grades 9-12 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 McGraw Hill Glencoe Algebra 1 (2018), McGraw Hill Glencoe Geometry (2018), and McGraw Hill Glencoe Algebra 2 (2018), Informal Geometry (1992), Thomson Learning Precalculus: Mathematics for Calculus 4th Edition (2002), Precalculus: Mathematics for Calculus 5th Edition (2007), and Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals 4th Edition (1999), Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals Student Solutions Manual 4th Edition (1999), Addison Wesley Longman, Inc. Calculus and its Applications (2007) are the adopted textbooks for high school Mathematics.</p>		
<b>Science</b>	<p>State-Adopted Textbooks - Grades K-5 Textbooks and support materials are state-approved and 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. Houghton-Mifflin</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials: Grades K-5 This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p> <p>State-Adopted Textbooks - Grades 6-8 Textbooks are state-adopted, in good condition, and 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. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.</p> <p>State-Adopted Textbooks - Grades 9-12 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</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Physics (2009), Physical Science: Concepts in Action (2009), Pearson Benjamin Cummings Biology” Concepts and Connections 5th Edition (2006), Biology AP Edition (2009), Biology (2007), Criminalistics:An Introduction to Forensic Science 8th Edition (2003), (Holt, Rinehart, and Winston Modern Chemistry (2006) and Holt Physics California Edition (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>		
<b>History-Social Science</b>	<p>State-Adopted Textbooks - Grades K-5 Textbooks and support materials are state-approved and 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. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>State-Adopted Textbooks - Grades 6-8 Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the District’s state adopted textbooks for grades 6-8.</p> <p>State-Adopted Textbooks - Grades 9-12 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</p>	Yes	0%



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Pageant 13th Edition (2006), and American Government 10th Edition (2006), The American Spirit Volume 1 and 2 (2005); 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), California American Anthem (2007) are the adopted textbooks for high school History-Social Science.		
<b>Foreign Language</b>	State-Adopted Textbooks Textbooks for Spanish, French, and exploration foreign language instruction are 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 Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District.	Yes	0%
<b>Health</b>	State-Adopted Textbooks 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 elementary, middle and high school.	Yes	0%

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

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Tustin Connect K-8 is located on Estock Elementary School campus and Tustin Connect High School is located at the Educational Support Center campus. There are 7 classrooms between the K-12 program across both campuses. All Tustin Connect classrooms are equipped with the same technology and resources that all TUSD classrooms have, SMARTBoard/television displays, 1:1 student devices in grades 3-12, and low teacher to student ratios with personalized learning opportunities across all grad levels. The facilities will be inspected yearly. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 09/11/19

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

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	76	63	62	50	50
Mathematics (grades 3-8 and 11)	44	47	53	53	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	75	84.27	15.73	76.00
Male	35	29	82.86	17.14	75.86
Female	54	46	85.19	14.81	76.09
Black or African American					
American Indian or Alaska Native					
Asian	14	13	92.86	7.14	92.31
Filipino					
Hispanic or Latino	27	22	81.48	18.52	59.09
Native Hawaiian or Pacific Islander					
White	46	38	82.61	17.39	81.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	20	16	80.00	20.00	62.50
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	76	85.39	14.61	47.37
Male	35	30	85.71	14.29	56.67
Female	54	46	85.19	14.81	41.30
Black or African American					
American Indian or Alaska Native					
Asian	14	13	92.86	7.14	92.31
Filipino					
Hispanic or Latino	27	22	81.48	18.52	27.27
Native Hawaiian or Pacific Islander					
White	46	39	84.78	15.22	43.59
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	20	16	80.00	20.00	25.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## Career Technical Education Programs (School Year 2018-19)

Tustin Connect is a small independent study school and most CTE pathways and opportunities are available through outside opportunities, through the other TUSD comprehensive high schools, local community colleges, and Coastline ROP. In addition, the flexible nature of independent study allows students to procure valuable work experience through part-time employment. Tustin Connect students meet with their guidance counselor upon enrollment and are encouraged to enroll in outside CTE opportunities. Since all of the CTE courses are offered outside of Tustin Connect, we do not have measurable outcomes to evaluate or measure the number of students who are participating in CTE courses or opportunities. Tustin Connect does not have a representative on the District's CTE advisory committee.

## Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	16
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	88.9

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	65.28
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	14.29

### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	6.2	31.2	43.8
9	25.0	6.2	56.2

Note: 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.

## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents at the school participate in activities such as joining our site PTA, our Meet and Connect events, principal coffees and stay up to date through our weekly newsletters and social media posts.

For more information on how to become involved at the school, please contact our school office at (714) 430 - 2052 where the office staff can connect you with our PTA, counselor or other support. Also, check out the school website at [www.tustinconnect.org](http://www.tustinconnect.org) where you can find the most up to date information.

Since Tustin Connect is an independent study program, the parents take a significant role in their child's education. Many of our parents volunteer and help with activities and learning on campus. There are also parent groups and a newly formed PTA to organize informal meetups and activities outside of school. In addition, Tustin Connect has a School Site Council with active parent and student members.

Contact person for parent involvement: Erick Fineberg, 714-430-2052

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	15.8	21.7	29.4	1.6	0.8	2.1	9.7	9.1	9.6
<b>Graduation Rate</b>	84.2	65.2	70.6	97.6	95.7	94.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.0	2.8	2.7	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Date Last Reviewed by School Site Council (SSC): 10/25/19

Date Updated and Approved by SSC: 10/25/19

Date Discussed by Staff: 8/8/19

Tustin Connect shares campuses with Estock Elementary and Educational Support Center, and so the Tustin Connect safety plans are integrated as part of the safety plans of Estock Elementary and Educational Support Center. Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
<b>English</b>	4	8			7	6	1		19	4	2	
<b>Mathematics</b>					6	6			16	3	2	1
<b>Science</b>	1	3			8	3			13	7		
<b>Social Science</b>	3	7			5	6	1		17	5	2	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	132.0

\*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.

### Student Support Services Staff (School Year 2018-19)

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

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,985	\$2,453	\$9,532	\$76,607
District	N/A	N/A	\$7,934	\$86,495.00
Percent Difference - School Site and District	N/A	N/A	18.3	-4.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	80.3	1.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

In addition to base funding, Tustin Connect receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and newly formed site PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.



Tustin Connect opened in 2015-2016 and is a small independent study school. Students have access to the core curriculum as an independent study option. Students may also participate in courses and extracurricular activities at their home school of residence. Students who choose to engage in Independent Study have equality of rights and privileges with students in the regular school program.

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$83,297	\$74,676
Highest Teacher Salary	\$110,872	\$99,791
Average Principal Salary (Elementary)	\$139,850	\$125,830
Average Principal Salary (Middle)	\$158,854	\$131,167
Average Principal Salary (High)	\$162,561	\$144,822
Superintendent Salary	\$329,796	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

#### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction. The Tustin Connect staff is provided with two school days for the purpose of staff development. Ongoing professional development is available throughout the year from connect coaches and during staff meetings. Staff members also attend regional conferences and district workshops and training throughout the year. New teachers receive PD through the TUSD Induction Program. The Tustin Connect staff also meets twice a month as a PLC to discuss best practices and student data and once a month for professional development. Paraprofessionals receive training and support during staff meetings and with individual staff-principal meetings.

Tustin Connect professional development focuses on providing a flexible learning experience that is equivalent in quality to what students would experience at our traditional schools. Tustin Connect uses CAASPP achievement data to guide professional development efforts.

Tustin Connect's primary focus for professional development is three-tiered, revisiting and setting our Mission and Vision; Communicating with our community who and what we are or are not as a school. Ultimately, student success and achievement are our primary focus.