Tustin High School
Self-Study Report

1171 El Camino Real
Tustin, California 92780

Tustin Unified School District

March 5-7, 2018

Go Big R.E.D.
Respect, Effort, Determination

ACS WASC/CDE Focus on Learning Accreditation Manual, 2017 Edition

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Joanna Vandal, WASC Coordinator

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Preface

Tustin High School's self-study process began in fall of 2016. The principal chose two self-study coordinators, and together, after attending the WASC Focus on Learning training, they established a general timeline of the WASC process. A survey went out to staff for input on the focus group they hoped to participate in for the self-study. The principal and self-study coordinators chose the focus group leaders and focus group teams based on survey responses and creating a balance of departments represented in the focus group. All staff members were placed in either their first or second choice focus group. The self-study coordinators began gathering data and establishing specific timelines for the self study process. The self-study coordinators provided an orientation for the Tustin High School Leadership Team and training on their roles as Focus Group Leaders. The self-study coordinators delivered an orientation to the staff to explain the WASC six year cycle and identify the staff's role in the self-study process. At the end of the 2016-2017 school year, it was announced that the principal and one of the self-study coordinators were moving to positions at the district office.

During the summer of 2017, the self-study coordinator met with the new principal to explain the WASC process. Throughout the fall of 2017, all focus and home groups met to discuss their respective criteria. The self-study coordinator wrote chapters one and two of the self-study and reported on progress and gathered feedback from the focus and home groups.

Focus groups and home groups met from the spring of 2017 through January of 2018. Data review and analysis occurred during these meetings as well as discussions of critical learner needs. Themes began to emerge and the focus groups collaborated on chapter three and identified areas of strength, growth, and critical student learner needs. After all information was gathered, the Tustin High School Leadership Team collaborated on the WASC Action Plan and will continue to monitor that plan throughout the next six years.

Chapter I: Progress Report

Significant Developments

Tustin High School has continued to grow and evolve as a school since the last full Self-Study and visitation in 2012. These changes have been in enrollment, facilities, staffing and curriculum. With the incorporation of California Common Core State Standards (CCSS) and our local technology bond, Measure S, the implications on our teaching practice and assessment have been significant. Tustin High School and Tustin Unified School District have responded to these changes to focus on our goal to prepare students to become 21st Century global citizens. Since 2011-2012, our student enrollment has increased by approximately 200 students. During the 2014-2015 school year, our administrative team went through significant change with the hiring of a new principal and two new assistant principals; the administrative structure at THS is one principal and three assistant principals. At that time, the administrator with the greatest longevity at Tustin High School had only one year of service at THS. The 2014-2015 counseling staff consisted of four full-time members. During the 2015-2016 school year, the counseling department totaled five counselors with only two who were returning members of the team. During that same year, the office operations team gained a full-time community liaison and a part-time office assistant for maintaining the THS website and public relations. The 2016-2017 school year was mostly stable with the principal and two administrators returning, while one new administrator, who was new to the district, replaced the assistant principal with the longest tenure at THS. Additionally, all five counselors returned for the school year and one new part time counselor was added to the team. The 2017-2018 school year began with a new principal while the assistant principals remained consistent, although two of the assistant principals switched roles. All five counselors returned to the team except for the part time counselor; the position was eliminated since it was funded by one time monies from the district office.

In the past few years, school technology has gone through significant change. In the 2011-2012 school year, all classrooms were fitted with document cameras and projectors for classroom instruction. During the 2013-2014 school year, all classrooms were equipped with new computers, Apple TV, audio speakers, microphones, "smart" desktop projectors that allow for recording and uploading lessons, and digital ceiling projectors. All classrooms have augmented wifi access. In September 2014, all high school students were issued a personal Toshiba laptop. These technology upgrades and changes are part of a district wide technology initiative, TUSD Connect, and are funded by a local bond; Measure S. TUSD Connect's primary goal is to support student learning in their rigorous, standards based courses, with engaging strategies supported by technology.

In preparation for the 2014-2015 full implementation of California Common Core State Standards (CCSS), Tustin High School began an extensive professional development plan to ensure teacher understanding of the significant shifts between the former state standards to the

new national standards. Teachers were provided opportunities to unpack the standards, learn new engaging instructional strategies and explore a variety of ways to assess student learning. In the fall of 2014, Tustin High School teachers formalized their newly acquired learning through the development of CCSS unit planners which are revised annually. Teachers from all content areas worked in course-alike teams to identify CCSS standards to teach per unit of time. Each unit of instruction includes an essential question to spark real-world thinking and application which prepares students for careers, higher order thinking questions for daily lesson design with Depth of Knowledge reference, unit objectives for reading and writing, skill development, technology resources, academic vocabulary, content specific vocabulary, sentence frames, and end of unit common assessment to measure student learning.

To assist in measuring the effectiveness of the TUSD Connect initiative, Tustin High School students participated in the Gallup Student Poll which is a 20-question survey that measures the hope, engagement, and wellbeing of students in grades 5-12. Gallup's research has shown that hope, engagement, and wellbeing are key factors that drive students' grades, achievement scores, and future employment. The 2015 survey results showed 46% of Tustin High students are engaged and 45% are hopeful. In 2015, the Gallup Student Poll added information to measure students' entrepreneurial aspiration and career and financial literacy. The 2016 survey showed 47% of Tustin High students are engaged and 45% are hopeful. Based on Tustin High students falling below the United States high school average in hope, staff took immediate action to help students explore their futures with the creation of a College and Career Readiness (CCR) academy. The CCR academy meets approximately two times per month for forty minutes. During CCR, students use Naviance/Family Connection tools to discover careers that might interest them, and to help them make connections to postsecondary programs. Each student has a personal account with options for self-assessment including personality type, career cluster finder, and career interest profile. They also use this web-based program to research colleges, college majors, and scholarship opportunities. During CCR, Tustin High School counselors establish recommended tasks for students to explore under the guidance of a classroom teacher. This time also provides the counseling department opportunities to provide grade-specific workshops on a variety of topics like a-g requirements and FAFSA applications.

In 2014, a professional study group (PSG) of teachers, counselors, and administrators examined the effectiveness of the daily embedded tutorial program. Utilizing an interest based approach, the PSG reviewed tutorial's history, goals, and current realities. The PSG proposed recommendations for improvements based on their findings. Tutorial would continue to rotate daily providing each teacher and class the opportunity for intervention support. Tutorial would no longer release students who demonstrate adequate understanding of specific skills or based on current course grade. All students remain in an assigned class to work on assignments, prepare for upcoming quizzes/tests, etc. Tutorial rotation would include zero through sixth periods. Students not enrolled in a period will be assigned a tutorial teacher. During the review of the Tutorial program, the PSG identified some additional improvements to the current bell schedule allowing the benefit of a zero period block day and extended professional learning time during Late Start Wednesdays.

Based on the input from the WASC Visiting Committee 2015, tutorial was revised for the 2015-2016 school year to target greater frequency and meaningful intervention for students earning D or F grades in classes. These revisions are still in place for the 2017-2018 school year. Every four weeks, students with grades of D or F are assigned a tutorial period with their teacher of record to provide greater opportunity for re-teaching, clarification, and mentoring. Students earning C grades or above are provided with "office hour" format for informal conferences and clarifications with teachers.

In 2015-2016, a professional study group (PSG) of teachers and administrators met to discuss the current bell schedule in response to requests for increased frequency of teacher collaboration. The PSG proposed banking minutes to provide Late Start Wednesdays collaboration and professional development every week. Although weekly late start days were not a viable option, 17 late starts were added to the calendar. To date, staff continue to evaluate the scheduling options to ensure student academic success and provide staff greater opportunities for collaboration. In 2016, staff again revisited the bell schedule and for the 2017-2018 school year voted to add minimum days during CAASPP testing to maximize student performance and decrease the late start days to 14. Monthly staff meetings were added to the school calendar to allow for more communication with the staff and administration as well as preparation for WASC.

In 2015-2016, Tustin High School revised the traditional roles and responsibilities of department chairs to instructional coaches who make up the school's leadership team. The change in roles and responsibilities increased the focus on instruction and learning rather than managerial roles. Instructional coaches (iCoaches) were provided professional development in specific instructional strategies aligned to our school wide goals. Instructional coaches also received regular cognitive coaching professional development to assist in their new roles. The transition allowed staff to maintain focus with support on the site goals, professional development calendar, and evaluation of program effectiveness on student learning. This new model of "flattening leadership" has allowed Tustin High School to build capacity in teachers. In the Spring of 2016, a team of instructional coaches presented this new model of leadership to school leaders at the TUSD Connect Conference. During the 2016-2017 school year, THS earned the Shirley Hord Teacher Learning Team Award and members of the leadership team travelled to Canada to be recognized. Several changes were made to the Tustin High School Leadership for the 2017-2018 school year as two of the instructional coaches moved up to the district level to become Connect Coaches, one of the instructional coaches chose not to return to their role, and the new principal made a change in leadership for one of the departments.

All of the above mentioned changes align with Tustin High School's Schoolwide Learner Outcomes, WASC Action Plan, the SPSA, and TUSD and site level annual goals for improvement.

Schoolwide Critical Areas for Follow-up

The following were identified as schoolwide critical areas for follow-up during the visiting team's initial visit six years ago. The evidence per goal illustrates progress made between the 2012 - 2015 school years. Based on the 2015 mid-cycle visiting team report's recommendations, Tustin High School revised its schoolwide action plan including the development of new goals and tasks. The new goals and tasks are included in the Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Section of this chapter.

Goal 1: School Wide Writing Program
"Tustin High School will implement a school wide writing program in conjunction with the Common Core Standards."

2012 Rationale: 18% of Tustin High School eleventh graders were prepared for postsecondary (collegiate) writing as assessed by the Early Assessment Program (EAP).

2015 Growth Targets:
- Met - Tustin High School improved by 11% of students performing at a "ready/standards exceeded" and "conditional ready/standards met" score on the EAP English Language Arts Literacy test.
- Met - All content area units of instruction include Literacy Standards for History-Social Studies, Science and Technical Subjects requiring reading and writing instruction to occur across curricular areas.
- Met - All content area units of instruction include assessments requiring written constructed responses.

In 2012-2013, Tustin High School implemented the foundation of a school wide writing program using the Expository Reading and Writing Course (ERWC), to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course (the assignment template) presents a process for helping students read, comprehend, and respond to nonfiction and informational texts. Modules also provide instruction in research methods and documentation conventions. Students are expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They read closely to examine the relationship between author's argument or theme, and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students are expected to use this process independently when reading unfamiliar texts and writing in response to them.

Recognizing the improvements in student writing after the ERWC course implementation, Tustin High School and Tustin Unified School District expanded ERWC instructional strategies and modules into all English College Prep (CP) courses from ninth to twelfth grades and identified

ERWC as the 2014-2015 Signature Practice to be professionally studied and implemented across curriculum areas. The introduction to ERWC beginning in the 9th grade for all traditional English courses is the "baseline" that Tustin High School implements, developing common approaches for the teaching of expository reading and writing across all content areas.Tustin High School's sequential approach to implementing ERWC layers the skills and strategies that are essential to critical Reading and Writing. For each grade level, ERWC modules are identified and taught to all students. Grade 9 receives instruction with two modules, grade 10 completes three modules, grade 11 completes four modules, and grade 12 completes eight modules; this is known as the 2-3-4-8 plan. The 2-3-4-8 module roll-out in grades 9-12 ensures our school opportunities to integrate college going, skills-based curriculum focused on expository reading and writing for our students. The primary goal is to create common instructional approaches for college readiness skill building to which every Tustin High student will have access.

In preparation for ERWC signature practice, all English teachers were trained during the 2012-2014 school years. Four English teachers volunteered to become ERWC Teacher Leads who attended additional trainer of trainer summer professional development and are responsible for supporting the site implementation of the ERWC Signature Practice during the 2014-2015 school year.

Recognizing the Common Core State Standards (CCSS) emphasis on the role of literacy in other discipline, and the Literacy Standards for History-Social Studies, Science and Technical Subjects, Tustin High School identified increasing student proficiency in reading and writing of expository, nonfiction across the content areas as one of three school wide goals for the 2014-2015 academic year. All departments and courses submit CCSS unit of instruction plans for administrative review. The plans must include literacy and writing objectives based on the CCSS Literacy Standards. As content area departments design and plan out their curriculum for the year, opportunities for expository reading and writing must be identified and established, extending the opportunities for students to apply the learned strategies and skills to expository texts in other disciplines.

In August 2014, teachers responded to a professional development needs assessment survey determining awareness of CCSS, essential question, focused notes, familiarity of ERWC, technology preparedness, and AVID WICOR strategies. The results were used to map out the professional development plan for 2014-2015 school year. 62% of respondents identified themselves as slightly familiar or not at all familiar to implement writing in their content area. 69% of respondents identified themselves as slightly familiar or not at all familiar to implement reading in their classroom. Using this data, ERWC teacher trainers and AVID site team members delivered professional development in which departments rotated between workshops on 1) Reading for Understanding with specific strategies of focused notes, essential questions, and marking the text, 2) Supporting conclusions with evidence with specific strategies of charting the text and SOAPStone, and 3) Expository and Informational Writing with specific strategies of analyzing a prompt and developing a thesis statement. Teacher presenters utilized content-area texts to support the learning and relevant hands-on resources.

