

C.E. Utt Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	C.E. Utt Middle School
Street	13601 Browning Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7573
Principal	Heather Bojorquez
E-mail Address	hbojorquez@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/utt
CDS Code	30-73643-6030571

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)

Named after Charles Edward Utt, a Tustin rancher, developer, businessman, civic leader and Tustin Grammar School District Board Member, the students and staff at Utt Middle School continue a long history and value of education. Built in 1962, C.E. Utt Middle School is an academically focused learning environment where students and staff are held accountable for mastery of grade level concepts. Academic programs are provided for all levels of learners, including honors classes for high-achieving and GATE identified students, intervention courses in reading and mathematics for students in need of additional support, and enrichment courses to develop student interests in a variety of elective and after-school opportunities. Utt's academic programs match those offered in all Tustin Unified School District middle schools.

Utt Middle School is a neighborhood middle school located in Tustin, California. Utt serves 914 students, grades 6-8. Of these students, 22% are English learners and 66% are considered socio-economically disadvantaged. We are proud of our diverse student community and value all members of the community and learners. All classrooms are furnished with flexible furniture that allows for students to discover their best working environment inside each classroom. Teachers embed instructional technology tools, such as Apple Classroom, Google Apps for Education and other iPad-based applications to model, instruct, and teach students how to utilize their 1:1 student iPads for research, inquiry, and creation of content to demonstrate learning. Utt is proud of our state of the art Activity Center, constructed in 2014, to support our physical education program and athletics. Careful analysis of annual CAASPP test scores indicate a need for continued work in the areas of listening comprehension in ELA and problem solving and modeling and communicating reasoning in mathematics. Additionally, the staff at Utt Middle School continues to explore strategies and supports for students who are English learners. Professional development will emphasize support for students and teachers in these areas.

Utt continues to emphasize student achievement and celebrates student academic and social growth. The school-wide implementation of Positive Behavior Intervention and Support (PBIS) continues to reduce office referrals, truancy, and helps to create a positive school climate. In addition to the implementation of PBIS, many staff and teachers have embraced and infused systems of support through Capturing Kids' Hearts training, which allows for the development of positive school-based relationships and fosters socio-emotional growth in middle school students. Staff surveys indicate a strong need to continue to explore ways to support the socio-emotional needs and growth of middle school students. A school-wide effort to build a homeroom connection between students and staff on a weekly basis in an effort to embed lessons that support student growth in a variety of areas such as organization, note-taking, communication, stress reduction, and community building.

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

Grade Level	Number of Students
Grade 6	312
Grade 7	306
Grade 8	337
Total Enrollment	955

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.4
Asian	6.0
Filipino	2.7
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.0
White	16.4
Socioeconomically Disadvantaged	65.4
English Learners	17.6
Students with Disabilities	10.5
Foster Youth	0.6

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	38	36	36	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	9	4	3	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 *	9	4	3
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 are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003.</p> <p>Supplemental Textbooks and Materials National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. 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>	Yes	0%
Science	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	These textbooks were adopted by the Board of Education in 2008.		
History-Social Science	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2007.	Yes	0%
Foreign Language	State-Adopted Textbooks The Textbook for Spanish is 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.	Yes	0%
Health	Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in middle school. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.	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.

Students and staff are proud of Utt Middle School and take good care of the facility. The school is attractive, clean, and well-maintained by a conscientious custodial staff. The facilities include a multipurpose room where many District, community, and site performances, workshops, parent and student meetings, special assemblies and concerts take place, as well as an outdoor stage that serves as a home for assemblies and Associated Student Body activities we hold on campus during the school day. In addition, a large Activity Center was constructed in 2013. During the 2017-18 school year, a solar project was completed to include solar panels on a covered parking lot. The physical environment is a priority to Utt Middle School staff and students, which reflects the pride and care of our school site.

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)	55.0	50.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	38.0	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	937	928	99.04	50.22
Male	451	446	98.89	42.15
Female	486	482	99.18	57.68
Black or African American	35	35	100.00	31.43
American Indian or Alaska Native	--	--	--	--
Asian	56	56	100.00	71.43
Filipino	23	23	100.00	47.83
Hispanic or Latino	658	650	98.78	43.69
White	147	146	99.32	74.66
Two or More Races	14	14	100.00	64.29
Socioeconomically Disadvantaged	618	610	98.71	42.79
English Learners	358	352	98.32	28.98
Students with Disabilities	80	79	98.75	6.33
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	938	934	99.57	37.79
Male	452	450	99.56	37.11
Female	486	484	99.59	38.43
Black or African American	35	35	100	14.29
American Indian or Alaska Native	--	--	--	--
Asian	56	56	100	69.64
Filipino	23	23	100	52.17
Hispanic or Latino	658	656	99.7	30.03
White	148	146	98.65	62.33
Two or More Races	14	14	100	50
Socioeconomically Disadvantaged	618	616	99.68	28.73
English Learners	358	357	99.72	19.89
Students with Disabilities	81	79	97.53	8.86
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.

