

# **Columbus Tustin Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Columbus Tustin Middle School
Street	17952 Beneta Way
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7352
Principal	Maggie Burdette
Email Address	mburdette@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/ct">https://www.tustin.k12.ca.us/ct</a>
County-District-School (CDS) Code	30-73643-6030589

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

Columbus Tustin Middle School is a positive and supportive learning community where we empower students with the skills and knowledge to become inquisitive, principled learners who create a more peaceful world through global awareness, critical thinking and a commitment to action and service. At Columbus Tustin Middle School, we believe that all students will become leaders of the P.A.C.K. by demonstrating:

Pride - in themselves, their learning, our school and community.

Achievement - by being organized and putting forth their best effort.

Character - by being principled and acting with compassion.

Knowledge - through independent and creative thinking

At Columbus Tustin, in order to monitor student progress, we regularly meet as Professional Learning Community teams to review state assessment data, as well as local data such as ELPAC scores and teacher and district level common formative and summative assessments. Analysis of state and local assessment data indicates an ongoing need to target support for our achievement gap subgroups. To that end, targeted support for our English learner students will continue to be a school-wide focus. Grade level teams of teachers utilize weekly late start time to collaboratively analyze the results of common assessments and use that data to provide students additional time and support towards meeting grade-level standards. The teams also utilize their data analysis to revise curriculum in a cycle of continuous improvement.

Columbus Tustin is an AVID National Demonstration School and also offers a comprehensive Pre-International Baccalaureate Magnet Program. We provide a school-wide tutorial period embedded in our weekly schedule to provide both intervention and enrichment opportunities to all students. Other school-wide programs include Systematic ELD instruction, Study Skills Classes, Homework and Math Academy, as well as ASES after-school academic support and enrichment.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 6	269
Grade 7	263
Grade 8	276
Total Enrollment	808

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	7.5
Filipino	1.7
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.2
White	9.9
Two or More Races	2.2
Socioeconomically Disadvantaged	75.4
English Learners	33
Students with Disabilities	13
Foster Youth	0.6
Homeless	1.4

**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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	31	31	28	904
Without Full Credential	0	0	1	8
Teaching Outside Subject Area of Competence (with full credential)	3	2	2	44

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	3	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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October 2020

Tustin Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks\* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks\* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home. Due to the impacts of Covid-19, for the 2020-2021 School Year, Tustin Unified School District is committed to providing curriculum and instruction support for virtual learning for all student K-12 grade implementing instructional materials and curriculum provided through Florida Virtual School (FLVS). FLVS was purchased to provide licenses for access to a catalog of online courses for students K-12. Teachers may teach these courses with an unlimited number of students.

On October 12, 2020, 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.

\*textbooks may be digital or hard copy depending on textbook and adoption cycle

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Heineman Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2020) Heineman Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2020) Houghton Mifflin Harcourt English3D - ELD (2020) Saddleback Publishing - Newcomers ELD (2020)	Yes	0%
<b>Mathematics</b>	CPM Core Connections – Course 1, 2, and 3 (2018) McGraw Hill Glencoe Algebra 1 (2018)	Yes	0%
<b>Science</b>	Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008) Focus on Physical Science California Edition (2008)	Yes	0%
<b>History-Social Science</b>	Holt, Rinehart and Winston World History – Ancient Civilizations (2007) World History – Medieval to Early Modern Times (2007) and U. S. History – Independence to 1914 (2007)	Yes	0%
<b>Foreign Language</b>	Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) Glencoe/McGraw Hill Bienvenue (2000) Prentice Hall Bon Voyage (2001)	Yes	0%
<b>Health</b>	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%

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

## School Facility Conditions and Planned Improvements

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.

Columbus Tustin Middle School is located on 21.85 acres within the city of Tustin and was established in 1959 as the first intermediate school in the Tustin Unified School District. Students and staff are proud of Columbus Tustin Middle School and take good care of the facility. The school is attractive, clean, and well-maintained by a conscientious custodial staff. All buildings and portable classrooms are in good working condition. The facilities include a multipurpose room and activities center where many District, community, and site performances, workshops, parent and student meetings, special assemblies, and concerts take place. The school's large, grass-covered sports fields serve as a hub of school and community athletic events after school and on weekends. During the 2017-18 school year, a solar project was completed which included the installation of solar panels on two covered parking lots. In 2018 and 2020 two large murals were completed in the lunch quad and blacktop areas to promote our school mascot and motto.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** April 2020

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

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	53	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	36	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)**

For the 2020-2021 school year, schools are operating in a hybrid model due to COVID-19 and state guidance on physical distancing. Although schools are operating in a new model, Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Throughout the school year, Columbus Tustin administration holds parent orientation meetings to inform parents of the school policies and expectations. Parent education, general school site information and resources and referrals will be provided through at-risk conference meetings, parent-teacher conferences, the Parent Teacher Organization (PTO), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). The Principal's newsletter, an informative update of school-related activities is sent home to assist parents with the current aspects of campus life. Additionally, an automated communications system is utilized to notify parents of school-wide activities, upcoming events, projects, student attendance, and important notices. Columbus Tustin's parental involvement is increasing due to efforts by the administration and the entire staff. Parents of all our students are invited to become an active participant in a number of ways:

