

# Tustin High 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)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Tustin High School  |
| <b>Street</b>                     | 1171 El Camino Real   |
| <b>City, State, Zip</b>           | Tustin, CA 92780  |
| <b>Phone Number</b>               | (714) 730-7414  |
| <b>Principal</b>                  | Jon Tuin, Ed.D.   |
| <b>E-mail Address</b>             | <a href="mailto:jtuin@tustin.k12.ca.us">jtuin@tustin.k12.ca.us</a>                            |
| <b>Web Site</b>                   | <a href="http://www.tustin.k12.ca.us/tustin-high">http://www.tustin.k12.ca.us/tustin-high</a> |
| <b>CDS Code</b>                   | 30-73643-3037553  |

| 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)

Tustin High School is a comprehensive high school serving approximately 2,270 students from central and southern regions of the City of Tustin. The student population demographics are 78% Hispanic, 11% White, 3% African American, 3% Other Asian, and 5% Asian which closely reflects the City's demographics. Tustin High School's academic programs are highlighted by the T-Tech engineering pathway, a Model United Nations program, and a robust AVID program for which the school serves as a national demonstration site. A wide variety of extracurricular activities are offered as evidenced by 44% 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 extracurricular sports available 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

### Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 608                |
| Grade 10                | 564                |
| Grade 11                | 606                |
| Grade 12                | 595                |
| <b>Total Enrollment</b> | <b>2,373</b>       |

### Student Enrollment by Group (School Year 2017-18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.2                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 4.7                         |
| Filipino                            | 1.9                         |
| Hispanic or Latino                  | 77.2                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 11.6                        |
| Socioeconomically Disadvantaged     | 71.6                        |
| English Learners                    | 14.6                        |
| Students with Disabilities          | 9.4                         |
| 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 |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 90      | 87      | 88      | 917      |
| Without Full Credential  | 0       | 0       | 1       | 2        |
| Teaching Outside Subject Area of Competence (with full credential) | 12      | 12      | 11      | 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 *                 | 12      | 12      | 11      |
| 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/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|--|----------------------------------|---|
| <b>Reading/Language Arts</b> | <p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Elements of Literature (2000) and Elements of Writing (1998) are the adopted textbooks for high school Reading/Language Arts. The Board of Education adopted these textbooks in 2000.</p> <p>Supplemental Textbooks and Materials<br/>National Geographic Edge (2008) is used as a supplemental material with English Language Learners.</p>   | Yes                              | 0%  |
| <b>Mathematics</b>           | <p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards McGraw Hill Glencoe Algebra 1 (2018), McGraw Hill Glencoe Geometry (2018), and McGraw Hill Glencoe Algebra 2 (2018), Informal Geometry (1992), Thomson Learning Precalculus: Mathematics for Calculus 4th Edition (2002), Precalculus: Mathematics for Calculus 5th Edition (2007), and Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals 4th Edition (1999), Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals Student Solutions Manual 4th Edition (1999), Addison Wesley Longman, Inc. Calculus and its Applications (2007) are the adopted textbooks for high school Mathematics.</p> | Yes                              | 0%  |

| Subject                       | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| <b>Science</b>                | Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe/McGraw Hill Earth Science California (2007), Marine Biology (2007) Biology – California Edition (2007), Biology – California Edition (2006), Pearson/Prentice Hall Chemistry – California Edition (2007), Chemistry: The Central Science AP Edition (2009), Conceptual Physics (2009), Physical Science: Concepts in Action (2009), Pearson Benjamin Cummings Biology” Concepts and Connections 5th Edition (2006), Biology AP Edition (2009), Biology (2007), Criminalistics:An Introduction to Forensic Science 8th Edition (2003), (Holt, Rinehart, and Winston Modern Chemistry (2006) and Holt Physics California Edition (2007), Cenage Physics for Scientists and Engineers (1997) and College Physics (1999), and J.W. Wiley Environmental Science 6th Edition (2007) are the adopted textbooks for high school science courses. | Yes                              | 0%  |
| <b>History-Social Science</b> | Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe World Geography (2005) and Economics: Principals and Practices (2005); Houghton Mifflin The Earth and Its People 3rd Edition (2005), The American Pageant 13th Edition (2006), and American Government 10th Edition (2006), The American Spirit Volume 1 and 2 (2005); Prentice Hall World History: Modern World (2007) and Magruder’s American Government (2006); Thomson Western Civilization 6th Edition (2006) and Principals for Economics 4th Edition (2007); Worth Psychology 8th Edition (2007); and Holt, Rinehart and Winston Psychology: Principles in Practice (2007) and Sociology: The Study of Human Relationships (2008), California American Anthem (2007) are the adopted textbooks for high school History-Social Science.  | Yes                              | 0%  |

