

Tustin High School
2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Tustin High School
Street	1171 El Camino Real
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7414
Principal	Jon Tuin
Email Address	jtuin@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/tustin-high
County-District-School (CDS) Code	30-73643-3037553

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2021-22 School Overview

Tustin High School is a comprehensive high school serving approximately 2,153 students from central and southern regions of the City of Tustin. The student population demographics are 81% Hispanic, 8.5% White, 3.7% African American, 6.7% Asian, and Pacific Islander, which closely reflects the city's demographics. Tustin High School's academic programs are highlighted by the T-Tech engineering pathway, a Bio-Medical pathway, multiple visual and media arts pathways, a Model United Nations program, and a robust AVID program. (Tustin High School is an AVID National Demonstration School.) Additionally, a wide variety of extracurricular activities are offered as evidenced by 45% of the student population reporting they participate in interscholastic athletic programs and an additional 55% who report they participate in one of the many clubs and other extra-curricular activities at Tustin High School.

Our Mission

The mission of Tustin High school is to serve our students with the understanding that diversity of gender, physical and mental ability, culture, and background is a strength to be respected. By providing a diversified and rigorous curriculum, students will achieve 21st-century core competencies and develop skills necessary to ensure college and career success.

Our Vision

Tustin High School will prepare confident graduates for the demands and opportunities of the future by providing differentiated, relevant, and rigorous curricula utilizing twenty-first-century strategies and technology. The Tiller Team will continue to foster a school community that embraces diversity.

Our simplified version of both our mission and vision is the following:

The Tiller Family . . .

Values Diversity and Community

Engages in Rigorous Learning

Develops 21st Century Competencies

Prepares for Future and Current Success

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	578
Grade 10	572
Grade 11	600
Grade 12	544
Total Enrollment	2,294

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.4
Asian	5
Black or African American	1.8
Filipino	1.7
Hispanic or Latino	80.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.1
White	9.2
English Learners	23.7
Foster Youth	1.1
Homeless	3.1
Socioeconomically Disadvantaged	69.1
Students with Disabilities	12.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9
Unknown	0
Total Teaching Positions	87

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	1
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	9
Local Assignment Options	0
Total Out-of-Field Teachers	9

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

On September 27, 2021, 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

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) California State Universities: Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt: English3D, Course C (2017) Oxford: Reporting for the Media, 10th Edition (2012) Supplemental: TEDTalks ELD	Yes	0%
Mathematics	Globe Fearon: Fearon's Practical Mathematics for Consumers, 2nd Edition (1994) Glencoe: Algebra 1, Algebra 2, Geometry (2018) Brooks/Cole: Applied Mathematics (2010) Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016), Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Addison Wesley Longman, Inc: Calculus and its Applications (2007) Bedford, Freeman, & Worth: Practice of Statistics (eText) (2018), Statistical Reasoning in Sports (eText) (2019)	Yes	0%
Science	Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006), Biology (Dragonfly) (2007), Chemistry – California Edition (2007), Criminalistics: An Introduction to Forensic Science, 8th Edition (2003), Conceptual Physics (2009)	Yes	0%

	<p>American Guidance Service: Biology (2000), Physical Science AGS 3.5 (2001)</p> <p>Pearson BaccaLaureate: Biology, Higher Level BaccaLaureate for IB Diploma (2008)</p> <p>Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018), Chemistry: The Central Science, AP Edition, 14th Edition (2018),</p> <p>Steck-Vaughn: Modern Chemistry (2006)</p> <p>Bedford Freeman Worth: Environmental Science for AP, 2nd Edition (2015)</p> <p>Prentice Hall: Forensic Science: An Introduction (2008)</p> <p>Glencoe/McGraw-Hill: Marine Biology, 6th Edition (2006)</p> <p>Brooks/Cole: Oceanography: An Invitation to Marine Science, 4th Edition (2002)</p> <p>Thomson Brooks/Cole: Oceanography: An Invitation to Marine Science, 6th Edition (2007)</p> <p>Cengage Publishing: College Physics (2006)</p> <p>Supplemental: Tustin Unified School District developed Units of Study (Biology, Chemistry, and Physics) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.</p>		
History-Social Science	<p>Pearson/Prentice Hall: Magruder's American Government (2006)</p> <p>Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018)</p> <p>Glencoe/McGraw-Hill: Economics: Principals and Practices (2005)</p> <p>Bedford Freeman Worth: Krugman's Economics AP Course (eText) (2019)</p> <p>Cengage: Western Civilization Since 1300 AO, 10th Edition (eText) (2019)</p> <p>Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014)</p> <p>Holt, Rinehart and Winston Psychology: Principles in Practice (2007)</p> <p>Worth: Myers' Psychology for AP, 2nd Edition (2014)</p> <p>Houghton Mifflin: Sociology: The Study of Human Relationships (2008)</p> <p>Holt, Rinehart, and Winston: American Anthem (2007)</p> <p>Cengage: The American Pageant, 17th Edition (eText) (2020)</p> <p>Pearson/Prentice Hall: World History: Modern World (2007)</p> <p>Houghton Mifflin: The Earth and Its People 3rd Edition (2005)</p>	Yes	0%
Foreign Language	<p>Glencoe/McGraw-Hill: Bienvenue, Level 1 (1998), A Bord, Level 2 (1998),En Voyage, Level 3 (1998), Tresors du Temps (1997)</p> <p>EMC Publishing: Tes Branches 1 (2014)</p> <p>Prentice Hall: Allons Au-Dela! (2012)</p>	Yes	0%

