

Columbus Tustin Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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
E-mail Address	mburdette@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/ct
CDS Code	30-73643-6030589

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Columbus Tustin Middle School is a positive and supportive learning community where all students are expected to maximize their academic and social potential. At Columbus Tustin Middle School, we believe that all students will become leaders of the PACK by demonstrating:

- Pride - in themselves, their learning, our school and community.
- Achievement - by being organized and putting forth their best effort.
- Character - demonstrated by the positive decisions they make.
- Knowledge - that is positively applied to all areas of life.

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 CELDT 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 GATE/STEAM Magnet Program. We provided a school-wide tutorial period embedded into our 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 2017-18)

Grade Level	Number of Students
Grade 6	296
Grade 7	286
Grade 8	294
Total Enrollment	876

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.5
Asian	7.4
Filipino	0.9
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.1
White	10.4
Socioeconomically Disadvantaged	75.3
English Learners	29.1
Students with Disabilities	9.8
Foster Youth	0.7

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	35	34	31	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	6	3	3	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	6	3	3
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 2018-19)

Year and month in which data were collected: October 2018

On October 22, 2018, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks 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. Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003.</p> <p>Supplemental Textbooks and Materials National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks 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. 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>	Yes	0%
Science	<p>State-Adopted Textbooks 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.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	These textbooks were adopted by the Board of Education in 2008.		
History-Social Science	State-Adopted Textbooks 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. 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 state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2007.	Yes	0%
Foreign Language	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. These textbooks were adopted by the Board of Education in 1999, 2000, and 2001.	Yes	0%
Health	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. Health curriculum materials are incorporated in the Science textbooks in middle school. 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.	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.

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 installation of solar panels on two covered parking lots.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/27/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/27/18	
Overall Rating	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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	49.0	47.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	34.0	52.0	53.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	859	846	98.49	47.16
Male	441	436	98.87	42.89
Female	418	410	98.09	51.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	66	100.00	92.42
Filipino	--	--	--	--
Hispanic or Latino	669	658	98.36	38.30
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	89	98.89	75.28
Two or More Races	16	16	100.00	68.75
Socioeconomically Disadvantaged	634	626	98.74	36.26
English Learners	437	428	97.94	25.93
Students with Disabilities	85	83	97.65	7.23
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	860	856	99.53	33.53
Male	442	440	99.55	32.73
Female	418	416	99.52	34.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	66	100	95.45
Filipino	--	--	--	--
Hispanic or Latino	670	667	99.55	21.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	89	98.89	73.03
Two or More Races	16	16	100	50
Socioeconomically Disadvantaged	635	631	99.37	20.6
English Learners	437	436	99.77	12.16
Students with Disabilities	85	83	97.65	7.23
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.5	24.0	31.9

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.

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 2018-19)

Through 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, Report Card Night, 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 phone call-out system (Blackboard Connect) 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 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 most gifted 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.4	8.7	11.7	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.2	0.0	0.2	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 11/29/18

Date Updated and Approved by SSC: 11/29/18

Date Discussed by Staff: 8/14/18

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; sexual 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; school safety goals and objectives.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	12	9	10	25.0	9	14	9	25.0	7	12	6
Mathematics	27.0	4	20	6	29.0	3	16	7	28.0	4	8	9
Science	33.0		8	13	35.0		2	16	26.0	6	8	8
Social Science	29.0	3	8	10	28.0	3	10	9	28.0	3	12	6

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	625
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,616	\$831	\$5,785	\$89,182
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	-7.2	3.8
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-20.8	9.9

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 2017-18)

Columbus Tustin Middle School receives categorical funding from Title 1 and LCFF - ELL. These funds are used to support student learning and academic success in a variety of ways, including the following supplemental services to enhance our regular educational program:

- - Intervention sections within the master schedule to support students not meeting grade-level standards in English Language Arts or Mathematics
- - ASES is a program that seeks to provide both homework support and student activities after the regular school day has ended.
- - Instructional materials that are a supplement to and not a replacement of the general education program lend further support to our teachers in the classroom.
- - Data analysis to identify those students in need of additional time and/or support
- - Tutorial program embedded within the regular school day
- - English Language Learner and LCFF supplemental funds were also used to help support a Restorative Justice specialist who is helping implement Restorative Practices school-wide
- - An additional counselor was hired to support at-risk and EL students

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

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, the TUSD Summer Institute, ELD training, and technology training seminars. An EL/Instructional Coach is on-site to support 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. All staff members participate in ongoing technology training to support our 1:1 iPad program and there are Instructional Coaches on campus 2-3 days a week working with teacher "fellows." 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 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. This year, 80% of staff participated in two full days of training on the theory and implementation of Restorative Practices. We will continue to offer trainings throughout the 2018-19 school year so that 100% of staff is trained by June of 2019.