Teachers continue to collaborate on instructional strategies to increase student reading and writing of nonfiction text. The development of CCSS common units of instruction and assessment require significant amounts of time working within course alike pods/teacher teams. Tustin High School expanded its Late Start Wednesdays from 9 to 14 school days and with recent changes to the bell schedule, collaboration time during Late Start Wednesdays increased from 60 minutes to 120 minutes. In addition to Late Start Wednesdays, all teachers are provided two collaboration release days for the purpose of designing CCSS instructional units and common assessments.

Students are educated on the benefits and importance of the EAP writing exam through a presentation "EAP Info You Should Know" viewed by all English 3 College Prep students. Counseling staff and administration are actively pursuing opportunities to gain understanding of the components and EAP assessment system. Educating students on the importance of the EAP is an area of continuing improvement requiring a specific plan of action to increase student understanding, parent education and staff awareness.

Supporting Evidence:
- TUSD and Tustin High School ERWC Signature Practice and Implementation Plan
- Tustin High School ERWC Teacher Trainer of Trainer Professional Development
- ERWC Modules of Instruction
- CCSS Units of Instruction - Literacy Standards and Common Assessments
- CCSS ERWC Units of Instruction - Literacy Standards and Common Assessment
- Tustin High School Professional Development Materials - Haiku & Surveys
- Cross Curricular Planning Days - Model United Nations Leadership Academies
- Illuminate Assessments and Data Analysis
- EAP Information You Should Know Presentation
- Work samples & Resources

Goal 2: Instructional Strategies

"Implement research-based instructional strategies during 'First Time Instruction', extended learning time, daily tutorial and block periods to increase the proficiency levels of students in core academic areas."

2012 Rationale: As a result of our increased CST scores, THS administration recognizes a need to formalize our school wide instructional strategies in order to continue at high levels and increase academic rigor.

2015 Growth Targets:
- Met - percentage of "F" in grade distribution in the first semester were 5.53% in 2012, 4.73% in 2013, 4.2% in 2014, 4.9% in 2015 and 2.9% in 2016. Percent decreased over a five year span is 2.6%.

- Met - percentage of students meeting a-g requirements is increasing illustrating access and support via effective instructional strategies improvements. Since 2013, Tustin High School graduates meeting a-g requirements increased by 9.65%.
- Met - Tustin High School designed and implemented a professional development plan based on the school wide and department goals.The plan identifies specific high yielding instructional strategies necessary to utilize to maximize student learning and first time instruction.

In 2014, Tustin High School was selected as a National AVID Demonstration school due to its school wide implementation of AVID strategies such as WICOR. WICOR provides a learning support structure for students incorporating teaching and learning methodologies in Writing, Inquiry, Collaboration, Organization, and Ready to Learn. Strategies were identified by the school leadership team and AVID site team as methods to increase student learning during "First Time Instruction." Recognizing some instructional strategies are more effective and appropriate given the content area, the AVID site team worked with individual departments to identify content-specific strategies for consistent use by students and teachers.

AVID Strategies by Department 2014

English	Mathematics	Science	Social Science	World Languages/VAPA
Marking the Text Reading & Writing Expository Text Collaborative Projects	Cloze/Focus Notes Open Ended Questions Critical Thinking	Focused Note Taking Collaborative Lab Experiments Class Lab Experiments	Marking Text Group Collaboration Projects Reading to Learn	Marking the Text Collaborative Projects Critical Thinking

Students enrolled in AVID consistently utilize these techniques in their core content courses and are encouraged by monitoring and accountability for their use by AVID advisors and tutors. 100% of students enrolled in AVID (grades 10-12) met credit expectations in comparison to 92% of non-AVID students who met course credit expectations (grades 10-12).

To further support the implementation of best practices, 22 of Tustin High School teachers attended AVID Summer Institutes in summer 2013 and 2014. Although staff is trained, Tustin High School lacked consistency in expectations of daily embedding the strategies into lessons. Therefore in 2014, all Tustin High School teachers were provided refresher training in AVID strategies and an introduction to select ERWC strategies with an expectation of consistent use in the following instructional strategies to increase student proficiency in expository reading and writing:

- Reading for Understanding
  - Focused Notes: provides students a systematic format for condensing and organizing information into main ideas, relevant questioning, key words, terms, and ideas. Students revise and write questions and then write a brief summary of the notes to increase understanding of the topic
  - Essential Questions: provides each unit and daily instruction purpose with a question that results in genuine and relevant inquiry to the big ideas and core content provoking deep thought, lively discussion and requires students to consider alternatives, weigh evidence and support their ideas to justify their answers
  - Marking the Text: an active reading strategy that asks students to identify information in the text that is relevant to the reading purpose. The strategy includes three distinct marks: numbering paragraphs, underlining, and circling.
- Supporting Conclusions - Identify and Use Textual Evidence
  - Charting the Text: provides students with a tool to gain insight on how authors construct meaning through author's choices and text organization by focusing on what an author says and does in each section of a text.
  - SOAPSTone: provides students with a tool for analyzing a piece of writing beyond the superficial surface level through the exploration of selections of Subject, Occasion, Audience, Purpose, Speaker and Tone.
- Expository and Informational Writing
  - Analyze a Prompt: provide students help in answering the question that was actually asked
  - Thesis Statement (development): provide students with a system based on prompt analysis to organize the information into a logical order to write a response

During the 2015-2016 school year, all staff members received professional development in: critical reading process, activating prior knowledge, selecting rigorous and complex text, planning for reading, text-dependent, evidence based questioning, close reading, depths of knowledge, and sentence frames to support student writing.

Individual departments identified goals specific for their content area and student needs. Teachers developed a strategic plan including professional development to achieve the department goal.

Supporting Evidence:
- AVID 4-year Data 2009-10; 2010-11; 2011-12; 2012-13
- AVID Haiku/PowerSchool Learning: National Demonstration School (2014) - recognition and supporting documents
- AVID Summer Institute participation records
- Tustin High School 2014-2015 Professional Development training materials and resources (Haiku/PowerSchool Learning)
- CCSS Unit Planners 2014-2015 - Essential Questions & Depths of Knowledge

Goal 3: Assessment Data

"THS will use student assessment data, both formative and summative, to drive instruction and to modify teaching strategies."

2012 Rationale: Assessment data provides a real time evaluation of our student's performance and allows teachers to modify instruction to meet the specific needs of our student population.

2015 Growth Targets:

- ● Met - 100% of academic teachers use data to make daily instructional decisions

The teachers and students at Tustin High School have an ingrained culture of data driven decision-making. Assessment data is not limited to standardized assessments. Prior to 2014, State assessment data was used to determine where students performed on the previous year's assessments and what supports and advanced supports are needed to initially place students in the appropriate classes. Once students are placed in appropriate courses, the focus of assessment data shifts from standardized assessments to site common assessments.

During the 2014-2015 school year, Tustin High School began the development of a site common assessment calendar for all common assessments in all content areas. The site calendar allows teachers and administrators a starting point to plan instruction and a timeline to know where students are achieving or struggling academically. All site common assessments are aligned to the California Common Core Standards (CCSS) and course specific standards and allow for in-depth standard analysis.

Using IlluminateEd, a data and assessment tool, every common assessment is broken down strategically in order to visualize data from big picture to individual student and standard. The first look at the assessment data is school-wide in order to compare schools (when available) from the current year to the previous years. The school-wide snapshot allows for a quick analysis of whether the scores are on target for growth or if there is a need for intervention. The data is then broken down by teacher, by period, and finally by student. There is no guesswork in identifying which students are succeeding and which are in need of support. Based on frequent analysis of assessment data, teachers and students know where each individual student is performing. This information determines how teachers adjust instruction. It is based solely on student need. Assessment results are provided to students quickly in all content areas, and when using Illuminate, students know their assessment results almost immediately.

One of the systematic strategies that all content areas utilize when analyzing their assessment data is a standard item analysis and error analysis for every site level common assessment. When looking at the errors students make on each assessment, teachers are able to modify their instruction to meet the needs of students. This data allows teachers to know where students are academically and adjust their instruction as needed. Teachers target individual students and standards that require re-teaching or additional practice and students are able to receive additional help during schoolwide tutorial time.

Teachers work together in professional learning communities of like content area teachers (or "pods") in order to plan instruction. They strategically select students that require intervention and share instructional strategies in order to best meet the needs of the students.

Over the past three years, departments varied their approach in articulating and monitoring student progress based on common assessment data. Between 2012-2014, some departments maintained RtI binders housing common assessments, student achievement reports, and minutes from meetings discussing the implications of assessment results to daily instruction and intervention planning. Other departments maintained assessment data analysis efforts in department Haiku/PowerSchool Learning or Google shared sites. During the 2015-2018 school years, all departments maintain Google Drive folders to manage student assessment analysis reports, unit planners, professional development presentations, team agendas/minutes, and evidence of progress toward school wide and department specific goals.

Given the shift to CCSS, on-line assessments, and increased reading and writing of non-fiction text, all content area departments are revising their assessments to increase a variety of items, rigor, and alignment to new standards. All assessment data is housed in the Illuminate Data Management System. On October 31, 2014, all department teachers attended workshops by our Digital Learning Coaches (DLC) on designing, administering, and analyzing on-line assessments in Illuminate. All teachers are making efforts to transition traditional paper and pencil multiple choice assessments to increased item variety, rubric scales, and performance tasks to measure student learning. During the 2015-2016 school year, English, Mathematics, History/Social Sciences, World Languages and some Science courses administered all assessments utilizing Illuminate.

All teachers and departments at Tustin High School maintain Haiku/PowerSchool Learning sites. Haiku/PowerSchool Learning is a full suite of cloud-based tools designed to support learning through a digital platform. Haiku/PowerSchool Learning revolves around each course's' unique content. Classroom teachers create pages, add and organize content blocks with a variety of layout formats to meet the diverse needs of different curriculum. Haiku/PowerSchool Learning easily supports embedding content from YouTube, Google Docs, Maps, Skype, and dozens of other third-party services. Assignments and feedback are easily housed in Haiku/PowerSchool Learning dropbox which seamlessly integrates with Google Docs/Drive. Once teachers create a site, Haiku/PowerSchool Learning is easily accessible and shared to any other Haiku/PowerSchool Learning user whether student, parent, or colleague. Haiku/PowerSchool Learning Learning supports teachers in collaborating ideas, assignments, and resources. In addition to Haiku/PowerSchool Learning Learning sites, many teachers utilize Google Classroom to support curriculum and instructional delivery.

Supporting Evidence:
- Tustin High School Site Common Assessment Calendar & TUSD Assessments
- Tustin High School Data Analysis
- Illuminate (on-line) Professional Development training materials and resources
- School website and Haiku/PowerSchool Learning teacher sites
- VPA and World Languages Evidence

Goal 4: Increasing Parent Involvement

"Tustin High School will focus on increasing parent involvement, particularly with the Hispanic/Latino populations."

2012 Rationale: Parents, particularly Hispanic/Latino parents, will be invited and actively recruited by Tustin High School to become involved in their child's learning environment either by participating in a decision-making group or simply attending school activities and events.

2015 Growth Targets:

- Met - Tustin High School offers monthly parent education classes and series of classes on a variety of topics. Parent sign-in forms illustrate effectiveness in identifying topics of interest and need of the Hispanic/Latino families.

In 2013, Tustin High School hired a full-time bilingual community liaison to facilitate parent participation. The community liaison has successfully organized numerous parent education classes and outreach referrals for Tustin High School families in need of shelter, counseling, food, clothing, and legal support. In February 2014, Tustin High School hired a bilingual counselor to assist with our at-risk and English Learner student body. In addition, through the restructuring of Local Control Funding Formula in fall 2014, Tustin Unified School District hired additional bilingual community liaisons to support families at Tustin High School and our elementary and middle school feeder schools. These additional support staff members are bilingual, trained, and extremely knowledgeable resources for our school staff, parent community, and students.

Tustin High School English Language Advisory Committee (ELAC) assumed the responsibilities and priorities of the Latino Education Advancement club. Each meeting, special presentations are provided to parents and students on a variety of topics including school attendance by Orange County District Attorney's Office, Mexican Consulate, career workshops by Families Forward, substance abuse "Escape the Vape" by Orange County Department of Education, Tustin Police Department and Orange County Sheriff Department and adolescent healthy relationships by Laura's House. ELAC parent leaders, school counselors, community liaisons and administrators identify topics of interest and need for our Hispanic/Latino families.

With the leadership of our community liaison, Tustin High School parents are offered numerous parent education series. These series include:

- Children's Support and Parenting Program (CSPP) provided by Orange County Health Care Agency and Behavioral Health Services Prevention and Intervention offers parents the support they need to build strong relationships and give family members valuable tools to become a healthy family. This program consists of ten 2-hour sessions.

