

A.G. Currie Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	A.G. Currie Middle School
Street	1402 Sycamore Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7360
Principal	Erick Fineberg
E-mail Address	efineberg@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/Currie
CDS Code	30-73643-6085377

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 2017-18)

During the 2017-2018 school year, A.G. Currie Middle School has placed increased focus on building relationships with our students through Restorative Practices. Instructionally, we have placed a strong emphasis on Professional Learning Communities to maximize student learning. The schools' focus on student engagement, rigorous standards supported by technology led to increased student learning and a comprehensive learning experience. The schools vision to be a National Blue Ribbon School through developing relationships between and among students and teachers, in order to grow students who are socially and emotionally connected, passionate for learning, and academic risk-takers within a rigorous curriculum. In order to support that vision, Currie's mission is to provide a safe, rigorous learning community that prepares and inspires all students to be the best version of themselves with limitless options.

To help accomplish our mission and vision, the administration, students, staff, and parents are encouraged to instill three core values that best represent A.G. Currie Middle School. Those three core values are illustrated in what it takes to be RAD. Respect Myself and Others, Accept Responsibility and Do the Right Thing. We believe in the importance of developing resilience within our school community of being determined during tough times to work through the difficulties our students face on a daily basis. We are accountable to ourselves, as staff, students, parent, and community members to build relationships with students, to prioritize, embrace challenges, set goals, practice, take risks, compete and finish strong in all we endeavor. We will work in unity toward common goals with consistency in learning and behavioral expectations, instructional strategies, and supports to aid all students in meeting high levels of achievement. Our students will develop the courage and personal integrity to take academic risks, to achieve high levels of achievement by setting goals, and stretching beyond their comfort levels.

We believe a promising strategy for achieving the mission of A.G. Currie Middle School is to develop our capacity to function as a professional learning community. We will create a school in which all stakeholders have high expectations for all and we accept no excuses for below standard work. With the implementation and reinforcement of our core values, as well as the data that is collected to help drive our instruction, we are confident that all students will work at the highest of levels with limitless options.

The school is working toward growth in all areas specifically in the areas of writing. School wide goals include: By June 2018, students will consistently analyze a writing prompt, use a rubric as a tool to guide them through the writing process, and choose an appropriate Thinking Map to help them organize and cultivate their writing. 75% of students will score a 3 or higher in the following categories: claim, evidence, and elaboration by independently writing a well-organized, original, and clear response as measured by two district wide writing prompts. Common assessments are utilized across all content areas across each unit to measure student growth and identify strengths and areas of growth both instructional and student learning.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	207
Grade 7	274
Grade 8	261
Total Enrollment	742

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	2.3
Filipino	1.3
Hispanic or Latino	91.5
Native Hawaiian or Pacific Islander	0.3
White	3.1
Two or More Races	0.4
Socioeconomically Disadvantaged	79.4
English Learners	45.4
Students with Disabilities	15
Foster Youth	0.8

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	35	30	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	6	4	2	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	4	2
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 2017-18)

Year and month in which data were collected: October 9, 2017

On October 9, 2017, 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. Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6 and Course 2: Pre-Algebra (2008), Pearson/Prentice Hall California Algebra I (2009), and McDougall Littell Geometry (2007) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2009.</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. These textbooks were adopted by the Board of Education in 2008.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>State-Adopted Textbooks</p> <p>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.</p>	Yes	0%
Foreign Language	<p>State-Adopted Textbooks</p> <p>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.</p>	Yes	0%
Health	<p>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.</p>	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. AG Currie is situated in a residential area. AG Currie shares 35 acres of land with Jean Thorman Elementary School. Students and staff are proud of AG Currie Middle School and take good care of the facility. The school is attractive, clean, and well-maintained by a conscientious custodial staff. The facilities include a multipurpose room where many District, community, and site performances, workshops, parent and student meetings, special assemblies and concerts take place, as well as an outdoor stage that serves as a home for assemblies and Associated Student Body activities we hold on campus during the school day. In addition, a large Activity Center was constructed in February of 2013.

The school's large, grass-covered sports fields serve as a hub of school and community athletic events after school and on weekends.

Tustin Unified School District's Board of Education approved modernization plans in October 2010 for Currie's 400, 500, and 600 classroom buildings. The modernization improvements were completed during summer of 2012 and included new exterior doors, lighting, windows/solar tubes, and technology.

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: 11/07/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/07/17				
Overall Rating	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, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	37	62	62	48	48
Mathematics (grades 3-8 and 11)	17	18	52	52	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	743	730	98.25	37.26
Male	379	372	98.15	33.33
Female	364	358	98.35	41.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	678	666	98.23	37.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.83	39.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	608	598	98.36	40.47
English Learners	530	521	98.3	28.02
Students with Disabilities	107	105	98.13	6.67
Students Receiving Migrant Education Services	--	--	--	--
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	743	735	98.92	17.69
Male	379	375	98.94	17.87
Female	364	360	98.9	17.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	678	671	98.97	16.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.83	17.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	608	600	98.68	19
English Learners	530	526	99.25	11.03
Students with Disabilities	106	104	98.11	0.96
Students Receiving Migrant Education Services	--	--	--	--
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62	44	73	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.8	23.1	26

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

In collaboration with our school community liaison, AG Currie Middle School supports parent education nights on a variety of topics, family events, and supports the instructional program by supporting the purchase and development of technology and enrichment programs as well as weekly parenting meetings in Restorative Practices that can be implemented at home. Our PTSA is also very active in the community as a whole by helping to support TUSD and City of Tustin events such as the Dino Dash, Save our Sports Program, Tustin Tiller Days, Community Parking Lot Sales, and other activities.