1. S.S.C. Columbus Tustin's School Site Council is a body of parents, and school staff that collaborates on issues that drive culture, professional development, and academic objectives. In addition, our S.S.C. serves as an advisory board for overall school improvement.
2. ELAC. Our English Language Advisory Council (ELAC) is a large group of parents representing our second language learners. These parents provide a wealth of information and support in reaching the overall school goals.
3. Magnet. C.T.'s Magnet Program has a solid parental backing for this "school within a school" program. Magnet Parents are encouraged to volunteer their time and resources to continue the strong showing of this high-performance program. Parents have established an academic booster club (Magnet Boosters) to support extended learning opportunities to our Magnet students.
4. P.T.O. The PTO is committed to making a difference by recognizing students, teachers, and staff, and supporting Columbus Tustin Middle School by sponsoring events such as the "Bulldog of the Month" luncheon, Dino Dash, the art and music program, the Tustin Tiller Days Parade, and numerous fundraisers throughout the course of the year.
5. Parents may participate in a variety of parent/family nights, which include technology training, guest speakers and family fun nights.

Each year Columbus Tustin hosts a Back-to-School Night where teachers meet with parents and present their programs and expectations. In April the campus hosts a Showcase Evening where parents can visit select classrooms and observe various student projects. Any parent interested in receiving more information about ways to become involved at Columbus Tustin Middle School may contact our Community Liaison, Rosa Ford, at 714-730-7352.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	11.7	6.8	2.7	2.1	3.5	3.5
<b>Expulsions</b>	0.2	0.2	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.7	1.3	2.5
<b>Expulsions</b>	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Date Last Reviewed by School Site Council (SSC): 02/18/20 (Pending 2/18/21)

Date Updated and Approved by SSC: 02/18/20 (Pending 2/18/21)

Date Discussed with Staff: 8/11/20 and 9/9/20

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	25	7	12	6	27	5	4	13	27	6	6	9
Mathematics	28	4	8	9	28	4	5	11	28	4	6	9
Science	26	6	8	8	31	2	5	11	29	2	8	8
Social Science	28	3	12	6	31	2	3	13	31	2	6	9

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	448.9

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,184	\$3,177	\$8,006	\$90,812
District	N/A	N/A	\$7,751	\$87,448
Percent Difference - School Site and District	N/A	N/A	3.2	3.8
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	3.2	8.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

Columbus Tustin Middle School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/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 categorical 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. All resources used in the Columbus Tustin instructional program are designed to meet the specific needs of our students and are aligned with the guidelines of each funding source.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,152	\$50,029
Mid-Range Teacher Salary	\$84,130	\$77,680
Highest Teacher Salary	\$111,981	\$102,143
Average Principal Salary (Elementary)	\$138,130	\$128,526
Average Principal Salary (Middle)	\$144,818	\$133,574
Average Principal Salary (High)	\$165,717	\$147,006
Superintendent Salary	\$349,749	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	13

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. This year was no exception, as staff and teachers had to prepare to teach as virtual instructors with a new platform and base curriculum to ensure equity and access for all students. Additional days of professional development occurred to prepare staff for Hybrid/Virtual learning. 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.

Professional development efforts are focused on deepening the staff's implementation of research-based, highly effective instructional strategies. Our site level professional development plan aligns with our School Plan for Student Achievement. The areas of focus for staff development are engaging and rigorous instructional strategies for English Learners, technology integration, and increasing instructional and formative assessment methods to align with Common Core State Standards. These areas were determined based on student achievement data and teacher survey data. In an effort to meet our goals with Professional Development, we have integrated tailored Professional Development opportunities before, during, and after school throughout the year. These efforts include teachers attending the AVID Institute, TUSD summer trainings, ELD training, and technology training seminars. An administrator or district TOSA supports teachers during implementation and supports the facilitation of alternative forms of tailored Professional Development that include Collaborative Learning Visits for teachers to visit each other's classrooms throughout the year and Quarterly Planning Days for each Content Area to unpack standards, participate in data-driven dialogues, and create common assessments collectively. A Positive Behavior Intervention and Supports team was established in 2015-16 and is trained annually to further support student achievement and narrow the achievement gap. 83% of the staff has participated in Capturing Kids Hearts training over the past three years and successfully implemented strategies in the classroom to build stronger relationships with students. Over the past three years, 93% of staff participated in two full days of training on the theory and implementation of Restorative Practices. We will continue to offer training throughout the 2020-2021 school year so that 100% of staff is trained in Restorative Practices by June of 2021.