- Stop the Cycle provided by Orange County Health Care Agency Behavioral, Prevention and Intervention offers parents and families individual or group counseling on topics including boundaries, feelings of validation, coping tools, problem solving skills, decision making, mindful parenting, wellness and nutrition, anger management and substance abuse. This program consists of twelve 2-hour sessions.

- Common Sense Parenting provided by Boys Town California offers training for parents who want to build on their existing skills or learn new ways of dealing with their children's difficult behaviors. Topics include: Parents as Teachers; Encouraging Good Behavior; Preventing Problems; Correcting Problem Behavior; Teaching Self Control; and Putting it all Together. This program consists of six 2-hour sessions.

- Creating a College-Going Culture by the Parent Institute for Quality Education offers primary objective is to encourage and support low-income, ethnically-diverse parents of K-12 school children to take a participatory role in their children's education. Topics include: Understanding the High School; Identifying the a-g requirements; Recognizing the Importance of the Grade Point Average; Other Important Requirements and Programs; Discussing Higher Education Options; and Identifying the Different Financial Aid Options. This program consists of nine 2-hour sessions.

In August of 2014, Tustin High School hired a 3.95 hour Office Assistant who is responsible for public relations within our school and Tustin community. The website was redesigned and is updated daily. In addition to the school website, the position is also responsible for working with the Orange County Register and other local news outlets to share the positive improvements, student successes and opportunities for parent and community involvement. Each week, a Tiller News electronic newsletter is sent to all Tustin High School families, students, feeder middle school families, news agencies, TUSD Board, Tustin City Council and Chamber of Commerce. Each week, Tiller News highlights a curricular area, athletics, student activities, and an on-campus club. Linked to the Tiller News is Tustin High's iTHSmedia "The Pitchfork" which is a student online magazine highlighting the journalism and music technology class learning products.

In 2014 Tustin High School website was redesigned and offered easy links for parents and guardians to connect with their child's teacher via email, phone connections, or link to Haiku/PowerSchool Learning sites. From the website, students may connect directly to their class' private Haiku/PowerSchool Learning page while other guests have access to general information about the teacher and course. In the fall of 2017, the Tustin Unified School District adopted a platform for all school's website, so the website was again redesigned. In 2015, Tustin High School began to regularly use Twitter, Instagram, and Facebook to connect with the community and publicize all the excellent things happening at THS.

In November 2014, Tustin High School began a new program to increase students' knowledge of a-g requirements, college resources, and career options. The program is called College and Career Readiness (CCR). Approximately twice a month for one hour and ten minutes, students have the opportunity to explore their post Tustin High School plans. During this time, students use their laptops to log in to a personalized Naviance account. Naviance is a web-based program that offers a suite of tools to help students address four critical areas of post-secondary success including self-discovery, career exploration, academic planning and college and career readiness. Tustin High School counselors assign numerous tasks for students to complete during CCR time. Teachers advise and mentor students through their exploration and discovery. Staff, students, and parents received training on how to utilize Naviance as a tool to assist the successful completion of high school and entrance into a college or career of their choice. During the 2015-2016 school year, the counseling department formalized the CCR program's scope and sequence of topics per grade level. The counseling department continues to refine the CCR presentations on a yearly basis.

During the 2015-2018 school years, parent class topics include navigating high school, a-g requirements, college night, college applications, financial aid, FASFA/Dream Act, community college awareness, outreach to middle school parents, community relations representative from Homeland Security Immigration, Tustin Police Department Gang Unit, and Stop the Cycle.

Supporting Evidence:
- ELAC agendas, minutes, and sign-in sheets
- Parent Education Classes sign-in sheets: PIQUE; CSPP; Stop the Cycle; Common Sense Parenting
- Tustin High School website
- Naviance and 2014-2017 College and Career Readiness (CCR) curriculum tasks

Goal 5: Professional Development Plan

"Tustin High School will create, adopt, and implement an ongoing professional development plan to increase teacher capacity to meet the needs of a diverse student population."

2012 Rationale: The school has analyzed the academic performance of all student groups and has considered the effectiveness of its professional development plan. Based on student achievement data, the school has adopted the above school goal, related actions, and allocation of resources to create and implement a comprehensive professional development plan designed to improve curriculum and instruction.

2015 Growth Targets:
- Met - Decrease in students earning D and F grades in semester grades
- Met - Increase in students meeting a-g requirements
- Met - Tustin High School strategically developed a professional development plan aligned to school goals

Over the past four years, Tustin High School staff members have participated in a variety of professional development opportunities in preparation of the transition to CCSS and increased instructional technology. Tustin Unified School District supported all K-12 teachers with a three-day institute on Implementing Common Core in the 21st Century Classroom. Digital Learning Coaches (DLC)worked intensely with THS teachers who applied and were accepted into the Fellowship Program. The program consists of a co-plan co-teach model between a teacher and a DLC. Working side-by-side, the DLC supports the classroom teacher in lesson design integrating technology and 21st Century skills of communication, collaboration, creativity, and critical thinking. The DLCs support non-fellow teachers through formal and informal professional development workshops. Individual teachers seeking support, explanation, modeling, or curriculum troubleshooting may request a 1:1 appointment with a DLC. In the fall of 2017, the DLCs transitioned into Connect Coaches where the focus shifted to an emphasis on curriculum and instructional strategies supported by technology. Teachers could apply to be a year-long fellow or apply for a six week coaching cycle. The six week coaching cycle is determined by teacher need and staff can either sign up to be coached as an individual, or as part of a departmental team. In 2017, Tustin High School has three Connect Coaches on staff.

In preparation for the 2014-2015 school year, Tustin High School teachers completed a Professional Development Needs Assessment via Google survey. The survey determined teacher familiarity with CCSS, teaching reading and writing in the content area, technology preparedness, and instructional strategies of AVID and ERWC. The survey results assisted site administrators and teacher leaders in mapping out a 2014-2015 professional development plan.

After each professional development day, teachers are surveyed on the effectiveness and next steps of the in-service. These results are shared with the leadership team in planning Late Start Wednesday activities and in-services during staff meetings.

In 2015-2016, staff received professional development during every Late Start Wednesday on the school wide instructional goal and department specific goal. The role of department chair was restructured to instructional coach to provide greater emphasis, shared responsibility, and focus on the student achievement goals. All teachers received approximately three hours of professional development per month. Two hours focused on the school wide instructional goal of "all students will demonstrate the use of relevant reading strategies for complex and purpose-driven text." Instructional coaches and AVID site team members identified ten necessary skills that all content area teachers need to design and deliver effective lessons in critical reading. The school wide goal requires "all teachers (to) select rigorous, relevant, primary and secondary sources, activate prior knowledge, pose effective thought provoking questions and provide a clear purpose for reading." Therefore, all Tustin High School teachers received professional development in:
- Introduction to Critical Reading Process
- Activating Prior Knowledge
- Selecting Rigorous, Complex Text
- Plan for Reading
- Text-dependent, evidence based questioning
- AVID WICOR

- Depth of Knowledge - Rigor Calibration in Test Design
- Close Reading
- Generating Questions Protocol

The other two hours per month of professional development were designed by department goals and identified skills to achieve the goal. The instructional coach and site administrator developed a smart goal to push the department forward in CCSS and 21st Century classroom. The instructional coach and department teachers identified 10 skills necessary to boost their understanding and instructional delivery in order to achieve the department smart goal. The instructional coach is responsible for working with site administration to provide the professional development which may be seeking the support of colleague, TUSD Digital Learning Coaches, AVID site team members, Teachers on Special Assignment or building the in-service together.

Supporting Evidence:
- Summer Institute Materials
- Just One Thing (JOT) PD Calendar and Evaluation on Google Collaboration
- Digital Learning Coach and Fellow Reflection 2014-15; 2015-16;2016-2017
- Connect Coach Six Week Cycle Application
- Digital Learning Coach 2013-14: Coaching Cycle Observation
- THS PD Needs Assessment
- October 31, 2015 PD Reflection and Evaluation; October 30, 2017 PD Reflection
- Digital Learning Coach Request Form; 15-16 DLC Request Form;
- Professional Development training materials and resources on Haiku/PowerSchool Learning

Ongoing Follow-up Process:

The school administration in conjunction with the school Leadership Team, and School Site Council, implements and monitors the Single Plan for Student Achievement. Each school year, the SPSA is shared with stakeholders. The WASC critical areas for follow-up have been integrated in the SPSA as well as findings from data analysis on student performance. Using the student profile as well as student performance on CAASPP testing, EAP testing, A-G completion and results from the new Dashboard system, all stakeholders are included as part of the ongoing school improvement focusing on student learning.

Tustin High School made significant progress in multiple areas of improvement from the 2012 Self Study and WASC visitation. Visiting committee members supported Tustin High School administration, staff and parent community in a positive direction by outlining target areas to focus efforts to ultimately improve student learning. During the past three years, school administrators worked with stakeholders to maintain the focus through the annual development of the Single Plan for Student Achievement.

As a result of the 2015 Mid-Cycle Progress Report, Tustin High School's administration, teachers, support staff members, and parents determined it necessary to significantly revise our action plan to address the most critical areas of need based on the transition to the California Common Core State Standards, the demands of the 21st Century learner and workforce, the use

of technology and the lack of student achievement on standardized test scores and 2014 parent, student, and staff WASC survey results and student Gallup survey findings.

The revised action plan aligns to the new school mission, vision and "TEAM" Schoolwide Learner Outcomes. The revised action plan also addresses the recommendations of the 2015 Mid-Cycle Progress Report Committee members. Tustin High School staff determined improvement of goal 4 and 5 from the 2012 action plan were sufficiently met and could be maintained through tasks in other goals. Elements of goal 4 - increasing parent involvement were included in the revised goals 4 (technology) and 5 (college and career readiness). Elements of goal 5 - create, adopt, and implement an ongoing professional development plan were included in the revised goals 1 (writing) and 2 (instructional strategies). By embedding strategies within the goals, Tustin High School identified two areas of significant need: technology and college and career readiness.

Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections and Goals

Goal 1 (Area of Improvement): Tustin High School will increase student reading and writing proficiency with expository text across content areas assessed by the Early Assessment Program (EAP), CAASPP, and other standardized measures (PSAT, SAT, ACT).

Rationale:

In the 2012-2013 school year, TUSD and Tustin High School began the implementation of changes in instruction, curriculum and assessment in anticipation of the new CCSS and its focus on college and career readiness. In the 2014-2015 school year, Tustin High School staff began the difficult work of developing CCSS instructional units based on 21st century learning themes. Tustin High School shifted responsibility for teaching reading and writing from solely that of the English department to a shared responsibility of all departments to increase student achievement in reading and writing expository text. The goal was determined based on WASC recommendation and, until 2014-2015, Tustin High School's implementation of Expository Reading and Writing Curriculum (ERWC) focused on supporting twelfth graders. Increased writing and reading in all content areas was inconsistent, lacked effective instructional strategies, and was insufficient in rigor expected by high school graduates.

Baseline Data:
- EAP percentage of students scoring "ready" reflects a 6% increase from 2012 to 2014 (24%).
- 2015 CAASPP percentage at or above grade level in English Language Arts was 63%

Growth Targets:

- Not Met - EAP percentage of students scoring "ready" in English/Language Arts will increase by 4% from 24% (2014) to 28% (2017). (2016 results showed an 8% increase to 32%, but 2017 results declined to 26% which still shows a slight increase)
- Not Met - CAASPP percentage at or above grade level will increase by 6% from 2015 to 2017 administration in English Language Arts. (2016 results showed a 12% increase to 75%, but 2017 results declined to 64% which still shows a slight increase)

Schoolwide Learner Outcomes Addressed:

- **T**hink critically across the curriculum through WICOR strategies
- **E**ffectively communicate using a wide range of media and technology
- **A**dvance literacy
- **M**anage time and resources by effectively using real-world tools

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Implement ERWC curriculum in all CP English classes grades 9-12. **SPSA Goal 1**	Administrators, ERWC lead teachers, department chairs, English teachers	ERWC curriculum Professional Development	ERWC common assessment data, EAP pass rate, CAHSEE pass rate	September 2014 - June 2018
Implement effective expository reading and writing instructional strategies schoolwide. **SPSA Goal 1**	Administrators, ERWC lead teachers, AVID site team, department chairs, teachers	ERWC AVID Professional Development Curricular Resources	Illuminate Assessment Results, Rubric Scoring	September 2014- June 2018
Establish expository writing genre per semester for History/Social Science, Science, Mathematics, VPA, World Languages and PE. (including description, sequence, comparison, cause and effect, problem and solution, summary, process essay, informative, directions, opinions, and persuasion.) **SPSA Goal 1**	Administrators, Leadership Team, Department Chairs, Teachers, TUSD TOSA, DLC	Professional Development Curriculum Resources Calibration of expectations/rubric	Common prompt rubric assessment results	September 2014- June 2018