All parents are encouraged to become involved in the School Site Council and our English Language Advisory Committee. All school events including performances, student celebrations, Family Nights, Movie Nights, Back-to-School Night, At-Risk conferences, and Report Card Nights are well attended. Language translations services are offered to families whose primary language is other than English.

Communication is a priority for the principal. A newsletter, The Big Cat Courier, is posted on the school website bi-monthly to keep parents informed of all upcoming events and current school issues. Parents have been supported in gaining access to email and communications are sent out as well as student registrations are done electronically. AG Currie Middle School also provides our parents with Internet-based access to their child's current classroom grades and attendance as well as training on how to use the online software. All AG Currie teachers post nightly or weekly homework assignments on their website pages. The principal and community liaison's host regular "Principal Coffee" meetings which provide an informal opportunity for parents to learn about current school events, strategies to help their children succeed, and high school transition information. Parent training is provided free of charge as well as ESL classes at the school site. The community liaison and school staff supports parents and student through daily after school behavior support throughout the year, support in accessing Aeries Parent Portal, navigating the school website, and accessing community-based resources to assist our families.

In addition to the above mentioned proactive communication, AG Currie Middle School also holds At-Risk conferences twice a year where teachers, parents and students can gather to help address individual issues that some students may have on campus, as well as Back to School Night and Report Card Night where parents can attend, and speak with their students' teachers' regarding their progress.

For additional information, the Bilingual Community Liaison, Irene Thomas, is available to answer questions at (714) 730-7360.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.7	10.6	11.5	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.2	0.6	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SSC): 10/12/17

Date Updated and Approved by SSC: 10/12/17

Date Discussed by Staff: 08/17/17

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 school wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline; school safety goals and objectives.

All classrooms are equipped with an emergency backpack storing attendance sheets, first aid kit, triage cards, and a flashlight. Students and staff are familiar with fire and earthquake emergency procedures, intruder alert, and bus evacuation drills. In addition, all staff members are assigned certain responsibilities on campus, from facility security to search and rescue, in the event that an emergency or disaster should take place. A.G. Currie Middle School also takes part in the Great Southern California Shakeout in October. We hold disaster drills on a quarterly basis, alternating between fire drills and disaster drills. Collaboratively, we work with local law enforcement agencies to develop a Crisis Response Kit containing aerial campus photos, student health records, evacuation procedures, a campus blueprint, etc.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	8	4	12	26	5	16	7	27	4	17	6
Mathematics	27	4	6	7	25	3	20	1	27	6	12	8
Science	28	4	5	10	27	4	9	8	32		6	10
Social Science	32	1	3	9	27	3	10	5	29	1	12	5

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	530
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	.8	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,345	\$2,182	\$5,163	\$82,286
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	-4.7	-0.5
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-21.5	3.9

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

Types of Services Funded (Fiscal Year 2016-17)

AG Currie Middle School receives categorical funding in the areas of Title I and Local Control Funding Formula - Economic Impact Aid (ELL). All categorical expenditures are monitored and approved for appropriate alignment to the SPSA and program guidelines by multiple centralized support personnel within Tustin Unified School District. Rationales for expenditures must be provided, aligned, and approved prior to purchase and use. These safeguards of fiscal support allow us to provide the necessary and appropriate support for our under-performing students.

The majority of site categorical funding is used for supplemental student interventions, staff development, and personnel costs. Staff development is focused on targeting skill instruction and providing in-services on research based best practices in the core instructional areas related to writing, Professional Learning Communities (PLCs) and building relationships with students and connectedness to school. Personnel costs include additional sections to support student success, a part time School Counselor, part time instructional coach, and a portion of the Community Liaison's salary. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, English Language Development, Student Wellness and School/Community Partnerships.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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)

All professional development is driven by student achievement results. Frequent, regular assessments are shared throughout departments to increase understanding of student learning and effectiveness of our teaching. Based on both, professional development needs are identified.

Department Coaches are in place in Math, Language Arts, Science and PE. The four teachers have weekly meetings with the principal to establish goals, monitor progress and drive instruction forward. There are also monthly meetings with the Department Coaches, principal, assistant principal and Teacher Coach. The goal is to build capacity within the teachers and to insure that the school remains in line with the three year plan for professional development.

Our site level Professional Development Plan aligns to our Single Plan for Student Achievement, school Mission/Vision and School Wide, Teacher Goals and administrator goals. Our 3-year professional development plan is also aligned to the California Standards of the Teaching Profession. Based on teacher's annual professional goals and objectives, professional development opportunities are identified to meet the standards. The professional teaching standards promote student access to grade level and content area standards.

In addition to our teachers, our administrators and counselors also attend a variety of professional in-services dealing with a variety of issues that affect our school. The AG Currie Middle School has adopted department and school wide signature practices as part of our school wide goal in writing across all curricular areas. Multiple teachers attended a variety of training each summer over the last three years including AVID, Project Based Learning, Writer's and Readers Workshop, Capturing Kids Hearts and Project Lead the Way. All teaching staff attended professional development for implementation of these practices in August 2015, August 2016 and August 2017. Site coaches in cooperation with administration planned school wide follow up sessions to ensure that a common instructional language is used. All site staff continue to successfully implement the use of their signature practice across all content areas.

Teachers have received extensive professional development centered around Professional Learning Communities and writing across curricular areas. Teachers have been trained in effective meeting protocols, goal setting, individualized instruction, data analysis and building strong relationships with students. Additionally, Restorative Practices have been brought to the site. There have also been consultants hired that support teacher learning and provide onsite training and coaching to teachers. Additionally, after school, before school and weekend training are utilized.

Every Wednesday morning, students arrive at 8:55 a.m. providing staff with nearly 90 minutes of collaboration time. The meetings are formatted for professional development in-services, Professional Learning Community time and/or classroom work/planning time.