

# Tustin High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Tustin High School
Street	1171 El Camino Real
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7414
Principal	Jon Tuin
Email Address	jtuin@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/tustin-high">https://www.tustin.k12.ca.us/tustin-high</a>
County-District-School (CDS) Code	30-73643-3037553

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/">https://www.tustin.k12.ca.us/</a>

### School Description and Mission Statement (School Year 2020-2021)

Tustin High School is a comprehensive high school serving approximately 2,310 students from central and southern regions of the City of Tustin. The student population demographics are 80.5% Hispanic, 9.7% White, 2.3% African American, 7.5% Asian and Pacific Islander, which closely reflects the city's demographics. Tustin High School's academic programs are highlighted by the T-Tech engineering pathway, a Bio-Medical pathway, multiple visual and media arts pathways, a Model United Nations program, and a robust AVID program. (Tustin High School is an AVID National Demonstration School.) Additionally, a wide variety of extracurricular activities are offered as evidenced by 45% of the student population reporting they participate in interscholastic athletic programs and an additional 55% who report they participate in one of the many clubs and other extra-curricular activities at Tustin High School.

#### Our Mission

The mission of Tustin High school is to serve our students with the understanding that diversity of gender, physical and mental ability, culture, and background is a strength to be respected. By providing a diversified and rigorous curriculum, students will achieve 21st century core competencies and develop skills necessary to ensure college and career success.

#### Our Vision

Tustin High School will prepare confident graduates for the demands and opportunities of the future by providing differentiated, relevant, and rigorous curricula utilizing twenty-first century strategies and technology. The Tiller Team will continue to foster a school community that embraces diversity.

Our simplified version of both our mission and vision is the following:

The Tiller Family . . .

Values Diversity and Community

Engages in Rigorous Learning

Develops 21st Century Competencies

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 9	597
Grade 10	630
Grade 11	567
Grade 12	491
<b>Total Enrollment</b>	<b>2,285</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	4.9
Filipino	2
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.6
White	10.1
Two or More Races	1.4
Socioeconomically Disadvantaged	71.5
English Learners	20.6
Students with Disabilities	10.9
Foster Youth	0.8
Homeless	1.5

**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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	88	86	87	904
Without Full Credential	1	1	0	8
Teaching Outside Subject Area of Competence (with full credential)	11	9	8	44

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	11	9	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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October 2020

Tustin Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks\* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks\* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home. Due to the impacts of Covid-19, for the 2020-2021 School Year, Tustin Unified School District is committed to providing curriculum and instruction support for virtual learning for all student K-12 grade implementing instructional materials and curriculum provided through Florida Virtual School (FLVS). FLVS was purchased to provide licenses for access to a catalog of online courses for students K-12. Teachers may teach these courses with an unlimited number of students.

On October 12, 2020, 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.