	Holt, Rinehart and Winston: Ven Conmigo Level1 (2000), Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000), Prentice Hall:Abriendo Paso Gramatica (2007), Abriendo Paso Temas y Lecturas (2014) Pearson/Prentice Hall: Sendas Literarias, Level 1 (2001), Sendas Literarias, Level 2 (2001)		
	Supplemental Textbooks and Materials		
Health	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%
Visual and Performing Arts	LTD Publications Guitar Method Book 1 (2009) ITP Gardner's Art Through Ages (2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials		0%

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.

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 along with a new two-story Science Center, a Sports Pavilion, and a new two-story Humanities building. 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 400-meter track. In 2003, a school improvement bond passed, allowing THS to upgrade its signage, most restroom facilities, building entrances, and countertops in offices. THS is currently undergoing a Master Plan process for the modernization of the current school site. Modernization of the student quad was completed in March of 2010 and construction of a new Science center was completed in spring of 2011. Modernization of Special Education and Mathematics classrooms was completed in the Summer of 2010. Our new Sports Pavilion was finished in Spring of 2012. Additionally, a complete renovation of the administrative office was completed in 2015, and a new two-story Humanities building was completed during the summer of 2016. Across the street from our main campus, we completed work on two softball fields, and a new ancillary artificial turf field to be marked for use by football, soccer, and lacrosse programs. Additionally, Solar panels were installed in 2018 over our parking lot that provide more inexpensive energy and shade for cars. Our most recent facility upgrade occurred in the Spring of 2019 when the weight room was completely renovated and upgraded to a state-of-the-art facility. Our most recent large-scale project was completed in September of 2019.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	579	452	78.07	21.93	53.01
Female	310	252	81.29	18.71	58.17
Male	269	200	74.35	25.65	46.46
American Indian or Alaska Native	--	--	--	--	--
Asian	27	23	85.19	14.81	69.57
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	452	352	77.88	22.12	49.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	11	78.57	21.43	63.64
White	60	45	75	25	64.44
English Learners	123	80	65.04	34.96	6.33
Foster Youth	--	--	--	--	--
Homeless	48	32	66.67	33.33	43.75
Military	0	0	0	0	0
Socioeconomically Disadvantaged	372	278	74.73	25.27	48.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	51	55.43	44.57	7.84

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	579	438	75.65	24.35	26.71
Female	310	239	77.10	22.90	25.52
Male	269	199	73.98	26.02	28.14
American Indian or Alaska Native	--	--	--	--	--
Asian	27	22	81.48	18.52	68.18
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	452	344	76.11	23.89	20.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	58.33
White	60	42	70.00	30.00	40.48
English Learners	123	78	63.41	36.59	2.56
Foster Youth	--	--	--	--	--
Homeless	48	34	70.83	29.17	5.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	372	270	72.58	27.42	22.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	56	60.87	39.13	7.14

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	816	NT	NT	NT	NT
Female	418	NT	NT	NT	NT
Male	398	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	39	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	628	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	93	NT	NT	NT	NT
English Learners	135	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless	40	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	528	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	NT	NT	NT	NT

2020-21 Career Technical Education Programs

CTE Pathways offered at Tustin High School includes the following: Graphic Design, Visual Imagery, Media Arts, Engineering, Music Tech, Software Engineering, and Biomedical Technology.