Develop schoolwide and department writing rubrics **SPSA Goal 1**	Administrators, ERWC lead teachers, Department Chairs, Leadership Team, TUSD TOSA	Rubric development Professional Development	Rubric	September 2014 - June 2018
Develop and implement schoolwide expository writing templates to scaffold supports for English Learners and at-risk learners **SPSA Goal 1, 3**	Administrators, ERWC lead teachers, AVID site team, Teachers	Professional Development Curriculum Resources	Illuminate reports Grades Templates	September 2014- June 2018
Develop, implement and assess instructional units to include CCSS Literacy Standards in History/Social Studies, Science & Technical Subjects **SPSA Goal 1**	Administrators, Department Chairs, Leadership Team, Teachers	Professional Development Curriculum Resources Illuminate	Unit Planners Data Analysis	September 2014 - June 2018
Explore options for a writing tutorial program for underperforming students **SPSA Goal 1**	Administrators, Department Chairs, Leadership Team, Teachers	Curriculum Resources Intervention Staffing	Data Analysis Grade Reports	September 2014- June 2018
Educate students and staff on the benefits and importance of the EAP writing exam **SPSA Goal 1, 4**	Administrators, Counselors, CCR Advisors	Curriculum Resources	EAP Data Analysis	September 2014 - June 2018
Educate students on writing of functional texts like resumes, statements of purpose, and business reports. **SPSA Goal 1, 4**	Administrators, Counselors, CCR Advisors	Naviance Curriculum Resources Professional Development	Data Analysis CCR Planners	September 2015 - June 2018
Identify a writing strategies professional development plan. Revise the plan annually based on teacher survey results and new research on best strategies. **SPSA Goal 1, 2, 3, 4**	Administrators Leadership Team ERWC Lead Teachers AVID Site Team Teachers	Curriculum Resources Professional Development	Staff Surveys	September 2014- June 2018

Goal 1 Supporting Evidence (2015-2018):

- Establish expository writing genre
    - VAPAiMedia
- Actively Learn Teacher Report
- RTI & Data Analysis
    - English - Data Sample
    - HSS - Sample US History Data Analysis, Sample Econ RTI & Data Analysis
    - Science - Sample Chemistry Data Analysis,Sample Physics Data Analysis
    - Math - Sample RTI Data Analysis
    - VAPAiMedia
    - PE - Student Portfolio
    - World Languages
- Summary Writing Templates
    - Math - Summary Writing Template Math
    - HSS - Response to Essential Question Template
    - World Languages - Writing a formal letter in Spanish; Argumentative Essay
- Writing Rubrics
    - English - Sample Paragraph rubric AP Writing Rubric, Argumentative Writing Rubric
    - HSS - US History Common Assessment Writing Rubric
    - Science - Sample Physics Project Rubric, Sample Chemistry Rubric
    - Math - Performance Tasks Rubric
    - VAPAiMedia - Critique Writing Rubric
    - World Language - Argumentative Essay Rubric and Benchmark Rubric
    - PE - Article of the Month Notes Rubric
- District Checkpoints
    - English - Data:Orange Checkpoint Data: Pink Checkpoint Checkpoint Sample Example
    - Math - Alg 2/Trig Pink Checkpoint
- Science Critical Reading Assignment - Sample Chemistry
- HSS Skills Based Assessments:
    - US History Skills Common Assessment ,
    - World History: Writing Skills Common Assessment,
    - World History: Reading Skills Common Assessment
- Professional Development Plans
    - English - Goals and Tasks 2015-16, 2016-2017, 2017-2018
    - HSS - Goals and Tasks 2015-16, 2016-2017, 2017-2018
    - Science - Goals and Tasks 2015-16, 2016-2017, 2017-2018
    - Math - Goals & Tasks 2015-16, 2016-2017, 2017-2018
    - VAPA - Goals and Tasks 2015-16, 2016-2017, 2017-2018
    - World Languages World Languages, 2016-2017, 2017-2018
    - PE - Goals & Tasks 2015-16 , Development for the Year, 2016-2017, 2017-2018

- Unit Planners to increase reading and writing of expository text.
  - English - ERWC Unit Planner, Junior Unit Planner
  - HSS - Sample US History Unit 2: Civil War
  - Science - Sample Biology Unit, Sample Chemistry Unit, Sample Physics Unit
  - World Languages
  - PE - Unit Planner
  - VAPAiMedia- Photo Unit, Film Analysis, Instrumental Music, Ceramics

Goal 2 (Area of Improvement): Tustin High School will implement research-based instructional strategies during "first time instruction" to increase the proficiency levels of students in core academic areas.

Rationale:

In the 2013-2014 school year, Tustin High School was validated as an AVID National Demonstration School. After considerable professional development over the past four years, AVID methodology and WICOR (Writing, Inquiry, Collaboration, Organization, and Critical Reading) strategies are fully incorporated in the AVID Site Team teachers' classrooms. The Site Team members represent teachers for all academic disciplines. Site team teachers receive ongoing training in AVID strategies through professional development from Orange County Department of Education and TUSD AVID Teacher on Special Assignment.

The effectiveness of AVID strategies in supporting students in successful completion of a-g requirements and acceptance to four-year college and universities yields undeniably positive results. In 2014, 98% of Tustin High AVID seniors were accepted to four-year colleges and universities. Data evidence supports AVID instructional strategies positive impact on students while in high school and throughout college. 91% of AVID students who enrolled in college in the academic year after high school persisted by enrolling in the second year.

In Fall 2014, counselors identified seventy juniors and seniors who were 20 or more credit deficient. Interviews with credit deficient students and parents illustrate a limited understanding of how to internalize core curriculum from delivery to comprehension for future application.

Baseline Data:

- 2014 a-g completion rate was 46.5%
- 2015 CAASPP percentage at or above grade level in English Language Arts was 63%
- 2015 CAASPP percentage at or above grade level in Mathematics was 29%

Growth Targets:

- Not Met - CAASPP percentage at or above grade level will increase by 5% from 2015 to 2017 administration in English Language Arts. (2016 results showed a 12% increase to 75%, but 2017 results declined to 64% which still shows a slight increase)
- Met - CAASPP percentage at or above grade level will increase by 5% from 2015 to 2018 administration in Mathematics. (2017 results showed an increase from 2% at or above grade level to 13% for a total increase of 11%)

Schoolwide Learner Outcomes Addressed:

Think critically across the curriculum through:

- integrating WICOR strategies
- creating and developing high quality products
- analyzing multiple sources

Effectively communicate:

- using a wide range of media and technology
- by taking personal, social, and civic responsibility
- fostering positive interactions with our diverse population

Advance literacy:

- while innovating, discovering, and taking risks
- through synthesis and analysis of a rigorous curriculum
- by exploring cultural, scientific, global, and visual competencies

Manage time and resources effectively by:

- prioritizing, planning and achieving results
- using real-world tools

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Research, identify, implement and assess instructional strategies school wide **SPSA Goal 1, 2, 3, 4**	Administrators AVID Site Team Leadership Team Teachers	Professional Development AVID Summer Institute Curriculum Resources	Classroom Observation Tools Illuminate Reports D/F Reports	September 2014 - June 2018
Develop and share a web based (Haiku) repository of instructional strategies and activities **SPSA Goal 1, 2, 3, 4**	Administrators AVID Site Team Leadership Team Teachers Digital Learning Coach TUSD TOSA	Professional Development Curriculum Resources	Classroom Observation Tools Haiku	September 2014- June 2018

Develop instructional units of study that provide multiple opportunities for communication, creativity, critical thinking and collaboration. **SPSA Goal 1, 2, 3, 4**	Administrators Leadership Team Department Chairs Digital Learning Coach TUSD TOSA	Professional Development Curriculum Resources	Unit Planners Performance Tasks Illuminate Data Analysis	September 2014 - June 2018
Identify and plan rigorous curriculum with multiple opportunities for extended thinking (requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time) **SPSA Goal 1, 2**	Administrators Leadership Team Department Chairs Digital Learning Coach TUSD TOSA Counselors ROP	Professional Development Curriculum Resources CTE Pathways Expansion ROP Expansion	Senior Capstone Projects Increase AP students/classes TUSD CTE Pathways participants	September 2014- June 2018
Identify a "best practices/1st time" instructional strategies professional development plan. Revise the plan annually based on teacher survey results and new research on best strategies. **SPSA Goal 1, 2, 3, 4**	Administrators Leadership Team ERWC Lead Teachers AVID Site Team Teachers	Curriculum Resources Professional Development	Staff Surveys	September 2014- June 2018

Goal 2 Supporting Evidence (2015-2018):
- Strategies to analyze sources
    - HSS-"Happ-Y"- Teaching Happ-y Shared Haiku Page
    - English- Soapstone Graphic Organizer; Non-fiction article example used for Soapstone
    - Science - Text Dependent Question Types for Science
    - World Languages: Pre-reading; Predicting; Vocabulary; Depth of Knowledge; Cause and Effect; Analyzing the Micro-structure
- Department Agendas
    - English
    - HSS - Sample HSS Agenda 3/23
    - Science - Sample Science Agenda 2/24
    - Math - 2015-16 Agendas
    - VAPA
    - World Languages
    - PE - Agenda

- Making Reading Meaningful through Actively Learn
    - HSS - Question Example for The Things They Carried
    - English "the mob mentality" used with Lord of the Flies
    - World Languages The effects of Argentina's Dirty War
    - VAPA Producing Adele
- CAPSTONE PROJECTS
    - STEM Capstone Marquee Video
    - MUN Capstone: Sample Sophomore year
- Department Goals
    - English
    - HSS
    - Science
    - Math
    - VAPA
    - World Languages: Norms and Resume
    - PE - Goals & Objectives , PD
- Haiku Resources with research-based strategies:
    - English Dept. Page and Sample Haiku Page
    - HSS - Digital Storyboarding
    - Science - Marine Ecology
    - Math - Sample Math Rocks Page,   Haiku Link
    - VAPA- Visual Imagery Haiku,
    - World Languages
    - PE - Haiku Link
    - Special Programs: MUN
- School Wide Critical Reading Goal - Plan for i-Coach PD
    - Plan for Reading
    - Critical Reading Resources
    - Selecting Rigorous, Complex Text
    - Text-Dependent Questions and worksheet
    - Status Report: Critical Reading
    - Depth of Knowledge - Rigor
    - QFT - Question Formulation Technique

- Department Specific PD for Department and School Wide Goal
    - English - Actively Learn PD,
    - HSS- HSS Department Late Start PD Schedule,
    - Science - Illuminate data Analysis PD, NGSS What's Next, NGSS Sample Unit PD,
    - Math-Pear Deck Training, Assessment and Grading Conference
    - VAPA- QFT - Here's Why It's Important
    - World Languages: Planning for Reading; Text Dependent Questions; Calibration of School Wide Goal; The QFT; Audacity
    - PE - 21st Century Standards for Literacy

- iCoach/DIC Training - Plan for PD
    - Collective Commitments
    - Systematic Coaching Cycle
    - Session 1-2
    - Session 3-4
    - Session 5-7
    - Session 8-10

Goal 3 (Area of Improvement): Tustin High School will use student assessment data, both formative and summative, to drive instruction and to modify teaching strategies.

Rationale:

Assessment data provides a real time evaluation of our student's performance and allows teachers to modify instruction to meet the specific needs of our student population. Given the significant changes to learning objectives outlined in the California Common Core State Standards, teachers need to closely examine their monitoring systems of student learning. Formerly administered assessments may no longer align or accurately measure the new standards for learner expectations. In order to achieve the goal of data driven instruction, Tustin High School needs to unpack the content area standards, develop new, rigorous assessments and vary question item formats.

Baseline Data:

- In 2013-2014, Tustin High School's common assessments aligned to California State Standards (CST) content areas. Question item-types were multiple choice or short answer. The vast majority of questions were classified as Level 1 - Recall of Webb's Depth of Knowledge.
- TUSD and THS creates Performance Tasks in English/Language Arts.