\*textbooks may be digital or hard copy depending on textbook and adoption cycle

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) Holt, Rinehart and Winston: Elements of Writing, Courses 3-6 (1998) California State Universities; Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt English3D (2020) Saddleback Publishing Newcomers (2020)  Supplemental: TEDTalks ELD	Yes	0%
<b>Mathematics</b>	Globe Fearon Fearon's Practical Mathematics for Consumers, 2nd Edition (1994) Glencoe: Algebra 1, Geometry, Algebra 2 (2018) Brooks/Cole Applied Mathematics (2010) Cengage Precalculus: Mathematics for Calculus, 7th Edition (2016) Addison Wesley Longman, Inc. Calculus and its Applications (2007) Cengage Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Bedford, Freeman, & Worth Practice of Statistics (eText) (2018)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>Pearson/Prentice Hall Essentials of Anatomy &amp; Physiology (2006)</p> <p>American Guidance Service Biology (2000)</p> <p>Pearson/Prentice Hall Biology (Dragonfly) (2007)</p> <p>Pearson Baccalaureate Biology: Higher Level Baccalaureate for IB Diploma (2008)</p> <p>Pearson/Benjamin Cummings Biology, AP Edition, 11th Edition (2018)</p> <p>Pearson/Prentice Hall Chemistry – California Edition (2007)</p> <p>Steck-Vaughn Modern Chemistry (2006)</p> <p>Pearson/Benjamin Cummings Chemistry: The Central Science, AP Edition, 14th Edition (2018)</p> <p>Bedford Freeman Worth Environmental Science for AP, 2nd Edition (2015)</p> <p>Pearson/Prentice Hall Criminalistics: An Introduction to Forensic Science, 8th Edition (2003)</p> <p>Prentice Hall Forensic Science: An Introduction (2008)</p> <p>Glencoe/McGraw-Hill Marine Biology, 6th Edition (2006)</p> <p>Brooks/Cole Oceanography: An Invitation to Marine Science, 4th Edition (2002)</p> <p>Thomson Brooks/Cole Oceanography: An Invitation to Marine Science, 6th Edition (2007)</p> <p>American Guidance Service, Physical Science AGS 3.5 (2001)</p> <p>Pearson/Prentice Hall Conceptual Physics (2009)</p> <p>Cengage Publishing College Physics (2006)</p> <p>Supplemental: Tustin Unified School District developed Units of Study (Biology, Chemistry, and Physics) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Glencoe Economics: Principals and Practices (2005) Houghton Mifflin The Earth and Its People 3rd Edition (2005) Cengage The American Pageant, 17th Edition (eText) (2020) Prentice Hall World History: Modern World (2007) Magruder’s American Government (2006) Pearson American Government: Roots and Reform, AP Edition, 13th Edition (2018) Cengage Western Civilization Since 1300 AO, 10th Edition (eText) (2019) Bedford Freeman Worth Krugman’s Economics AP Course (eText) (2019) Worth Psychology 8th Edition (2007) Holt, Rinehart and Winston Psychology: Principles in Practice (2007) Houghton Mifflin Sociology: The Study of Human Relationships (2008) Holt, Rinehart, and Winston California American Anthem (2007)	Yes	0%
<b>Foreign Language</b>	Cseng and Tsui Integrated Chinese Level 1 Part I Traditional Character Text – 1st Edition (1999), Integrated Chinese Level 1 Part I Traditional Character Text – 2nd Edition (2006), Integrated Chinese Level 2 Part I Traditional Character Text – 1st Edition (2010), Integrated Chinese Level 1 Part 2 Traditional Character Text – 2nd Edition (2010) Pearson/Prentice Hall Ecce Romani (2000) Glencoe Bienvenue (1998), A Bord (1998), En Voyage (1998), Tresors du Temps (1997), Conexiones: Comunicacion y Cultura (1998) Sendas Literarias Lecel 1 and 2 (2001) McDougal Littell Images Un (1999), Aventuras Literarias 5th Edition (2000) Holt, Rinehart and Winston Litteratures En Contexte (1994), Ven Conmigo Level1 (2000), Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000), Sorpresas 2nd Edition; Heinle & Heinle Abriendo Paso Gramatica (2000), Abriendo Paso Lectura (2000)  Supplemental Textbooks and Materials	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%
<b>Visual and Performing Arts</b>	LTD Publications Guitar Method Book 1 (2009) ITP Gardner's Art Through Ages (2005)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Supplemental Materials		0%