Tustin High School works in conjunction with Coastline ROP. The partnership includes the following courses within our CTE pathways: Music Technology, Visual Imagery, Introduction to Product Design and Engineering, Engineering Design and Development.

Tustin High School implemented a California Partnership Academy "T-Tech" Technology and Engineering Academy. The curriculum for the 9th-grade Introduction to Engineering course, which is the first class of the academy, is provided through Project Lead the Way. The courses offered in the academy compose two pathways:

1. Engineering - Introduction to Engineering, Product Design and Engineering, Principles of Engineering, Engineering Design and Development
2. Software Engineering - Introduction to Engineering, Product Design and Engineering, Computer Science Principles, Computer Science A

The engineering pathway provides students an opportunity to receive a professional certification in the SolidWorks 3D modeling software that would allow them to pursue jobs directly out of High School or to articulate directly to a four-year technology program. Software engineering students will be proficient in Python, JavaScript, and App Development software upon graduation. Additionally, Juniors in our T-Tech program are eligible to apply for summer engineering internships with local engineering firms and corporate partners that include Boeing and UPS. All T-Tech students will gain experience in developing a work portfolio and resume.

Our Biomedical Pathway is a Project Lead the Way Pathway that is in its sixth year of implementation. Currently, we offer Principles of Bio Medical Technology, Human Body Systems, Medical Interventions, and the 4th capstone course, Medical Innovations.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	863
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	61.1

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.83
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	62.5

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

For the 2021-2022 school year, schools are closely following CDPH Guidance to ensure the health and safety of students and staff, as well as the school community. 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.

The parents of THS are involved extensively throughout various school operations. The Parent Teacher Organization assists in fundraising and assuring that communication flows between the school and the THS community. Parents serve on the School Site Council, English Learners Advisory Committee (ELAC), and other individual school site committees and booster support organizations. Parents and families are also incentivized to visit campus and become involved through outreach programs that include the Principal's Coffee, where specific topics regarding the school are discussed, and a variety of parent involvement workshops covering topics from substance abuse to parenting skills. Additionally, we have parents who serve on our Challenge Success Site Team, which is focused on helping our school create a balance between academic rigor and SEL supportive practices.

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 Public Schools Foundation supports programs for all students in the Tustin Unified School District, including Tustin High School. Parents and community members are encouraged to contact Tustin High School for a list of organizations and opportunities for involvement. For more information on how to become involved at the school, please contact Principal Jon Tuin at 714-730-7414.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.8	2.7	1.9	3.7	2.9	2.4	9.0	8.9	9.4
Graduation Rate	95.2	94.9	96.1	94.5	94.5	95.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	539	518	96.1
Female	265	259	97.7
Male	274	259	94.5
American Indian or Alaska Native	--	--	--
Asian	30	28	93.3
Black or African American	--	--	--
Filipino	11	10	90.9
Hispanic or Latino	414	399	96.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	63	61	96.8
English Learners	85	75	88.2
Foster Youth	12	12	100.0
Homeless	22	21	95.5
Socioeconomically Disadvantaged	426	408	95.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	71	63	88.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2344	2327	109	4.7
Female	1184	1176	45	3.8
Male	1158	1149	64	5.6
American Indian or Alaska Native	9	9	0	0.0
Asian	117	116	0	0.0
Black or African American	45	42	2	4.8
Filipino	41	40	0	0.0
Hispanic or Latino	1873	1864	101	5.4
Native Hawaiian or Pacific Islander	12	12	0	0.0
Two or More Races	29	29	1	3.4
White	217	214	5	2.3
English Learners	580	577	48	8.3
Foster Youth	34	31	6	19.4
Homeless	81	79	13	16.5
Socioeconomically Disadvantaged	1639	1628	95	5.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	317	314	28	8.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.93	0.47	2.08	0.10	3.47	0.20
Expulsions	0.25	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.68	0.93	2.45
Expulsions	0.21	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.47	0.00
Female	0.42	0.00
Male	0.52	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	0.46	0.00
English Learners	1.21	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.21	0.00

2021-22 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 02/08/2021 (pending review 1/24/2022)

Date Updated and Approved by SSC: 02/08/2021 (pending approval 1/24/2022)

Date Discussed by Staff: 08/10/2021

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.

