

Tustin Connect

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 Connect
Street	1151 San Juan St.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 430-2052
Principal	Dustin O'Malley
E-mail Address	domalley@tustin.k12.ca.us
Web Site	http://www.tustinconnect.org/
CDS Code	30-73643-3030590

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	www.tustin.k12.ca.us

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

Tustin Connect is a public, K-12 independent study school, located in the Tustin Unified School District. The Tustin Connect K-8 campus is located at the Estock Elementary campus and the Tustin Connect High School is located at the Alternative Education Campus with Hillview High School and Tustin Adult School. Tustin Connect is a school of choice, and students may be referred by counselors throughout Tustin Unified. Tustin Connect students are supervised by a credentialed teacher and meet at least once a week for feedback, assignments, and testing.

Tustin Connect caters to the needs of many different types of students. Some of these students include home-schooled students, elite athletes, musicians, actors, gifted children, ill students, and other students and families that want a more personalized and flexible learning environment. Enrollment at Tustin Connect reached 130 students during the spring of the 2017-2018 school year. Enrollment figures are trending upwards and continued growth is anticipated.

The mission of the school is to provide a flexible, interactive, and personalized education that prepares students to be successful in college, career, and life.

Tustin Connect has the following site goals in the School Plan:

During the 2018-2019 school year, Tustin Connect is committed to the following goals:

Goal 1: By June 2019, student math achievement, as measured by students meeting or exceeding standards on the CAASPP, will increase by 5%.

Goal 2: By June 2019, ELD student achievement in English Language Arts, as measured by students meeting or exceeding standards on the ELA CAASPP, will increase by 15%.

Goal 3: By June 2019, Special education student achievement in English Language Arts, as measured by students meeting or exceeding standards on the ELA CAASPP, will increase by 10%.

Goal 4: By June 2019, student wellness, as measured from the CORE SEL survey, will increase by 5%.

Tustin Connect uses CAASPP interim and summative assessments as progress indicators, and these indicators are monitored several times during the year.

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

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	3
Grade 3	1
Grade 4	2
Grade 5	8
Grade 6	10
Grade 7	9
Grade 8	14
Grade 9	9
Grade 10	13
Grade 11	15
Grade 12	6
Total Enrollment	92

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.1
Asian	17.4
Filipino	0.0
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	2.2
White	48.9
Socioeconomically Disadvantaged	19.6
English Learners	5.4
Students with Disabilities	3.3
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	3	4	5	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	2	2	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	2	2
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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 - Grades K-5 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. For Grades K-5, 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>State-Adopted Textbooks - Grades 6-8 Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the Grades 6-8. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003.</p> <p>State-Adopted Textbooks - Grades 9-12 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</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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: Grades K-5 : Students have access to classroom libraries containing both literature and non-fiction text Grades 6-8: National Geographic Inside (2008) is used as a supplemental material with English Language Learners. Grades 9-12: National Geographic Edge (2008) is used as a supplemental material with English Language Learners.</p>		
Mathematics	<p>State-Adopted Textbooks - Grades K-5 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> <p>State-Adopted Textbooks - Grades 6-8 Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. CPM Core Connections – Course 1, 2, and 3 (2013), Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6, and Course 2: Pre-Algebra (2008), McGraw Hill Glencoe Algebra 1 (2018), and McGraw Hill Glencoe Geometry (2018) are the adopted textbooks for middle school Mathematics.</p> <p>State-Adopted Textbooks - Grades 9-12 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</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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>		
Science	<p>State-Adopted Textbooks - Grades K-5 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: Grades K-5 Stemsopes 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> <p>State-Adopted Textbooks - Grades 6-8 Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>These textbooks were adopted by the Board of Education in 2008.</p> <p>State-Adopted Textbooks - Grades 9-12 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), Cengage 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.</p>		
History-Social Science	<p>State-Adopted Textbooks - Grades K-5 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>State-Adopted Textbooks - Grades 6-8 Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the District’s state adopted textbooks for grades 6-8.</p> <p>State-Adopted Textbooks - Grades 9-12 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</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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.</p>		
Foreign Language	<p>State-Adopted Textbooks Textbooks for Spanish, French, and exploration foreign language instruction are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District.</p>	Yes	0%
Health	<p>State-Adopted Textbooks 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 elementary, middle and high school.</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.