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

## School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Founded in 1921, Tustin High School was a stately two story structure surrounded by miles of orange groves and other agribusinesses-thus the school mascot, Tustin "Tillers". Forty years ago, construction crews rebuilt Tustin to a one story sprawling campus to ensure it met Field Act standards, regulations to ensure the integrity of structures during a major earthquake. Today's campus consists of twenty-two single-story buildings and seventeen portable classrooms along with a new two story Science Center, a Sports Pavilion, and new two story Humanities building. Tustin High School is located on thirty-eight acres of land in the middle of the City of Tustin and houses the District football stadium. The campus also includes two baseball fields, two softball fields, an Olympic sized swimming pool, two soccer fields, eight tennis courts and a 400 meter track. In 2003, a school improvement bond passed, allowing THS to upgrade its signage, most restroom facilities, building entrances, and counter tops in offices. THS is currently undergoing a Master Plan process for modernization of the current school site. Modernization of the student quad was completed in March of 2010 and construction of a new Science center was completed in spring of 2011. Modernization of Special Education and Mathematics classrooms was completed in the Summer of 2010. Our new Sports Pavilion was finished in Spring of 2012. Additionally, a complete renovation of the administrative office was completed in 2015, and a new two story Humanities building was completed during the summer of 2016. Across the street from our main campus, we completed work on two softball fields, and a new ancillary artificial turf field to be marked for use by football, soccer, and lacrosse programs. Additionally, Solar panels were installed in 2018 over our parking lot that provides more inexpensive energy and shade for cars. Our most recent facility upgrade occurred in the Spring of 2019, when the weight room was completely renovated and upgraded to a state of the art facility.

Our most recent large scale project was completed in September of 2019.



### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** April 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

CTE Pathways offered at Tustin High School include: Graphic Design, Visual Imagery, Media Arts, Engineering, Music Tech, Software Engineering, and Biomedical Technology.

Tustin High School works in conjunction with Coastline ROP. The partnership includes the following courses within our CTE pathways: Music Technology, Visual Imagery, Introduction to Product Design and Engineering, Engineering Design and Development.

Tustin High School implemented a California Partnership Academy "T-Tech" Technology and Engineering Academy. The curriculum for the 9th grade Introduction to Engineering course, which is the first class of the academy, is provided through Project Lead the Way. The courses offered in the academy compose two pathways:

1. Engineering - Introduction to Engineering, Product Design and Engineering, Principles of Engineering, Engineering Design and Development
2. Software Engineering - Introduction to Engineering, Product Design and Engineering, Computer Science Principles, Computer Science A

The engineering pathway provides students an opportunity to receive a professional certification in the SolidWorks 3D modeling software that would allow them to pursue jobs directly out of High School or to articulate directly to a four year technology program. Software engineering students will be proficient in Python, JavaScript, and App Development software upon graduation. Additionally, Juniors in our T-Tech program are eligible to apply for summer engineering internships with local engineering firms and corporate partners that include Boeing and UPS. All T-Tech students will gain experience in developing a work portfolio and resume.

Our Biomedical Pathway is a Project Lead the Way Pathway that is in its fifth year of implementation. Currently, we offer Principles of Bio Medical Technology, Human Body Systems, Medical Interventions, and the 4th capstone course, Medical Innovations.

#### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	811
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	82.6

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.74
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	63.57

#### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

For the 2020-2021 school year, schools are operating in a hybrid model due to COVID-19 and state guidance on physical distancing. Although schools are operating in a new model, Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

The parents of THS are involved extensively throughout various school operations. The Parent Teacher Organization assists in fundraising and assuring that communication flows between the school and the THS community. Parents serve on the School Site Council, English Learners Advisory Committee (ELAC), and other individual school site committees and booster support organizations. Parents and families are also incentivized to visit campus and become involved through outreach programs that include the Principal's Coffee, where specific topics regarding the school are discussed, and a variety of parent involvement workshops covering topics from substance abuse to parenting skills. Additionally, we have parents who serve on our Challenge Success Site Team, which is focused on helping our school create a balance between academic rigor and SEL supportive practices.