Tustin High School has a school safety plan designed to enable students, employees, and parents to respond appropriately in case of a disaster. The school safety committee, which includes an administrator, a classified employee, two teachers, the 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 Maintenance Department and the site's custodial staff work to provide a clean, safe, and functional campus for students, staff, and the Tustin community.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	5	19	46
Mathematics	32	7	20	42
Science	31	8	19	38
Social Science	31	7	24	30

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	6	28	40
Mathematics	30	10	24	38
Science	33	8	13	41
Social Science	31	13	12	34

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	11	15	47
Mathematics	31	13	19	41
Science	32	6	16	39
Social Science	30	12	12	39

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	382

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.75
Psychologist	1.8
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,051	\$3,667	\$8,384	\$90,134
District	N/A	N/A	\$8,081	\$90,508
Percent Difference - School Site and District	N/A	N/A	3.7	-0.4
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-0.7	6.3

2020-21 Types of Services Funded

Tustin High 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 Single 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.

Tustin High School provided supplemental services through the use of Local Control Funding Formula and Career Technical Education (Carl Perkins) Funds. These supplemental services include: site interventions for English language learners and students performing below grade level, instructional materials and supplies, instructional technology, and professional development.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,195	\$50,897
Mid-Range Teacher Salary	\$85,813	\$78,461
Highest Teacher Salary	\$114,221	\$104,322
Average Principal Salary (Elementary)	\$140,298	\$131,863
Average Principal Salary (Middle)	\$148,473	\$137,086
Average Principal Salary (High)	\$167,470	\$151,143
Superintendent Salary	\$356,744	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	4
Foreign Language	3
Mathematics	3
Science	6
Social Science	10
Total AP Courses Offered	32

Professional Development

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. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

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 recent years, the district provided three staff development days in mid-August and another in late October. Tustin High School, in particular, utilizes a coaching model focused on using department leaders for not only running department logistics but also supporting the instructional growth of teachers. Additionally, teacher coaches were utilized to support the implementation of new technology, instructional strategies, and SEL strategies.

Tustin High staff currently uses the Professional Learning Communities process and are provided specific collaboration opportunities during weekly Delayed On-Time (DOT) starts on Wednesday mornings. Among other teachers, English Language Arts teachers and sheltered content teachers are trained in teaching English Language Learners. The site provides ongoing in-service training on instructional technology, data analysis, and best instructional practices. Professional development opportunities are offered to teachers during the school day, after school, and at conferences. THS uses a "trainer of trainers" model where teachers are trained by outside trainers and site coaches. Departmental coaches then bring back the training to share with other staff members. As an AVID Demonstration School, it is a priority to train our teachers in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to support the academic skills development of not just our AVID students, but all our students. Capturing Kid's Hearts is an optional strategy provided by the district that many of our teachers have also participated in, which helps to support a school-wide emphasis on developing socio-emotional learning. An additional component to supporting our district-wide and school-wide learning goals, teachers also received professional development on utilizing Paper, an online 24-hour tutoring support.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	11	13	11
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Tustin Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12162	1721	14.15	85.85	65.01
Female	5867	833	14.20	85.80	71.27
Male	6290	888	14.12	85.88	59.12
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2582	390	15.10	84.90	86.89
Black or African American	205	19	9.27	90.73	47.37
Filipino	217	24	11.06	88.94	62.50
Hispanic or Latino	5691	816	14.34	85.66	49.57
Native Hawaiian or Pacific Islander	42	9	21.43	78.57	--
Two or More Races	733	88	12.01	87.99	70.45
White	2679	371	13.85	86.15	76.28
English Learners	2124	225	10.59	89.41	14.80
Foster Youth	55	6	10.91	89.09	--
Homeless	540	62	11.48	88.52	38.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4937	673	13.63	86.37	48.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1359	196	14.42	85.58	17.35

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12163	1627	13.38	86.62	45.68
Female	5867	776	13.23	86.77	47.61
Male	6291	851	13.53	86.47	43.91
American Indian or Alaska Native	13	3	--	76.92	--
Asian	2582	378	14.64	85.36	77.39
Black or African American	205	18	8.78	91.22	33.33
Filipino	217	23	10.60	89.40	39.13
Hispanic or Latino	5692	782	13.74	86.26	24.42
Native Hawaiian or Pacific Islander	42	7	16.67	83.33	--
Two or More Races	733	84	11.46	88.54	55.95
White	2679	332	12.39		58.01
English Learners	2125	218	10.26	89.74	8.41
Foster Youth	55	7	12.73	87.27	--
Homeless	540	62	11.48	88.52	12.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4938	650	13.16	86.84	26.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1360	199	14.63	85.37	9.23

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.