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| <b>Foreign Language</b>                           | Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Cseng and Tsui Integrated Chinese Level 1 Part I Traditional Character Text – 1st Edition (1999), Integrated Chinese Level 1 Part I Traditional Character Text – 2nd Edition (2006), Integrated Chinese Level 2 Part I Traditional Character Text – 1st Edition (2010), Integrated Chinese Level 1 Part 2 Traditional Character Text – 2nd Edition (2010); Pearson/Prentice Hall Ecce Romani (2000); Glencoe Bienvenue (1998), A Bord (1998), En Voyage (1998), Tresors du Temps (1997), Conexiones:Comunicacion y Cultura (1998) Sendas Literarias Lecel 1 and 2 (2001); McDougal Littell Images Un (1999), Aventuras Literarias 5th Edition (2000); and Holt, Rinehart and Winston Litteratures En Contexte (1994), Ven Conmigo Level1 (2000), Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000), Sorpresas 2nd Edition; Heinle & Heinle Abriendo Paso Gramatica (2000), Abriendo Paso Lectura (2000); are the adopted textbooks for high school Foreign Language. | Yes                              | 0%  |
| <b>Health</b>                                     | Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in high school.  | Yes                              | 0%  |
| <b>Visual and Performing Arts</b>                 | LTD Publications Guitar Method Book 1 (2009); ITP Gardner’s Art Through Ages (2005)   | Yes                              | 0%  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | Teachers are given the opportunity and financial support to purchase support materials that are aligned with the State Content Standards and approved by the District.  | Yes                              | N/A   |

**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.

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 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 counter tops in offices. THS is currently undergoing a Master Plan process for 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.

Our most recent large scale project was completed in April of 2018. Solar panel installation was completed over our parking lot that provides more inexpensive energy and shade for cars.

**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

| <b>School Facility Good Repair Status (Most Recent Year)</b>            |               |   |
|---|---------------|---|
| Year and month of the most recent FIT report: 11/08/18                  |               |   |
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |   |
| <b>Interior:</b> Interior Surfaces                                      | Good          |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | Good          |   |
| <b>Electrical:</b> Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | Good          |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good          |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |   |

**Overall Facility Rating (Most Recent Year)**

|  |           |
|--|-----------|
| Year and month of the most recent FIT report: 11/08/18 |           |
| 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 63.0  | 60.0    | 62.0     | 63.0    | 48.0    | 50.0    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 35.0  | 29.0    | 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 |
|--|------------------|---------------|----------------|-------------------------|
| <b>All Students</b>                        | 584              | 581           | 99.49          | 60.07                   |
| <b>Male</b>                                | 312              | 310           | 99.36          | 58.06                   |
| <b>Female</b>                              | 272              | 271           | 99.63          | 62.36                   |
| <b>Black or African American</b>           | --               | --            | --             | --                      |
| <b>Asian</b>                               | 33               | 33            | 100.00         | 87.88                   |
| <b>Filipino</b>                            | 11               | 11            | 100.00         | 72.73                   |
| <b>Hispanic or Latino</b>                  | 464              | 461           | 99.35          | 56.40                   |
| <b>Native Hawaiian or Pacific Islander</b> | --               | --            | --             | --                      |
| <b>White</b>                               | 56               | 56            | 100.00         | 76.79                   |
| <b>Two or More Races</b>                   | --               | --            | --             | --                      |
| <b>Socioeconomically Disadvantaged</b>     | 414              | 412           | 99.52          | 55.34                   |



| Student Group              | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| English Learners           | 142              | 142           | 100.00         | 22.54                   |
| Students with Disabilities | 51               | 50            | 98.04          | 22.00                   |
| 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                        | 584              | 579           | 99.14          | 29.02                   |
| Male                                | 312              | 310           | 99.36          | 31.29                   |
| Female                              | 272              | 269           | 98.9           | 26.39                   |
| Black or African American           | --               | --            | --             | --                      |
| Asian                               | 33               | 33            | 100            | 72.73                   |
| Filipino                            | 11               | 11            | 100            | 36.36                   |
| Hispanic or Latino                  | 464              | 459           | 98.92          | 23.31                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 56               | 56            | 100            | 51.79                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 414              | 409           | 98.79          | 23.47                   |
| English Learners                    | 142              | 142           | 100            | 6.34                    |
| Students with Disabilities          | 51               | 50            | 98.04          | 10                      |
| 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 |
| <b>Science (grades 5, 8, and 10)</b> | 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.

**Career Technical Education Programs (School Year 2017-18)**

CTE Pathways offered at Tustin High School include: 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 third year of implementation. Currently, we offer Principles of Bio Medical Technology, Human Body Systems, and Medical Interventions. Next year, we hope to pilot the 4th capstone course of the pathway, Medical Innovations.

**Career Technical Education Participation (School Year 2017-18)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 801                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 100%                      |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100%                      |

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission          | 99.2    |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 65.3    |

## 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 |
| 9           | 17.8  | 26.6                  | 41.7                 |

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)

The parents of THS are involved extensively throughout various school operations. The Parent Teacher Organization assists in fund raising 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.

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.