Growth Targets:

- Not Met - CAASPP percentage at or above grade level will increase by 5% from 2015 to 2017 administration in English Language Arts. (2016 results showed a 12% increase to 75%, but 2017 results declined to 64% which still shows a slight increase)
- Met - CAASPP percentage at or above grade level will increase by 5% from 2015 to 2017 administration in Mathematics. (2017 results showed an increase from 2% at or above grade level to 13% for a total increase of 11%)

Schoolwide Learner Outcomes Addressed:

Think critically across the curriculum through:

- integrating WICOR strategies
- creating and developing high quality products
- analyzing multiple sources

Effectively communicate using a wide range of media and technology

Advance literacy:

- while innovating, discovering, and taking risks
- through synthesis and analysis of a rigorous curriculum
- by exploring cultural, scientific, global, and visual competencies

Manage time and resources effectively by:

- prioritizing, planning and achieving results
- using real-world tools
- balancing physical and mental fitness

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
All departments will develop units of instruction aligned to CCSS standards in content area and/or literacy skills. **SPSA Goal 1, 2**	Administration Leadership Team Department Chairs Teachers	Professional Development Curriculum Resources	Unit Planners Common Assessments in Illuminate Performance Tasks	September 2014 - June 2018
All courses will administer a common assessment per unit of study. **SPSA Goal 1, 2**	Administration Department Chairs Teachers	Professional Development Curriculum Resources	Common Assessment - Data Analysis	September 2014- June 2018
All common assessments data will be analyzed for instructional trends, achievement gap, and error analysis. All question items will be linked to a Depth of Knowledge level. **SPSA Goal 1, 2**	Administration Department Chairs Teachers	Professional Development Curriculum Resources	Common Assessment Data Analysis - Illuminate Reports	September 2014 - June 2018
All courses will develop and administer one performance task per semester. **SPSA Goal 1, 2**	Administration Department Chairs Teachers Digital Learning Coach (DLC) TUSD TOSA	Professional Development Curriculum Resources	Common Assessment Data - Illuminate Reports Performance Task Rubric	September 2016- June 2018

Goal 3 Supporting Evidence (2015-2017):
- Department SMART Goals
  - English sample 1: Evidence of Implementation, Sample 2: Evidence
  - HSS - Evidence of Implementation
  - Science - Inquiry Based Lab Chemistry, Physics
  - Math- Sample Evidence of Implementation, Final Exam DOK Analysis
  - VAPA - Portfolio task, Digital Portfolios: Example1 (Film Production), Example2 (Graphic Design), Example3 (Music Technology)
  - World Languages: Spanish 4 Honors: Q1, Q2, Q3 Students submitted via dropbox.
  - PE - Outline , Evidence of Goal
- Unit Assessment Data & RTI
  - English Sample: Junior English Unit 3 exam
  - HSS - Sample US History Unit 3
  - Science - Professional Development on Illuminate for Science
  - Math- Sample Algebra 1 Unit, Math Link
  - VAPA Sample Evidence of Assessment Data
    - Exploration Art assessment Data
  - World Languages: French 2, Spanish 2 and Spanish 4H
  - PE - Physical Fitness Testing Assessment
- Performance Tasks
  - English Sample: Sophomore CP Feminism Unit
  - HSS - Sample US History Unit 8
  - Science - Sample Chemistry
  - Math - Sample Algebra 1 PT
  - VAPA -Film Production,
  - World Language- Writing a formal letter; Responding to a formal letter and Argumentative Essay citing 3 sources
- Common Assessments demonstrating content area and literacy skill expectations
  - English Sample: Sophomore Fall Final Exam
  - HSS - Sample Economics Unit 1.1
  - Math - Sample from PreCalc Unit 4
  - World Language-Spanish
- Unit Planners
  - English Sample Freshman English
  - HSS - Sample Econ Unit 5: Labor
  - Science - Sample Biology Unit
  - Math- Sample Geometry Unit 7. Math Link
  - VAPA - Unit Planner
  - World Languages: French 3 and 4; Spanish 2, 4 and AP
  - PE - Unit Planner

Goal 4 (Area of Improvement): Tustin High School students will use technology effectively to enhance their learning, communication, engagement, and global citizenship.

Rationale:

The focus on 21st century skills necessitates student engagement both inside and outside the classroom as part of an interconnected world. Additionally, some of the California State assessments will be administered on computer technology. To ensure student success, all students will need to be proficient in accessing, evaluating, and using technology. Measure S, the Tustin Unified School District Technology Bond, provided all TUSD high schools the resources to offer students a one-to-one laptop program. This influx of technology, along with the addition of software programs such as Haiku/PowerSchool Learning, has provided the necessary technology to extend learning beyond the classroom walls. Additionally, many teachers also use Google Classroom for students to access course materials and turn in work. As a school, students and staff are discovering the benefits, challenges and necessary skills to maximize the potential of one-to-one laptop program. The CCSS assessments were administered using computer technology in Spring 2015. In addition, all students received a laptop computer in a one-to-one technology program supported by Measure S in Fall 2014. Tustin High School needs to identify methods, standards, and learning that can be enhanced with technology.

Baseline Data:
- In 2014, 86.6% of students surveyed reported having Internet at home.
- In 2014, 11.8% of students surveyed do not find homework to be relevant to what is learned in class.
- In 2014, 24% of students surveyed are actively disengaged in learning and school (Gallup Survey).

Growth Targets:
- Not Met - Student surveys from 2014-2017 will decrease by 3% of students finding homework to be irrelevant to what is learned in class from 11.8% to 8.8%
- Not Met - Student Gallup Poll survey will increase by 5% of student engagement in learning and school from 44% to 49%. (2017 results showed 47% of students being engaged)
- Met - 100% of students will use technology in the one-to-one laptop program to access information, create projects and take standardized assessments.

Schoolwide Learner Outcomes Addressed:

Think critically across the curriculum through:
- integrating WICOR strategies
- creating and developing high quality products
- analyzing multiple sources

Effectively communicate:
- using a wide range of media and technology
- by taking personal, social, and civic responsibility
- fostering positive interactions with our diverse population

Advance literacy:
- while innovating, discovering, and taking risks
- through synthesis and analysis of a rigorous curriculum
- by exploring cultural, scientific, global, and visual competencies

Manage time and resources effectively by:
- prioritizing, planning and achieving results
- using real-world tools
- balancing physical and mental fitness

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Provide training for staff and students on existing and new technologies. **SPSA Goal 1, 2, 3, 4**	Administration Leadership Team DLC Teachers IT Technician	Professional Development Curriculum Resources	Unit Planners Lesson Plans Haiku Google Docs	September 2014 - June 2018
Use technology to improve communication within Tustin and with all stakeholders **SPSA Goal 4**	Administration Clerical Staff Leadership Team IT Technician Community Liaison	Website PR Office Assistant Community Liaison	Website Newsletter Naviance Blackboard Connect Haiku Aeries	September 2014- June 2015
Use computer technology effectively for standardized assessments (State-level) and common assessments **SPSA Goal 1, 2**	Administration Teachers DLC IT Tech TUSD IT Dept	Technology Assessments Illuminate Professional Development	Illuminate assessments Data analysis Testing Schedule	October 2014 - June 2015
Intervention and enrichment applications to support English Learners, at-risk and Special Education students **SPSA Goal 1, 2, 3, 4**	Administration Leadership Department Chairs Teachers IT DLC	Curriculum Resources Professional Development ELD TOSA (Teacher on Special Assignment)	Intervention applications and software Illuminate assessments	September 2014 - June 2018
Offer online courses for students with impacted academic schedules to permit greater involvement in	Administration Counselors Teachers IT	Curriculum Resources	UC Scout PLATO Student Surveys Parent Surveys	September 2014 - June 2018

specialized programs **SPSA Goal 4**	Educational Services Alternative Ed			
Identify a technology professional development plan. Revise the plan annually based on teacher survey results and new research on best technology strategies. **SPSA Goal 1, 2**	Administrators Leadership Team DLC Teachers TUSD Connect Fellows Teachers	Curriculum Resources Professional Development	Staff Surveys	September 2014-June 2018

Goal 4 Supporting Evidence (2015-2018):

- THS Teacher's Tech Journey
- Actively Learn Teacher Report
- Google Classroom: Level 1 Staff PD, Level 2 Staff PD
- GAFE
- Pear Deck: Example 1, Example 2,
- Haiku: Level 1 Staff PD
- Math IXL Practice
- Illuminate online testing
- Interactive desmos - Picture, Link
- iTHS media
  - Pitchfork TV
  - THS Online Student Magazine (Journalism)
- THS Website
- THS on Twitter: Live Link to THS, THS ASB, THS Athletics, THS Journalism
- THS on Instagram
- Naviance: 9th grade usage, 10th grade usage, 11th grade usage, 12th grade usage
- Digital Portfolios: Example1 (Film Production), Example2 (Graphic Design), Example3 (Music Technology), Example4 (STEM)
- Professional Development Survey Day 1, Day 2

Goal 5 (Area of Improvement): Tustin High School students will engage in a rigorous course of study that is engaging, purposeful and increases college/career readiness and completion of the UC/CSU a-g course requirements.

Rationale:

220 of the 475 (46.5%) graduating seniors in the Class of 2014 completed the UC/CSU course requirements.. This is a significantly higher percentage of students than the 25.4% graduating seniors in the Class of 2010. However, an achievement gap of 18% exists between white students and Hispanic/Latino students. Tustin High School is committed to the goal that every student will graduate with as many options as possible; therefore, a four-year college option should remain possible. Tustin High School has actively added courses that meet the a-g requirements and

reduced the number of those that do not. However, a continued focus on ensuring post-secondary success for all students, including EL and SED students, requires introductions to pathways and special programs available to students. These programs include T-Tech, Media Arts, Graphic Arts, Instrumental Music, Vocal Music, Drama, Engineering, Computer Science, Model United Nations, AVID, and iTHS Media.

Baseline Data:
- 46.5% of graduating seniors in the Class of 2014 completed the UC/CSU course requirements.
- 40.2% of Hispanic/Latino graduating seniors in the Class of 2014 completed the a-g requirements.
- 2014 Gallup survey results identify 81% of students know they will graduate from high school.
- 2014 Tustin High School student survey results reflect 82.3% of students feel well prepared for their post-secondary plans after high school graduation.

Growth Targets:
- Met - In the Class of 2017, 51.5% of graduating seniors will complete the UC/CSU course requirements. (Class of 2017 - 65% of seniors completed UC/CSU course requirements)
- Met - In the Class of 2017, 47.2% of graduating Hispanic/Latino seniors will complete the UC/CSU course requirements. (Class of 2017 - 65% of Hispanic/Latino seniors completed UC/CSU course requirements)
- Met - In 2017, Tustin High School student survey results will reflect 87.3% of students prepared for their post-secondary plans. (Class of 2017 88.9% of students felt prepared for post-secondary plans.

Schoolwide Learner Outcomes Addressed:

Think critically across the curriculum through:
- creating and developing high quality products
- analyzing multiple sources

Effectively communicate:
- using a wide range of media and technology
- by taking personal, social, and civic responsibility

Advance literacy while innovating, discovering, and taking risks

Manage time and resources effectively by:
- prioritizing, planning and achieving results
- using real-world tools
- balancing physical and mental fitness

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Improve/expand awareness of Naviance, training and usage, through our College and Career Readiness Academies (CCR). **SPSA Goal 4**	Administration Leadership Team Counselors Teachers	Professional Development Curriculum Resources CCR Curriculum	CCR Tasks 4-Year CCR Planner Counseling Meetings	September 2014 - June 2018
Improve/expand awareness of College entrance requirements and THS supports for parents, especially Hispanic/Latino parents. **SPSA Goal 4**	Administration Counselors Community Liaisons	CCR Curriculum Parent Education Courses	CCR Naviance Parent Education courses/attendance TUSD College Night	September 2014- June 2018
Improve/expand CTE Pathways and TUSD Pathways especially participation of Hispanic/Latino students **SPSA Goal 4**	Administration ROP Counselors Teachers Program Advisors	CTE Pathway Community Outreach Registration ROP Work Experience Classes	CTE Pathway program expansion ROP course	September 2014 - June 2018
Increase student enrollment in AVID **SPSA Goal 4**	Administration Counselors Teachers AVID Site Team TUSD TOSA	Enrollment Numbers Middle School Outreach Parent Education Professional Development	Enrollment Numbers	September 2014 - June 2018
Increase the number of students meeting UC/CSU a-g course requirements **SPSA Goal 4**	Administration Counselors Leadership Team Teachers	Naviance Enrollment Course Catalog	a-g completion rate D/F grade distribution reports	September 2014- June 2018

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Design intervention for struggling students **SPSA Goal 4**	Administration Counselors Leadership Team Teachers	Intervention Pyramid of Supports Tutorial	a-g completion rate D/F grade distribution reports Tutorial attendance sign-in Aeries Parent Portal	September 2015 - June 2018

Goal 5 Supporting Evidence (2015-2016)
- CCR Academy
  - CCR Academy - Freshmen
  - CCR Academy - Sophomores
  - CCR Academy - Juniors
  - CCR Academy - Seniors
  - CCR Academy Day 1 - All levels
  - CCR 4-year plan
- Counseling Workshops
  - Freshmen / Sophomore Counseling Workshop
  - Junior Counseling Workshop
  - Senior Counseling Workshop
  - RACC Fair
  - Community College Knowledge Night
  - ACT Bootcamp
  - Tutorials: Sep-Mar,Dec other tutorial
  - College visits
  - IVC Couns 1 Class
- 4 Year Academic Plans
  - All levels - 4 Year Academic Plan
- Parent Presentations
  - Frosh/Soph Parent Night
  - Senior Parent Night
  - FAFSA and Dream
  - 2nd Finaid Night
  - Community College Knowledge Night
  - Junior Parent Finaid Night
  - 8th Grade Parent Orientation
- Counseling News
  - Counselor's CHAT (Current Happenings At Tustin)
- Naviance
  - College Applications 2016
  - Career Surveys: 9th grade, 10th grade, 11th grade, 12th grade

- Interventions
  - Mandatory Academic Tutorials effectiveness
  - Study Center/Plato- 7th Period effectiveness
  - LCAP ELL Funded Section effectiveness
  - PBIS - "Go Big Red"
    - "Go Big Red" presentation
    - School-Wide Matrix - student input
    - Meeting Minutes - sample
    - Agenda - sample
    - Tiller of the Month
    - Tiller Ticket
    - Tiller Ticket Raffle Prizes - student input
    - Community Outreach Partners

Chapter II: Student/Community Profile - Data and Findings

A. General Background and History

Tustin High School is one of three comprehensive high schools in the Tustin Unified School District (TUSD), a district that includes the city of Tustin, portions of Santa Ana, the Foothills portion of the unincorporated areas of Orange County, and portions of West Irvine. The legacy of Tustin's schools dates back to the 1860s, two decades before Orange County became independent of Los Angeles. Tustin Unified was established in 1972 and currently serves over 24,000 students. The District's ethnic population reflects that of the state of California: 46.6% Hispanic, 16.7% Asian, 1.9% Filipino, 2.1% African American, .2% American Indian, .4% Pacific Islander, and 29.2% White. Tustin Unified serves as a destination for non-English speaking families from 94 different countries. District students speak more than 39 languages and 45% of students are either limited English or Fluent English Proficient. Tustin High is a place where members of the community share a vision for the school and imagine the ways in which to make that vision a reality. High standards, academic achievement, rigorous curriculum, outstanding instruction along with collaboration, connection and personalization are the school's defining characteristics.

