

# Tustin Memorial Academy

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Tustin Memorial Academy
<b>Street</b>	12712 Browning Ave.
<b>City, State, Zip</b>	Santa Ana, CA 92705
<b>Phone Number</b>	(714) 730-7546
<b>Principal</b>	Sharon Maeda
<b>E-mail Address</b>	smaeda@tustin.k12.ca.us
<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us/tustin-memorial">http://www.tustin.k12.ca.us/tustin-memorial</a>
<b>CDS Code</b>	30-73643-6030696

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)

As a National Blue Ribbon Fundamental and GATE Magnet school, Tustin Memorial Academy passionately believes that by focusing on the foundations of literacy through readers and writers workshop and mathematics through CGI (Cognitively Guided Instruction) in a character building environment, we will produce strong readers, writers, problem solvers, thinkers, innovators, and responsible citizens. All students are provided with STEAM opportunities and experiences that promote critical thinking, collaboration, creativity, and communication as 21st century learners. All students engage in learning in the iTeam Headquarters innovation lab throughout the year, and actively participate in schoolwide events such as STEAM challenges to support their creativity and learning. GATE strategies deepen critical thinking by focusing on depth and complexity of the grade level standards. The fundamental aspect of the school also holds high expectations for student achievement, critical thinking, development, and growth. Local and state progress indicators and the CA Dashboard results provide ongoing data that drives instruction at all grade levels throughout the year. Growth and innovative mindsets continue to be schoolwide themes, and students are taught responsible and respectful behavior as outlined in the TMA Commitment Agreement. Service-learning and student-led activities are an integral aspect of the school and school community. Our unwavering commitment and devotion to our students as leaders of tomorrow is represented by our school STAR logo depicting "Special, Talented, and Responsible" and motto "Helping Children Reach for the Stars".

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	97
Grade 2	102
Grade 3	111
Grade 4	120
Grade 5	91
<b>Total Enrollment</b>	<b>610</b>

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	40
Filipino	1.5
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0
White	36.2
Two or More Races	5.7
Socioeconomically Disadvantaged	8.7
English Learners	3.9
Students with Disabilities	4.4
Foster Youth	0

## 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	24	24	23	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and 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</p> <p>Textbooks and support materials are state-adopted and 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 with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Students have access to classroom libraries containing both literature and non-fiction text.		
<b>Mathematics</b>	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and 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. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%
<b>Science</b>	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-approved and 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. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials</p> <p>Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>	Yes	0%
<b>History-Social Science</b>	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-approved and 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. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
<b>Health</b>	State-Adopted Textbooks	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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 elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.		

**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.

TMA was built in 1956 and retains its charm as part of an older and established neighborhood of ranch-style homes. School-wide beautification efforts by the school community and the district include extensive landscaping and gardening. TMA received Measure G updates in 2006, including new doors and renovated restrooms. In 2016, a dirt area near the lunch benches was paved, providing more space for student lunch tables and activities.

**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: 11/02/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: 11/02/17				
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)	90	90	62	62	48	48
Mathematics (grades 3-8 and 11)	83	85	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	321	317	98.75	90.22
Male	153	150	98.04	88
Female	168	167	99.4	92.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	140	139	99.29	97.84
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87	78.26
White	106	104	98.11	85.58
Two or More Races	19	19	100	84.21
Socioeconomically Disadvantaged	34	33	97.06	72.73
English Learners	23	23	100	86.96
Students with Disabilities	15	13	86.67	46.15

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	321	317	98.75	85.49
Male	153	150	98.04	84.67
Female	168	167	99.4	86.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	140	139	99.29	93.53
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87	71.74
White	106	104	98.11	80.77
Two or More Races	19	19	100	84.21
Socioeconomically Disadvantaged	34	33	97.06	60.61
English Learners	23	23	100	69.57
Students with Disabilities	16	14	87.5	35.71

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)	93	92	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
5	9	13.5	77.5

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)

Parents and families are involved throughout the campus on a daily basis at Tustin Memorial Academy. Parents participate in our Parent Teacher Organization (PTO), School Site Council, English Language Advisory Committee, District English Language Advisory Council, Gifted and Talented Community Advisory Committee, and Superintendent's Advisory Committee. Our school has built a unique culture that includes strong parent partnerships. Every family signs a Commitment Agreement each year which encourages at least 10 hours of volunteer work. We utilize our volunteers in various capacities including in classrooms, in the garden, in our iTeam innovation lab, the library, the office, at school events, or on the playground. Parents are actively involved in school activities such as Mother Daughter Tea, Guys Night, Family Reading and Movie Nights, Son Appreciation Night, Family Lunches, and other evening family events. Our schoolwide communication to parents provides a multitude of ways for every family to be involved in some way. Our unique dad's group HEROES (Helping Enrich Resources of Every Student) emphasizes getting fathers involved in school activities. The HEROES have been recognized by the Orange County Department of Education for their unique program and received a Golden Bell Award from the California School Boards Association for their innovative techniques of getting fathers involved in school and providing additional resources for students. Communication among parents, students, and teachers is a high-priority at TMA and we strive to build a strong support system in order to help our students to be successful. A weekly e-blast, the All-Star News, goes out to families each week with updates, an upcoming calendar of events, and parent strategies. A new program called "TMA Parent University" provides access and opportunities for parents to receive specialized parent education training throughout the year at the school, district, county levels. TMA prides itself on its strong collaboration with parents to provide a unique and supportive culture and environment for all students.

### 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	0.0	0.0	0.3	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	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): 11/14/16 (Pending 2/1/18)

Date updated and approved by SSC: 11/14/16 (Pending 2/1/18)

Date discussed by staff: 8/17/17 (Pending 2/7/18)

Plan Elements--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; provision of any schoolwide 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.

### 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
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	69.2

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

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	16	6			15	6			15	6		
<b>1</b>	30		3		30		3		24		4	
<b>2</b>	29		4		30		4		26		4	
<b>3</b>	31		3		29		4		31		3	
<b>4</b>	33		2	2	29		3		30		4	
<b>5</b>	33		2	2	30		4		27		4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

**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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.618	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	.75	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	\$6,868	\$1,238	\$5,630	\$94,186
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	4.0	13.9
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-14.4	18.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

Tustin Memorial Academy utilizes funding from LFCC-EL to provide additional instructional support. Our Parent Teacher Organization (PTO) provides extensive funding to support enrichment programs in art, music, math, science, performing arts, and STEM, as well as resources to support technology, the Organic Garden and Nature Center, the library, Gifted and Talented Education (GATE), and extra classroom support personnel. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how the categorical funds will support and enhance student learning.

**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)**

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TMA teachers are provided with regular PLC time with their grade levels to work together on school-wide accountability for state and district academic standards and planning. Grade level teams analyze student performance data and adjust curriculum and long-range lesson plans to meet the needs of our students. During 2015-16, 2016-17, 2017-18, site based professional development is provided at least once per month and is focused on our school's signature practice CGI math and technology. District-wide professional development opportunities are available throughout the year. Teachers enroll through a web-based system that allows them to view the course list, register for courses, and print a transcript for record-keeping. The TMA teaching staff has been trained in Balanced Literacy, Cognitively Guided Instruction for mathematics, Writers' Workshop, and continues to receive extensive training in utilizing GATE strategies for differentiation within the classroom. A district funded Connect Coach also provides ongoing coaching and professional development in areas of need for teaching staff. Teachers are supported through peer observations and coaching as well as teacher-principal meetings.