### State Priority: Pupil Engagement

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

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

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

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate    | 1.8     | 0.6     | 0.4     | 1.1      | 1.6     | 0.8     | 10.7    | 9.7     | 9.1     |
| Graduation Rate | 97.9    | 98.5    | 96.8    | 98.1     | 97.6    | 95.7    | 82.3    | 83.8    | 82.7    |

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

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group                            | Graduating Class of 2017 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 95.1                     | 95.8     | 88.7  |
| Black or African American        | 79.0                     | 89.4     | 82.2  |
| American Indian or Alaska Native | 100.0                    | 100.0    | 82.8  |
| Asian                            | 96.0                     | 97.8     | 94.9  |
| Filipino                         | 100.0                    | 100.0    | 93.5  |
| Hispanic or Latino               | 94.8                     | 94.0     | 86.5  |
| Native Hawaiian/Pacific Islander | 100.0                    | 100.0    | 88.6  |
| White                            | 97.8                     | 97.5     | 92.1  |
| Two or More Races                | 100.0                    | 96.8     | 91.2  |
| Socioeconomically Disadvantaged  | 95.4                     | 94.9     | 88.6  |
| English Learners                 | 74.4                     | 72.6     | 56.7  |
| Students with Disabilities       | 86.1                     | 82.5     | 67.1  |
| Foster Youth                     | 100.0                    | 100.0    | 74.1  |

### 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 | 4.3     | 4.2     | 4.5     | 2.5      | 2.8     | 2.7     | 3.7     | 3.7     | 3.5     |
| Expulsions  | 0.0     | 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): 10/1/18

Date Updated and Approved by SSC: 10/1/18

Date Discussed by Staff: 08/9/18

Tustin High School has a school safety plan designed to enable students, employees, and parents to respond appropriately in case of disaster. The school safety committee, which includes an administrator, a classified employee, two teachers, 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. Our School Safety Plan includes the following elements: child abuse reporting procedures, disaster procedures, routine and emergency (SEMS) procedures, suspension, expulsion or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of a school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; and school safety goals and objectives. 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. This year the committee plans to create an inventory of all safety supplies in the two emergency containers on the school grounds. This inventory will help with the school's emergency preparedness and inform all emergency responders of the contents of each container in the case of a real emergency.

### 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        | 31.0            | 14                   | 16    | 47      | 32.0            | 11                   | 14      | 48  | 32.0            | 9                    | 21    | 46  |
| Mathematics    | 31.0            | 9                    | 21    | 40      | 34.0            | 8                    | 7       | 52  | 32.0            | 5                    | 23    | 43  |
| Science        | 33.0            | 6                    | 15    | 42      | 32.0            | 9                    | 8       | 49  | 33.0            | 6                    | 12    | 47  |
| Social Science | 32.0            | 4                    | 21    | 34      | 32.0            | 7                    | 17      | 34  | 35.0            | 3                    | 7     | 44  |

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                                  | 5                                | 474   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1.74375                          | N/A   |
| Psychologist  | 1.6                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | .6                               | N/A   |
| Speech/Language/Hearing Specialist                  | 1.6                              | N/A   |
| Resource Specialist (non-teaching)                  | 3                                | 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                                  | \$6,440                | \$450                    | \$5,990             | \$86,968               |
| District                                     | N/A                    | N/A                      | \$6,218             | \$85,850               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -3.7                | 1.3                    |
| State  | N/A                    | N/A                      | \$7,125             | \$80,764               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -17.3               | 7.4                    |

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)

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

### 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/>.

### Advanced Placement (AP) Courses (School Year 2017-18)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 3                             | N/A                               |
| Fine and Performing Arts | 4                             | N/A                               |
| Foreign Language         | 3                             | N/A                               |
| Mathematics              | 3                             | N/A                               |
| Science                  | 8                             | N/A                               |
| Social Science           | 8                             | N/A                               |
| All courses              | 29                            | 23.7                              |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

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 2016-17 and 2017-2018, the district provided three staff development days in mid-August, another in late August, and another in late October. During the 2016-17 school year, a coaching model was utilized in place of traditional department chairs. The focus was on using department leaders for supporting the instructional growth of teachers and not just the logistics of running the department. Additionally, teacher coaches were utilized to support implementation of new technology and instructional strategies. This model was continued in the 2017-2018 school year with the addition of SEL strategies to the emphasis.

Tustin High staff currently uses the Professional Learning Communities process and are provided specific collaboration opportunities during fourteen scheduled "late start" mornings. English Language Arts teachers and sheltered content teachers are trained in teaching English Language Learners. The site provides on-going 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. Besides the ongoing PD as described above, teachers were provided additional training for the 2018-19 school year in August which focused on our Social Emotional and Academic Learning goals to grow a growth mindset, self-efficacy, self-management, social awareness and WICOR strategies. Also notable has been ongoing district and site training for Capturing Kid's Hearts, which supports our school wide goal related to growing SEL competencies. As part of our district-wide and school wide learning goal, teachers are receiving professional development to deliver common check point assessments, calibrate writing responses, and plan target instruction to re-teach areas of need to close the achievement gap in writing.