

Tustin Memorial Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Tustin Memorial Academy
Street	12712 Browning Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7546
Principal	Sharon Maeda
E-mail Address	smaeda@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/tustin-memorial
CDS Code	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 2018-19)

As a National Blue Ribbon and California Distinguished 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. The schoolwide theme of "Explore the Impact" ties in the focus of the social emotional needs of its students through mindfulness, social thinking practices, and the implementation of the a social emotional curriculum with an emphasis on how this connects to academic achievement. Growth and innovative mindsets continue to be schoolwide themes, and students are taught responsible and respectful behavior as outlined in the TMA Commitment Agreement. Our established garden, service-learning, and student-led activities are integral aspects 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 2017-18)

Grade Level	Number of Students
Kindergarten	86
Grade 1	105
Grade 2	100
Grade 3	96
Grade 4	111
Grade 5	109
Total Enrollment	607

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	41.7
Filipino	1.0
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.0
White	36.2
Socioeconomically Disadvantaged	8.7
English Learners	3.8
Students with Disabilities	5.3
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	23	24	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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 *	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 2018-19)

Year and month in which data were collected: October 2018

On October 22, 2018, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks 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 Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks 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 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%
History-Social Science	<p>State-Adopted Textbooks 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: Time for Kids, Scholastic News, Storyworks, Scope magazines</p>	Yes	0%
Health	<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. 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.</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.

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: 11/09/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/09/18	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	90.0	88.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	85.0	82.0	52.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	315	313	99.37	88.18
Male	146	146	100.00	88.36
Female	169	167	98.82	88.02
Black or African American	--	--	--	--
Asian	135	134	99.26	94.78
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	76.09
White	110	109	99.09	88.07
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	32	31	96.88	77.42
English Learners	23	23	100.00	82.61
Students with Disabilities	14	14	100.00	35.71

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	315	313	99.37	82.43
Male	146	146	100	87.67
Female	169	167	98.82	77.84
Black or African American	--	--	--	--
Asian	135	134	99.26	94.03
Filipino	--	--	--	--
Hispanic or Latino	46	46	100	65.22
White	110	109	99.09	77.06
Two or More Races	18	18	100	72.22
Socioeconomically Disadvantaged	32	31	96.88	70.97
English Learners	23	23	100	69.57
Students with Disabilities	14	14	100	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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.2	16.5	71.6

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)

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, 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, during PE, 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. Parents receive specialized parent education training throughout the year at the school, as well as through the district and 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.3	0.2	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date last reviewed by School Site Council (SSC): 11/26/18 (Pending 2/25/19)

Date updated and approved by SSC: 11/26/18 (Pending 2/25/19)

Date discussed by staff: 8/9/18

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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+
K	15	6			15	6			14	6		
1	30		3		24		4		26		4	
2	30		4		26		4		25		4	
3	29		4		31		3		30		3	
4	29		3		30		4		30		4	
5	30		4		27		4		27		4	

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

** "Other" category is for multi-grade level classes.

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.61875	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist (non-teaching)	.55	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	\$7,590	\$933	\$6,658	\$96,031
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	6.8	11.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-6.8	17.3

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 Memorial Academy utilizes funding from LCFF - ELL 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 STEAM, as well as resources to support technology, the Organic Garden and Nature Center, the library, Gifted and Talented Education (GATE), classroom aides, and Physical Education personnel. The school's School 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 2016-17)

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

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

Professional Development (Most Recent Three Years)

TMA teachers participate in Professional Learning Communities regularly with their grade levels to analyze data and plan collaboratively based on school-wide accountability, district goals, and Common Core Standards. Grade level teams analyze student performance data and adjust curriculum and long-range lesson plans to meet the needs of all students throughout the year. During 2016-17, 2017-18, and 2018-19, major areas of professional development have been provided for all teachers in CGI math, readers and writers workshop, GATE strategies, and technology. Teachers also have the opportunity to pursue independent projects for growth, as well as training and coaching each other onsite. Professional development is selected based on student achievement data, teacher input, and district goals. It is provided afterschool, during the school day through in-class coaching, conference attendance, through individual monitoring (independent study), and online workshops. New teachers and mentor teachers are provided with specific professional development through the District's Induction Program, which is directed to their specific needs. Paraprofessionals are trained onsite by the Principal, and are offered district trainings when available. Non-Instructional staff receive professional development relevant to their roles through the District Office. Teachers are supported through grade level and cross-grade level collaboration, cross-site collaboration, in-class coaching, and teacher-principal meetings.