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
7	14.8	25.7	31.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

The Utt Middle School Parent Teacher Association (PTA) is vital to Utt's success. It provides a wealth of resources and support for teachers, parents, and students. Volunteers organize school events and raise funds to support programs. The PTA sponsors parent education nights on a variety of topics, family fun events on campus, such as our Falcon Fall Festival, family "restaurant" nights, and supports the instructional program by providing funds for additional technology and enrichment clubs/programs. Our PTA is also very active in the community as a whole, helping to support District and City wide events such as the Dino Dash, Save our Sports program, and other activities.

All parents are encouraged to become involved in the PTA, School Site Council, and our English Language Advisory Committee. In an effort to reach out to more positive male role models in the lives of our students, Utt Middle School has launched a Watch D.O.G.S. (Dads of Great Students) group this year through the support of the Falcon PTA. All school events including parent education nights, band/orchestra performances, Back-to-School Night, At-Risk Conferences, and Open House are well attended and reflect the rich cultural diversity of the school. Language translation services are offered to families whose primary language is other than English.

Communication is a priority for the principal. A weekly newsletter is sent home via email and a phone message is also sent out each week to keep parents informed of all upcoming events and current school issues. A monthly meeting, "Coffee With the Principal" or "Dessert and Dialogue with the Principal," invites parents and guardians into the school to learn more about middle school issues such as digital citizenship, making the most out of middle school, mental health, and registration for the new year and A-G requirements in high school. Utt Middle School also provides our parents Internet-based access to their child's current classroom grades and attendance. All Utt teachers post nightly or weekly homework assignments on our school website.

In addition to the above mentioned proactive communication, C.E. Utt Middle School also holds At-Risk Conferences twice a year where teachers, parents, and students can gather and meet to help address individual issues that some students may have on campus.

Parent involvement questions or inquiries can be directed to our school community liaison, Adriana Herring - (714) 730-7573.

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	5.1	7.5	4.5	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 10/26/17 (Pending Review 1/17/19)

Date Updated and Approved by SSC: 10/26/17 (Pending Approval 1/17/19)

Date Discussed by Staff: 8/9/18

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; discrimination/harassment policy; provisions of any school-wide 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. Utt staff members have worked proactively to prepare for any possible emergency. Our School Safety Plan and Emergency Preparedness Plan, which has been reviewed and passed by our School Site Council, are updated annually by the school safety committee. All classrooms are equipped with an emergency backpack storing attendance sheets, first aid kit, triage cards, and a flashlight. Staff and students are familiar with fire and earthquake emergency procedures, intruder alert, and bus evacuation drills. In addition, all staff have been assigned certain jobs on campus, from facility security to search and rescue, in the event that an emergency or disaster should take place. C.E. Utt Middle School will also take part in the California Great Shakeout in October. We hold disaster drills on a monthly basis, alternating between fire drills and disaster drills. Collaboratively, we worked with local law enforcement agencies to develop a Crisis Response Kit containing aerial campus photos, student health records, evacuation procedures, a campus blueprint, etc.

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	25.0	9	15	6	26.0	9	13	11	24.0	10	13	10
Mathematics	27.0	6	16	6	30.0	4	12	12	29.0	3	13	9
Science	26.0	7	10	9	26.0	7	8	14	28.0	5	9	13
Social Science	28.0	4	12	6	29.0	4	8	11	27.0	5	9	10

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	1	955
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	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	\$6,310	\$764	\$5,546	\$86,948
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	-11.4	1.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-24.9	7.4

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

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

Teacher and Administrative Salaries (Fiscal Year 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)

Professional development efforts are focused on deepening the staff's implementation of research-based, highly effective instructional strategies. Our site level Professional Development Plan aligns to our School Plan for Student Achievement, school Mission/Vision and school-wide teacher Goals and administrator goals. The areas of focus for staff development are engaging and rigorous instructional strategies for English learners, technology integration, and increasing instructional and formative assessment methods to align with Common Core State Standards. Additionally, our math and core teachers receive specific training regarding the effective implementation of newly adopted curriculum.

In an effort to meet our goals with Professional Development, we have integrated tailored Professional Development opportunities before, during, and after school throughout the year. These efforts include teachers attending the AVID Institute, the TUSD Summer Institute, ELD training, Writing and Reading Workshop, Capturing Kids Hearts, Project Lead the Way, Professional Learning Communities conference, Where Everybody Belongs conference, and technology training seminars. Teachers are also able to participate in a quarterly PLC for each content area to unpack standards, participate in data driven dialogues, and create common assessments collectively. All staff members participate in ongoing technology training to support our 1:1 iPad program. We are fortunate to offer individual coaching, with an emphasis on the support of English learners, with our site-based instructional coach. Teachers sign up for cycles of coaching and work together with the coach

Every Wednesday morning, students have a late start day providing staff with nearly 90 minutes of collaboration time. The meetings are formatted for professional development in-services, Professional Learning Community time and/or classroom work/planning time.