Tustin High School serves approximately 2380 students from central and southern regions of the City of Tustin. The student population demographics are 77% Hispanic, 12% White, 7% Asian, 2% African American, 1% Filipino, 1% Pacific Islander, and 1% Other which closely reflects the City's demographics. 64% of the student body qualifies for free and reduced lunch. Students identified as English learners represent 14% of the student body. Parent education levels also reflect Tustin's diverse demographics, with the following breakdown of educational attainment: 26% not a high school graduate, 27% high school graduates, 19% with some college, 14% college graduates, 6% reporting graduate school or postgraduate training and 8% declining to state. The community demographics have remained relatively stable over the past six years.

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 High 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 seventeen portable classrooms, a new two-story Science Center, a new two-story Humanities Building, and a new Sports Pavilion. Tustin High School is located on thirty-eight acres of land in the middle of the City of Tustin and houses the District's football stadium. The campus also includes two baseball fields, two softball fields, an Olympic sized swimming pool, two soccer fields, six tennis courts, and a 440 all weather track. Additionally, in 2017, Tustin High School annexed the fields across the street when Lambert Elementary school closed and a new softball complex was built and a new synthetic turf field was put in for lacrosse and soccer to use as practice fields.

High standards of excellence in academics, visual and performing arts, and athletics are the hallmarks for Tustin schools, along with a major emphasis on educational technology in the classrooms. In November 2013, Measure S, a $135 million technology bond, was passed to better prepare students for college and high-demand jobs, improve students' technology skills for today's higher standards, retain quality teachers, improve instruction and career training in science, math and skilled trades, and maintain high-quality education. In the summer of 2013, the District infrastructure, wireless and Internet connections, and all classrooms were upgraded to enhance to support the future use of one-to one devices and support instruction and 21st century learning. TUSD Connect, a learning initiative, integrates CCSS rigorous standards with engaging instructional strategies enhanced by technology. In the fall of 2014, TUSD implemented a one-to-one technology program and all high school students received a Toshiba laptop computer. Professional development is in place to maximize the benefits TUSD Connect offers to student learning.

Tustin High School's first graduating class, Class of 1921, created an enduring culture centered around goods citizenship and family. They established long-lasting Tiller traditions. Supporting that culture is the Go Big R.E.D program. The Go Big R.E.D program is a positive behavior intervention system that identifies three traits that focus on what Tustin students, staff, and community consider cornerstones of success in school and life. These traits are: Respect, Effort, and Determination. Tustin High School believes and promotes the Go Big R.E.D (Respect, Effort, and Determination) initiative through our commitment to providing excellence in the classrooms and our dedication to ensuring all students graduate from Tustin High School having explored numerous extra and co-curricular programs that help our students identify their interests and further develop their passions beyond the core curriculum. This commitment is evidenced by 49% of students participating in an after school sports program and almost 50 different student clubs. It is not unusual to find a student participating in multiple extra and co-curricular activities. Tustin High School offers over 50 extra-curricular and co-curricular programs. The Associated Student Body (ASB) organizes the school's clubs, dances, activities, and traditions. The athletic program supports football, cross country, golf, tennis, volleyball, water polo, wrestling, basketball, soccer, baseball, softball, swimming, lacrosse, dance, track, and cheer. Tustin High School is a member of the Empire League and has won CIF championships and numerous league championships. Tustin High School became an AVID National Demonstration School in 2014. Additionally, the music program continues to offer various levels of orchestra, jazz band, chorus, marching band, and color guard.

Tustin's parents and surrounding community members also play an important role through their involvement in the school's programs and activities. The Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Committee (ELAC), Super Boosters, and individual booster groups are vital components of the learning community. Tustin High School seeks to include all members of its community through parent organizations.

The school's Community Liaison serves to connect Spanish-speaking parents to the school, assist families with enrollment, identify appropriate support for students and families, and link parents and students to community resources to assist with the basic living needs of shelter, food,

and clothing. The Community Liaison works closely with school administrators, teachers, counselors, and parent groups to identify and provide high quality parent education classes to assist parents in gaining parenting knowledge and academic, college, and career information to assist their students. Parent Institute for Quality Education (PIQE) was used between 2013 - 2015 and served to increase parents' knowledge and skills to support the academic achievement of their students. Parents who may be unfamiliar with the school system or the system of higher education, were invited to attend the eight-week program to learn to access resources and become more active supporters of their student's education. The program was offered in English and Spanish every other year with sessions in the morning and evening hours. Beginning in fall 2016, The community liaison has successfully organized numerous parent education classes and outreach referrals for Tustin High School families in need of shelter, counseling, food, clothing, and legal support. The community liaison works with the Orange County Health Care Agency and Behavioral Health Services Prevention, Orange County District Attorney's Office and the Tustin Police Department to educate and coordinate services for Tustin High families.

Tustin High School's public relations office assistant serves to keep our school community aware of upcoming events, improvement efforts and positive recognitions of student and staff accomplishments. The public relations office assistant maintains our school website, distributes a weekly Tiller News update, and communicates regularly with Tustin City Council, Tustin Chamber of Commerce and local news agencies of the many successes, volunteer opportunities and programs Tustin High School offers its students. Tustin High offers opportunities for parents to communicate and meet with administrators, counselors, and teachers to maximize each student's success. The school offers Back to School Night, Report Card Night, Open House, 8th grade Parent Night, and advertised Counselor Parent Workshops. The counselors also host Community College awareness night and financial aid nights to help parents and students with financial aid applications. Tustin High hosts four ELAC meetings each academic year. Every third year, Tustin High hosts the district-wide College Night. Parents have access to their student's academic progress through the TUSD Aeries Data System Parent Portal.

Staff Description

Tustin High School currently has 90 teachers, an administrative staff consisting of the principal and three assistant principals, five counselors, two school psychologists, two speech and language pathologists, and 81 classified staff. Classified staff includes one campus resource officer, one health clerk, one nurse, one LVN, two library media techs, one computer technician, a career center specialist, one community liaison, one athletic trainer, an office manager, a ten member office staff, 21 paraeducators, three behavior interventionists, as well as a full cafeteria staff and maintenance and operations team. The TUSD Personnel Department uses a thorough screening/hiring process to maintain a qualified pool of substitute teachers and substitute classified staff.

ACS WASC Accreditation History

In the Spring of 2012, Tustin High School completed its Self-Study Report and was granted a six-year term with a one day mid-term review.

The 2012 WASC visitation team made the following recommendations for Critical Areas for Follow-up:

1) Implement a school wide writing program in conjunction with Common Core Standards.
2) Implement research-based instructional strategies during "first-time instruction", extended learning time, daily tutorial, and block periods to increase the proficiency levels of students in core academic areas.
3) Use assessment data, both formative and summative, to drive instruction and to modify teaching strategies.
4) Increase parent involvement, particularly with the Hispanic/Latino populations (including updating and maintaining the THS website).
5) Create, adopt, and implement an ongoing professional development plan to increase teacher capacity to meet the needs of diverse student population.

In preparation for the one-day mid-cycle review, the Tustin High School faculty and staff met and decided it was necessary to revise the school mission, vision, and student learner outcomes. During the Spring of 2015, Tustin High School completed its one-day mid-term review and was reaffirmed through the end of the current accreditation cycle ending in June 2018, with another one-day mid-cycle accreditation visit which occurred in Spring of 2016.

The 2015 WASC visitation team made the following recommendations for Critical Areas for Follow-up:

1) Incorporate the WASC plan into the SPSA and include specific timelines and data measurements.
2) Increase student EAP scores and CAASPP proficiency rates to ensure that all students are college and career ready.
3) Develop an ongoing professional development plan based on student data results and subgroups of students and include specific implementation timelines and specific data used to measure effectiveness.
4) Develop a system to measure the effectiveness of new programs and/or strategies such as WICOR, CCR Academy, Daily Tutorials, ERWC, PIQUE, parent involvement, etc.
5) Implement additional research-based instructional strategies to continue the movement of "proactive" vs. "reactive." (Reduce the need for remediation, tutorials, etc.)

Vision & Mission Statements and Schoolwide Learner Outcomes (ESLRs)

Tustin's Mission Statement was revised in the fall of 2014.

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 was revised in the fall of 2014.

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.

Schoolwide Learner Outcomes

In 2014, Tustin High School revised its Expected Student Learning Results.

Tustin High School's Student Learner Outcomes are as follows:

The Tiller Family is a "Team" that produces graduates who:

Think critically across the curriculum through:
- integrating WICOR strategies
- creating and developing high quality products
- analyzing multiple sources

Effectively communicate:
- using a wide range of media and technology
- by taking personal, social, and civic responsibility
- fostering positive interactions with our diverse population

Advance literacy:
- while innovating, discovering, and taking risks
- through synthesis and analysis of a rigorous curriculum
- by exploring cultural, scientific, global, and visual competencies

Manage time and resources effectively by:
- prioritizing, planning, and achieving results
- using real-world tools
- balancing physical and mental fitness

LCAP Identified Needs and Description of Goals

The Tustin Unified School District continues to hold meetings with the District LCAP Committee throughout the year to gather input and to develop the District LCAP document. During the 2016-2017 school year, the committee was considerably smaller possibly due to the fact that available funds were significantly reduced. The committee consists of parents, teachers, bargaining group representatives, administrators, community members, and the student board

members.The student Board member who participated in the LCAP meetings attended Tustin High School and is an English language learner. In an effort to gather additional stakeholder input, the draft document is shared with District Advisory Committees including: Superintendent's Advisory Council, Superintendent's Teachers Advisory Council, Superintendent's Classified Advisory Council, District English Learner Advisory Committee, and the PTA/PTO Coordinating Council. Principals, administrators, and management staff are consulted regularly at management meetings.

Description of goals taken from the district LCAP:

Goal 1: By June 2018, THS is committed to delivering Social Emotional Learning (SEL) professional development to all teachers so that students can acquire and effectively apply knowledge, attitudes, and skills necessary to develop competencies in Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness in order to improve teacher and student responses of the Spring SEL Survey by 5%. (LCAP Goal 1: Highest Priority Student Achievement – Continue research-based instructional improvement activities and high-quality professional development with staff leading all schools and subgroups (including special education and English learners) to meet or exceed standards. LCAP Goal 2: Student Wellness – Continue to plan for and support students in the areas of safety, mental and physical health, and access to social supports.)

Goal 2: By June 2018, THS is committed to increasing the percent of SED and EL students who meet A-G requirements from 63% to 68% (SED) and from 13% to 16% (EL). (LCAP Goal 1 & 2)

Goal 3: By June 2018, THS students' writing scores on the TUSD local assessments in mathematics, English, and science will demonstrate a 3% increase of students meeting or exceeding standards between the Fall and Spring administration(2017-2018 is the baseline for the new TUSD local assessments). Students in significant subgroup of Hispanic/Latino and socio-economically disadvantaged (SED)
will increase performance by 5%. (LCAP Goal 1 and Goal 4: High Quality Employees—Recruit and retain people who exhibit positive attitudes, genuine caring and exceptional enthusiasm, and maintain the highest moral and ethical standards for all District employees.)

B.   School Program Data

Regular Program of Study

Curriculum Requirements and Expectations

Tustin High School is defined by a rigorous and relevant standards-based curriculum that challenges and engages students through instruction. To graduate, students are required to successfully complete 230 credits, which includes: 4 years of College Preparatory English, 2 years of Mathematics (a minimum completion of Geometry), 3 years of Science, 3 years of

History/Social Science (World History, U.S. History, American Government, and Economics), minimum 2 years of World Language or VPA (or 1 year of each), and 2 years of Physical Education. Health standards are embedded into required Physical Education and Life Sciences classes. Tustin High School is committed to providing a wide array of educational opportunities that support student learning and will lead to high school graduation.