Tustin Connect K-8 is located on Estock Elementary School campus and Tustin Connect High School is located at the Hillview High School campus. The facilities will be inspected yearly. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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: 11/08/18		
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: 11/08/18	
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 (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)	--	64.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	44.0	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	82	73	89.02	64.38
Male	29	26	89.66	69.23
Female	53	47	88.68	61.70
Asian	13	10	76.92	70.00
Hispanic or Latino	20	20	100.00	40.00
White	47	41	87.23	73.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	42.86
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	82	73	89.02	43.84
Male	29	26	89.66	50
Female	53	47	88.68	40.43
Asian	13	10	76.92	70
Hispanic or Latino	20	20	100	20
White	47	41	87.23	48.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	14.29
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

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

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

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

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

Career Technical Education Programs (School Year 2017-18)

Tustin Connect is a small independent study school and most CTE pathways and opportunities are available through outside opportunities through the other comprehensive high schools, local community colleges, and through Coastline ROP. In addition, the flexible nature of independent study allows students to procure valuable work experience through part-time employment. Tustin Connect students meet with their guidance counselor upon enrollment and are encouraged to enroll in outside CTE opportunities. Since all of the CTE courses are offered outside of Tustin Connect, we do not have measurable outcomes to evaluate or measure besides the number of students who are participating in CTE courses or opportunities. Tustin Connect does not have a representative on the district's CTE advisory committee.

Career Technical Education Participation (School Year 2017-18)

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

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	50.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	6.7

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	**	**	**
7	23.5	5.9	47.1
9	**	**	**

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Since Tustin Connect is an independent study program, the parents take a significant role in their child's education. Many of our parents volunteer and help with activities and learning on campus. There are also parent groups to organize informal meetups and activities outside of school. In addition, Tustin Connect has a School Site Council with active parent members.

Contact person for parent involvement: Dustin O'Malley, 714-430-2052

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	0.0	15.8	21.7	1.1	1.6	0.8	10.7	9.7	9.1
Graduation Rate	100.0	84.2	65.2	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	88.2	95.8	88.7
Black or African American	0.0	89.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	97.8	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	80.0	94.0	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	97.5	92.1
Two or More Races	0.0	96.8	91.2
Socioeconomically Disadvantaged	100.0	94.9	88.6
English Learners	50.0	72.6	56.7
Students with Disabilities	100.0	82.5	67.1
Foster Youth	0.0	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	0.0	0.0	0.0	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): 8/12/18

Date Updated and Approved by SSC: 8/12/18

Date Discussed by Staff: 8/9/18

Tustin Connect shares campuses with Estock Elementary and Hillview High School, and so the Tustin Connect safety plans are integrated as part of the safety plans of Estock Elementary and Hillview High School. The School Safety Plans includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any 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.

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	7.0	3			4.0	8			7.0	6	1	
Mathematics	2.0	1							6.0	6		
Science	1.0	3			1.0	3			8.0	3		
Social Science	4.0	4			3.0	7			5.0	6	1	

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	.4	92
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$26,375	\$9,689	\$16,686	\$82,303
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	91.4	-4.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	80.3	1.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Tustin Connect opened in 2015-2016 and it is a small independent study school. Tustin Connect does not receive any Title I or categorical funds. Students have access to the core curriculum as an independent study option. Students may also participate in courses and extracurricular activities at their home school of residence. Students who choose to engage in Independent Study have equality of rights and privileges with students in the regular school program.

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	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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 Tustin Connect staff is provided with two school days for the purpose of staff development. Ongoing professional development is available throughout the year from connect coaches and at staff meetings. Staff members also attend regional conferences and district workshops and training throughout the year. New teachers receive PD through the TUSD Induction Program. The Tustin Connect staff also meets twice a month as a PLC to discuss best practices and student data. Paraprofessionals receive training and support during staff meetings and with individual staff-principal meetings.

Tustin Connect professional development focuses on providing a flexible learning experience that is equivalent in quality to what students would experience at our traditional schools. Tustin Connect uses CAASPP achievement data to guide professional development efforts.