Tustin High School parents also serve on a variety of district and community advisory committees. Various business partners donate funds or in-kind services or sponsor special events for students, parents, and staff. The Tustin Public Schools Foundation supports programs for all students in the Tustin Unified School District, including Tustin High School. Parents and community members are encouraged to contact Tustin High School for a list of organizations and opportunities for involvement. For more information on how to become involved at the school, please contact Principal Jon Tuin at 714-730-7414.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.4	1	3.8	0.8	2.1	3.7	9.1	9.6	9
Graduation Rate	96.8	95.9	95.2	95.7	94.5	94.5	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.5	4.9	2.7	2.1	3.5	3.5
Expulsions	0.2	0.3	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.0	1.3	2.5
Expulsions	0.2	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Date Last Reviewed by School Site Council (SSC): 10/9/2020

Date Updated and Approved by SSC: 10/19/2020

Date Discussed by Staff: 8/10/2020; 9/9/2020

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; 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; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

Tustin High School has a school safety plan designed to enable students, employees, and parents to respond appropriately in case of disaster. The school safety committee, which includes an administrator, a classified employee, two teachers, plant manager, School Resource Officer, and a counselor, meets regularly to discuss safety issues. The group evaluates current practices and makes recommendations to the School Site Council, and then the plan is shared with the staff at a staff meeting. Parents have been notified about where and how to pick up their children through a Parent Newsletter. Every year the Fire Department inspects the school to make sure that the safety equipment is working properly. In addition, the Tustin Unified School District Maintenance Department and the site's custodial staff work to provide a clean, safe and functional campus for students, staff, and the Tustin community.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	32	9	21	46	33	5	19	46	32	6	28	40
Mathematics	32	5	23	43	32	7	20	42	30	10	24	38
Science	33	6	12	47	31	8	19	38	33	8	13	41
Social Science	35	3	7	44	31	7	24	30	31	13	12	34

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	326.4

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,152	\$3,159	\$7,993	\$85,106
District	N/A	N/A	\$7,751	\$87,448
Percent Difference - School Site and District	N/A	N/A	3.1	-2.7
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	3.1	2.4

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



## Types of Services Funded (Fiscal Year 2019-2020)

Tustin High School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

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

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,152	\$50,029
Mid-Range Teacher Salary	\$84,130	\$77,680
Highest Teacher Salary	\$111,981	\$102,143
Average Principal Salary (Elementary)	\$138,130	\$128,526
Average Principal Salary (Middle)	\$144,818	\$133,574
Average Principal Salary (High)	\$165,717	\$147,006
Superintendent Salary	\$349,749	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	8	N/A
Social Science	12	N/A
All courses	35	22.4

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	13

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. This year was no exception, as staff and teachers had to prepare to teach as virtual instructors with a new platform and base curriculum to ensure equity and access for all students. Additional days of professional development occurred to prepare staff for Hybrid/Virtual learning. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

The TUSD annually prepares a plan for staff development. Copies of the plan for the school year are available at the school. Funds to support the plan are provided in the general budget of the district and provided at each school through Categorical Funds. Parents wishing to become more knowledgeable in this area are urged to become part of the School Site Council. In recent years, the district provided three staff development days in mid-August and another in late October. The coaching model focus was on using department leaders for supporting the instructional growth of teachers and not just the logistics of running the department. Additionally, teacher coaches were utilized to support the implementation of new technology, instructional strategies and SEL strategies.

Tustin High staff currently uses the Professional Learning Communities process and are provided specific collaboration opportunities during weekly Delayed On Time (DOT) starts on Wednesday mornings. Among other teachers, English Language Arts teachers and sheltered content teachers are trained in teaching English Language Learners. The site provides on-going in-service training on instructional technology, data analysis, and best instructional practices. Professional development opportunities are offered to teachers during the school day, after school and at conferences. THS uses a "trainer of trainers" model where teachers are trained by outside trainers and site coaches. Departmental coaches then bring back the training to share with other staff members. Besides the ongoing PD as described above, teachers were provided additional training for the 2019-20 school year which focused on our Social Emotional and Academic Learning goals to grow a growth mindset, self-efficacy, self-management, social awareness and WICOR strategies. Also notable has been ongoing district and site training for Capturing Kid's Hearts, which supports our school wide goal related to growing SEL competencies. As part of our district-wide and school wide learning goal, teachers also received professional development on how to best utilize GradeSlam on-line tutoring to support our Tier II intervention.