Student Programs

Advancement Via Individual Determination (AVID) Program

Tustin High School was validated as an AVID National Demonstration School in April 2014 after a two year intensive review process ranking Tustin High School in the top 3% of all AVID certified high schools in the nation. The program has grown from 23 students in 1997 to include 568 students, approximately 25% of all students, in 16 AVID sections for the 2017-2018 school year. During the 2017-2018 school year, Tustin High School will undergo AVID Center's revalidation process for AVID Demonstration School status. AVID courses at all grade levels meet the UC a-g requirements in area "g".

After considerable professional development over the past five years, AVID methodology and WICOR (Writing, Inquiry, Collaboration, Organization, and Critical Reading) strategies are incorporated in nearly all classes at Tustin High School. 100% of Tustin High teachers receive ongoing training in AVID strategies through professional development days, late start meetings, leadership meetings and department meetings. 53 staff members have attended the AVID Summer Institute and/or AVID Path training. In the 2012-2013 school year, 16 teachers were trained in Critical Reading strategies to help staff prepare for the implementation of Common Core State Standards. In 2013-2014, AVID site leaders trained members of the School Leadership Team in Leadership for College Readiness. Between the summer of 2015 and 2017, 24 teachers attended the AVID Summer Institute with a focus on writing and engaging teaching strategies. The AVID Site Team is one of the reasons Tustin High School's program is successful as the team is comprised of 20 teachers, counselors, and administrators, and represents all academic disciplines. The Site Team helps deliver instructional strategies to department members and helps guide the AVID College Readiness System at Tustin High School. In 2017, 96% of Tustin High AVID seniors were accepted to four-year colleges and universities. AVID currently has alumni at many of California's top colleges, including UC Berkeley, UCLA, UC Irvine, as well as both Cal Poly campuses.

Career and Technical Education

CTE pathways offered at Tustin High School include: Graphic Design, Visual Imagery, Media Arts, Technology and Engineering, Music Tech, Software Engineering, and Biomedical Technology. Our Engineering pathway, T-Tech, is a California Partnership Academy pathway and our BioMed Pathway is a Project Lead the Way pathway. Students in all of our pathways are exposed to real-world and career based learning experiences, projects, and skills. 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, and Engineering Design and Development. All CTE courses meet the UC a-g requirements.

College and Career Readiness (CCR)

Launched in Fall 2014, College and Career Readiness tutorial is dedicated to informing all students about topics that will best prepare them for either college or a career upon graduation. Once or twice per month, on Late Start Wednesday bell schedule days, students meet with their assigned CCR teachers to explore items that will be helpful in their post high school plans. Students are assigned to grade specific CCR teachers, and as best as possible, are assigned to one of their current teachers; this is not optional for students as attendance is mandatory to ensure all students are best prepared for life after high school. During CCR time, Naviance (a web-based program that offers a suite of tools to help students address four critical areas of post-secondary success including self-discovery, career exploration, academic planning, and college and career preparation) is used to help students track their information throughout their four years as a Tiller. The CCR topics include:

- Grade 9 Overview: 4 year plan/transcripts, Naviance-interest survey, A-G requirements, Goal-setting, Haiku/PowerSchool Learning, Aeries, and Shmoop account set-up, CTE pathways, Naviance-strengths exploration, grade checks, Final exam study skills review, GPA calculation, Social Media accounts, Registration for the upcoming school year.
- Grade 10 Overview: 3 year plan/transcripts, Naviance-interest survey, A-G requirements, CSF, PSAT, freshman year reflection, goal-setting, transcript reviews, CTE pathways, Naviance-career cluster finder, Naviance-Learning style, Social Media accounts, CAASPP Testing, Resume building, RACC mini college fair, Registration for the upcoming school year.
- Grade 11 Overview: 2 year plan/transcripts, Naviance-career interest profiler, A-G review, PSAT, Shmoop, Resume building, UC vs. CSU, Social Media accounts, SAT/ACT sign ups, Liberal Arts/Private schools, CSF, RACC mini college fair, Naviance-college Super Match, Common App, CAASPP Testing, EAP Testing, Registration for the upcoming school year.
- Grade 12 Overview: Naviance-college searches, SAT/ACT sign ups, CSF, LOR Packets, college essay/personal statement, Naviance-applications, grade checks, community college priority registration, career search, FAFSA, Dream Act, #accepted, Social Media accounts, Scholarships, RACC mini college fair, EAP results, college assessment testing, Statement of Intent, Commitment Day, senior survey.

CCR information is available to all students throughout the school year as all students have free access to Naviance and can utilize this resource throughout their four years at Tustin High School. Through the Family Connection section of Naviance, students are able to store a personal game plan, a list of possible careers and majors, a resume, a list of colleges a student is considering, a list of colleges to which he/she is applying, college application tasks, and application results. This is private information that can only be accessed by the student, parents, or the counseling department. Students are contacted by email about college visits to Tustin High, application deadlines, surveys, and other pertinent college information from the counseling department. CCR presentations are emailed to students through the Naviance system so that if students are absent on a CCR day, they will not miss out on information presented.

Model United Nations (MUN)

The Model United Nations Program utilizes a dynamic and globally themed curriculum through problem based experiential and service learning activities. MUN students become confident and dynamic 21st century global leaders. Throughout a rigorous spiraling four year University of California a-g approved curriculum of MUN I Cultural Geography, MUN II Global Issues, MUN III United States Foreign Policy and MUN IV Comparative Government and Politics, MUN skills are taught, assessed and mastered. Students who master MUN skills will excel in rigorous high school curriculum, attend and succeed at competitive colleges, and serve as global leaders in any professional field of their choice. MUN skills include researching, reading and writing, oral and visual presentations, applied critical thinking, personal and group management, problem solving, community outreach, and organizational leadership. All MUN courses meet the UC a-g requirements.

In November 2017, Tustin High School will held its 25th annual Model United Nations Conference. The event draws students from more than 30 schools from all over the world. Approximately 1,400 students gathered to tackle and solve major crises, such as economic turmoil, ISIS, and the Ebola virus. This large group of students and these serious topics helped in making it one of the largest high-school-run Model United Nations Conference. Tustin High School's MUN program molds students into global leaders motivated and prepared to solve the world's problems all while developing their speaking, research, debate, and collaborative skills.

Regional Occupational Program (ROP)

Tustin High School partners with Coastline ROP to provide students a rich curriculum that is aligned to CCSS and evaluated by industry members. California's Career Technical Education (CTE) Curriculum Standards are organized into 15 industry sectors. Tustin High School offers ROP courses in Arts, Media, and Entertainment, Engineering and Design, Hospitality, Tourism, and Recreation and Public Services. Currently, Tustin High School offers ROP classes during the school day and after school hours. Courses offered include: Administration of Justice, Computer Graphics, Culinary Arts, Engineering Design and Development, Introduction to Product Design and Engineering, Multimedia Communication Design, Music Technology, and Visual Imagery.

An ROP career specialist is accessible to students and parents in the school ROP Resource Center. The ROP career specialist works closely with our academic counseling staff to provide students information and resources about CTE opportunities, courses in a program of student interest, post-secondary options and career planning.

STEM/T-Tech

The Tustin High School T-Tech Academy of Technology and Engineering is a four-year program where science, math, and technology come to life. Tustin High School T-Tech students experience a wide range of hands-on technology and engineering curricula that includes robotics, electronics, materials science, alternative energy, CAD design, 3D printing, electric vehicle design, programming, app development, fabrication techniques and more. The T-Tech program consists of two distinct pathways: Hardware (pre-engineering) and Software (computer science).

On the hardware side, T-Tech is the one place on campus where students can work in the engineering shop and "get their hands dirty" by using tools and materials, and putting academic instruction to real-world applications. The software group leverages the school's one-to-one laptop program and it is busy using and developing cyber tools such as Python programming, Android app development and internet applications.

For the fifth year in a row, six engineering students from T-Tech spent two months as engineering interns at Boeing's Huntington Beach site. After a competitive application process, each student was selected by an interview panel to become a part of Boeing's exclusive summer internship program. Only 70 students from Orange County were honored by the opportunity to be immersed in the fields of engineering, aerospace, chemistry, physics, and material science. In 2017, six additional T-Tech students studying computer science were part of a different internship program at EON Reality, a virtual reality firm in Irvine, CA. Students at EON learned to work in a professional software company to study and develop virtual and augmented reality programs for industrial and educational applications. In total, 15 T-Tech students took part of a technical summer internship in the summer of 2017.

T-Tech's college acceptance rate is twice that of Tustin High School's general student population, and 90% of our students entering 4-yr colleges choose a major in the STEM fields. T-Tech currently has alumni at many of California's top colleges, including UC Berkeley, UCLA, UC Irvine, as well as both Cal Poly campuses.

Also in 2017, team of eleven T-Tech students was named a Lemelson-MIT InvenTeam. Only 15 schools across the nation are awarded a grant from the Lemelson-MIT foundation ($10,000) to develop an invention over the course of an academic year. The team presented their device in June 2017 at the Massachusetts Institute of Technology.

iTHS Media (Pitchfork, Music Technology)

The iTHS Media Program was started in 2014-2015 to encourage students with the gift of writing and technological creativity. So far the program includes: Journalism, Music Technology, Video Production and Yearbook. After eight years of being on haitus, Tustin High School revived its Journalism program with fantastic results: an on-line student run magazine, The Pitchfork. The Pitchfork includes a section for Music Technology and will soon include pages to display other student mediums such as art, video, and yearbook updates. The program also applied for, and was awarded a grant to write and publish a children's book, which will be complete by February 2018. The magazine went live on October 15, 2014 and currently has (over 75,000 as of November 2017). All courses in journalism and media arts and technology are approved UC A-G courses.

BioMedical Sciences Pathway

Tustin High School's PLTW Biomedical Pathway is in its 2nd year of implementation. Students in this Pathway have the opportunity to work with similar tools and lab equipment used by professionals in the medical profession while engaging in compelling, hands-on real world activities. The four year pathway consists of Principles of Biomedical Science, Human Body Systems, Medical Interventions and Biomedical Innovations.

Support and Intervention Programs

English Learners at Tustin High School have access to all programs through intensive instruction courses, ELD A, B, and C, sheltered, and support courses. ELD A, B, and C courses are designed for our newcomer and emerging students. The students in this class use the Edge curriculum which is structured to help students build language, content, and skill in the English language. Students who are "expanding" and "emerging" levels that demonstrate difficulties accessing the college-prep coursework due to limited understanding, speaking, reading, and writing of the English language, are provided sheltered or support courses. The sheltered course offers students support in developing content-specific knowledge while building their proficiency in English. Tustin High offers sheltered courses in English and support classes in mathematics and science. For English Language Learners who read and write two or more years below grade level, Tustin High offers an intervention/core replacement program, Edge. Edge provides students with high interest content and systematic, direct instruction in reading and writing.

During the 2017-2018 school year, Tustin High is piloting a support class with our ELD Teacher On Special Assignment (TOSA). The students in the support class are a group of 10th grade students that are at the "bridging level" of ELD status and need structured support in accessing curriculum. They are also students who have met all but one of the categories for reclassification. They are cohorted as much as possible in their core classes so that they can receive intentional support during their ELD support class. The purpose of this pilot is not only to support students in the reclassification process, but to help them build the academic skill and confidence needed for them to be successful in their content area classes. The ELD TOSA position is new this year and their role includes working as a liaison between the school and the district to bring more ELD professional development on campus for all teachers.

Tustin High School has a small population of foster youth averaging approximately 32 students per school year. Foster youth come from one of two group homes in the area - Olive Crest or Right of Passage. Each counselor works with the foster youth's case manager, social worker, and CASA to ensure appropriate placement in courses to maximize student success. Throughout the school year, counselors monitor progress to ensure students are successful and will assist the student for qualification for AB216 to enable the student to graduate from high school.

C. Demographic Data

Socioeconomic status

Enrollment has increased since the last full WASC visit as Tustin High School is open to transfers from students residing within and outside of the Tustin Unified School District. During the 2017-2018 school year, 69% of the student body is socioeconomically disadvantaged (SED) with that population qualifying for free and reduced lunch.   Parent education levels also reflect Tustin's diverse demographics, with the following breakdown of educational attainment: 26% not a high school graduate, 27% high school graduates, 19% with some college, 14% college graduates, 6% reporting graduate school or postgraduate training and 8% declining to state.

Student Enrollment

Student Enrollment by Grade Level

Grade Level	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grade 9	506	553	655	640	595	608
Grade 10	604	515	572	616	607	564
Grade 11	512	565	513	516	584	607
Grade 12	487	494	565	477	496	597
Total	2109	2128	2305	2249	2282	2376

Student Enrollment by Gender

Grade Level	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Male	1073	1068	1146	1149	1176	1223
Female	1039	1060	1159	1100	1106	1153
Total	2109	2128	2305	2249	2282	2376

Student Enrollment by Ethnicity

School Year	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American	White, not Hispanic
2012-2013	170	24	48	1488	80	317
2013-2014	162	27	50	1558	68	285
2014-2015	171	23	53	1676	74	308
2015-2016	113	22	52	1736	70	256
2016-2017	115	23	46	1781	69	255
2017-2018	166	24	24	1834	48	286

During the 2017-2018 school year, the student population demographics are 77% Hispanic, 12% White, 7% Asian, 2% African American, 1% Filipino, 1% Pacific Islander, and 1% Other which closely reflects the City's demographics. Since the last full WASC visit, enrollment has increased by approximately 200 students and the percentage of Hispanic students has increased by approximately 7%.

Languages Other Than English

The number of languages spoken other than English has remained the same over the past six years with 20 different home languages. The number of Spanish speaking homes continues to reflect the majority for our student body exceeding the number of English-only homes by 22%. Tustin High School continues to analyze home language demographic trends and possible instructional implications. The following is a list of the top five home languages other than English at Tustin High School from 2012-13 to 2017-18.

English Learners (EL) and Fluent-English Proficient (FEP) Students by Language (R-30)

Language	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Spanish	1213	1279	1342	1392	1415	1478
Vietnamese	37	35	36	41	38	39
Filipino (Tagalog)	22	20	23	22	22	26
Khmer (Cambodian)	13	13	17	14	12	10
Total Number of Students From All 20 Home Languages	1353	1401	1482	1515	1545	1611

Socio-Economically Disadvantaged

In 2017, 64% of Tustin High School students qualified for the free or reduced lunch program due to their socio-economically disadvantaged status. In 2009, Tustin High School opted out of the Federal Title I program. This decision was made in order to avoid penalties levied for failure to meet Adequate Yearly Progress. At the time, Tustin High School's administration cut $190,000 from its 2009-2010 budget. Tustin High School resumed its Title I Schoolwide status in the 2016-2017 school year, with 70% of students qualifying for the free or reduced lunch program, as the AYP program was discontinued. The additional money allowed for more support systems to be put into place for students including support staff, instructional materials, conferences, and professional development.

Special Education

Currently, 10% of the Tustin High School population are identified as Students with Disabilities and are supported by five and a half Resource Specialist Program (RSP) teachers, three Special Day Class Moderate/Severe (SDC M/S) teachers, two Special Day Class Mild/Moderate (SDC

M/M) teachers, two Special Day Class Adult Transition teachers, two School Psychologists, two Speech and Language Pathologists, 21 para-educators, one Licensed Vocational Nurse and four Behavioral Modification Interventionists. Students with Individualized Education Plans (IEPs) are in the general education program to the maximum extent possible with appropriate accommodations and support. General education teachers are provided with an "IEP At a Glance" for each of the special education students enrolled in their course to ensure all students are receiving the support they need. Instruction in RSP is provided in a collaborative model to enable general education and special education teachers to co-teach and provide academic support in content areas and/or specific levels of instruction. Services to students are provided in a collaborative manner to meet the individual learning needs of each student and to provide full access to the standards-aligned curriculum. Paraeducators may be assigned to a specific general education class and/or to a specific student to support transition to the regular classroom. Behavioral Modification Interventionists work one-on-one with students as appropriate.

Special Education Population: Number of Students Enrolled per Disability

Disability	2014-2015	2015-2016	2016-2017	2017-2018
Autism	23	18	23	27
Emotional Disturbance	5	3	3	3
Hard of Hearing	1	2	5	5
Intellectual Disability	15	13	11	12
Multiple Disability	4	3	3	6
Orthopedic Impairment	5	6	2	3
Other Health Impairment	23	41	37	42
Specific Learning Disability	111	124	98	109
Speech or Language Impairment	10	45	19	21
Traumatic Brain Injury	1	1	1	1
Visual Impairment	1	0	0	0
Total	199	256	202	229

Language Proficiency Numbers

The aggregate number of EL and FEP students at Tustin High in 2012-2013 was 1353 (416 EL, 753 Redesignated and 184 FEP), and the total in 2017-2018 is 1,618 (341 EL, 1,162 Redesignated and 115 FEP). This represents 1515 out of the 2249 students in 2015-2016, 67% of the student population. This significant percentage of the student body identified as either EL, Redesignated or FEP reveals the diverse instructional needs of our student population.

English Learner Levels	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
# of English Learners	416	372	421	369	284	341
# of Fluent English Proficient (FEP)	184	194	202	167	134	115
# of Redesignated	753	835	859	979	1131	1162

D. Data on Addressing the Eight State Priorities:

1.   LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)

Teacher Qualification Data

Qualifications	2014-2015	2015-2016	2016-2017	2017-2018
# of Teachers	86	87	91	90
# Fully Credentialed	86	87	91	90
# Emergency Credentials	0	0	0	0
Average Years Teaching	12	12	13	Data not yet available
Average Years in District	10	11	11	Data not yet available
# 1st Year Teachers	3	5	2	4
# 2nd Year Teachers	1	3	7	5
# Intern Teachers	0	0	0	0
# Male/Female Teachers	39 male/ 47 female	36 male/49 female	35 male/56 female	34 male/56 female
#/% of White Teachers	61/71%	61/70%	61/67%	Data not yet available
#/% of Hispanic/Latino Teachers	18/21%	19/22%	21/23%	Data not yet available

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#/% of Asian Teachers	5/ 6%	7 / 8%	7/8%	Data not yet available
#/% of African American Teachers	1 /1%	0	0	Data not yet available
#/% of Other	0	0	2/2%	Data not yet available

All Tustin High School teachers are fully credentialed. There have been many changes in the teaching staff since the last full WASC visit as approximately 30% of current teachers were not teaching at Tustin High School in 2012.

Professional Development Programs

TUSD supports Tustin High School staff by providing a strong, continuous professional development program designed to assist teachers, specialists, classified staff, paraprofessionals, and administrators in meeting the goals for achievement as described in the Single Plan for Student Achievement. Communication plays a large role in Tustin High School's professional development plan. The administrative team shares upcoming Professional Development opportunities and encourages teachers to participate. They also provide staff with current articles regarding new topics, trends or other information in education that teachers should be aware of or can share to better support their students. New technologies that can be utilized in the classroom are a topic of conversation for all staff members at Tustin High School as evidenced by JOT (Just One Thing) sessions. Tustin High School teachers receive continuous assistance from TUSD Teachers on Special Assignment (TOSA) in Reading/Language Arts, Mathematics, Science, AVID, English Language Development and Digital Learning/Connect Coaches. Through TUSD efforts to expand teacher development in utilizing technology to enhance instructional delivery and learning, teachers have opportunities for peer coaching via the DLC fellow mentoring program and "help desk" support as needed. In 2017-2018, the DLC mentoring program shifted from almost exclusively technologically based assistance to a Connect Coaching model where district Connect Coaches (formerly DLCs) offer mentoring support in 6 week coaching cycle. Teachers are encouraged to sign up for coaching cycles as either individuals or teaching teams to learn new instructional strategies to engage students.

Annual Professional Development goals are determined through analysis of student assessment data, evaluation of outcomes of previous professional development programs, feedback from teachers and principals, and direction from TUSD Board of Education. In 2014-2015 professional development was focused on TUSD Connect - providing student rigorous, engagement curriculum enhanced by technology and Expository Reading and Writing. In 2015-2016, professional developed focused on critical reading strategies for complex and purpose driven text. The 2016-2017 school year focused professional development on writing strategies for expository text. Currently, the 2017-2018 school year professional development plan focuses on Socio Emotional Learning in the classroom as well as continued efforts to improve first time instruction.

Access to Standards Aligned Curriculum

All students at Tustin High School have access to standards-aligned curriculum. 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. The school district has adopted and purchased textbooks and/or instructional materials for each core subject area. During the 2017-2018 school year, the mathematics department will be piloting textbooks from various publishers to identify what will best meet the instructional needs of each student.

School Facilities

Tustin High is in the final stages of a Master Plan process for modernization of the current school site. In 2011 the Science Center was constructed and includes large laboratory classrooms for courses in life and physical sciences with areas for proper chemical storage, as well as areas for both traditional seating as well as laboratory stations to accommodate all students. Most recently, the new construction includes the Sports Pavilion (2012), stadium and track (2013), Humanities Building (2016) and athletic fields on the Lambert Campus across the street for softball, soccer, and lacrosse. Modernization projects include the Social Sciences/English buildings (2014), the Tiller Cafeteria (2014), Olympic size pool (2012), Library (2016), and Little Theatre (2016). Over a two year period from 2015 - 2017, new furniture was purchased for each classroom to maximize opportunities for student collaboration. Currently, Tustin High School is in the construction process to install solar panels in the parking lot.

2.   LCFF Priority 2 - Implementation of Academic Standards

In preparation for the 2014-2015 full implementation of California Common Core State Standards (CCSS), Tustin High School began an extensive professional development plan to ensure teacher understanding of the significant shifts between the former state standards to the new national standards. Teachers were provided opportunities to unpack the standards, learn new engaging instructional strategies and explore a variety of ways to assess student learning. In the fall of 2014, Tustin High School teachers formalized their newly acquired learning through the development of CCSS unit planners which are revised annually. Teachers from all content areas worked in course-alike teams to identify CCSS standards to teach per unit of time. Each unit of instruction includes an essential question to spark real-world thinking and application which prepares students for careers, higher order thinking questions for daily lesson design with Depth of Knowledge reference, unit objectives for reading and writing, skill development, technology resources, academic vocabulary, content specific vocabulary, sentence frames, and end of unit common assessment to measure student learning. Since the 2015-2016 school year, teachers have had release time to work on aligning curriculum and the development of common assessments based on Common Core State Standards.

Tustin High School Professional Learning Community

The strength of Tustin's instructional program is the collaborative model used by the teaching staff. As a grounded Professional Learning Community (PLC), teachers invest time and effort to work collaboratively to improve instruction and student achievement through development of California Common Core instructional unit planners, data analysis, discussion on essential standards and common assessments, best teaching practices and a transparency of results. Teachers share their data from common assessments and hold each other accountable in order to find the most effective teaching strategies that will impact student learning. These types of open discussions of strengths and weaknesses shift the focus of what to teach, to a focus on student learning. Professional development, delivered by Department Instructional Coaches, and AVID Site Team teachers during Late Start time, occurs within each PLC to support teachers with effective teaching strategies that support student learning and promote critical thinking. The work done in PLCs, or grade level department teams, ensures all students have access to academic, content, and performance standards.

3.   LCFF Priority 3 - Parent Engagement

In 2013, Tustin High School hired a full-time bilingual community liaison to facilitate parent participation. The community liaison has successfully organized numerous parent education classes and attendance at these events has increased. Parents are involved with school decision-making as members of Site Council and ELAC . Efforts to seek parent involvement have included workshops created by the counseling department to assist parents with understanding college and career readiness, how to access Aeries Parent Portal to monitor student attendance and grades, how to access Haiku/PowerSchool Learning (learning management system) to monitor course expectations and resources. Parents are encouraged to become involved in the booster clubs on campus and make decisions regarding extracurricular programs on campus.

4.   LCFF Priority 4 - Performance on Standardized Tests

Academic Performance Data

Tustin High School's Academic Performance Index (API) for 2013 was 786, a decrease of 11 from the previous year. Tustin did not meet the school wide improvement targets, nor any targets for its significant subgroups, with the exception of the White subgroup with an API of 867, an increase of 9. The other significant subgroups API decreased between 2012 and 2013 including Hispanic/Latino (-15), English Learners (-25), Socioeconomically Disadvantaged (-15) and Students with Disabilities (-30). Tustin High School's Adequate Yearly Progress (AYP) yielded similar results between 2013 and 2014 by not increasing, nor reaching, AYP performance targets in English/Language Arts and Mathematics for school wide and all significant subgroups. White students no longer meet the criteria as a significant subgroup based on enrollment data from 2013-2014. The AYP program and CAHSEE requirement were discontinued in 2014, so those measures are not used in data analysis for 2015 through 2017, but are here for reference to prior years. For continued progress monitoring, CAASSP results, college readiness indicators (EAP, SAT/ACT, A-G requirements), and TUSD "Checkpoint" assessments (beginning 2018) will be used.

Adequate Yearly Progress (AYP)

	ELA 2012	ELA 2014	Math 2012	Math 2014
Schoolwide	59.6	59.4	57.3	54.3
Hispanic/Latino	53.6	46.3	49.6	48.4
English Learner	32.7	19.9	32.8	29.0
Socioeconomically Disadvantaged	52.9	44.9	50.3	47.6
Students with Disabilities	18.6	19.6	14.0	16.9

California High School Exit Exam (CAHSEE) Passing Rate - Grade 10

	ELA 2012	ELA 2014	Math 2012	Math 2014
Schoolwide	89%	85%	89%	85%
Hispanic/Latino	87%	81%	88%	82%
English Learner	69%	43%	71%	52%
Socioeconomically Disadvantaged	88%	80%	88%	81%
Students with Disabilities	35%	43%	32%	41%

Prior to the CAASPP's initial administration in 2015, Tustin High School administrators and teachers worked diligently to shift instruction to meet the needs of Common Core Standards. The 2015 scores were promising in ELA with 63% of the students meeting or exceeding the standards. The schoolwide goals for improving reading and writing in 2016 had a positive impact on the student results with 75% meeting or exceeding the standards. The 2017 ELA scores declined by more than 12% which were equal to the initial scores in 2015. More work needs to be done to support students in ELA.

The 2015 math scores initially showed 29% of the students meeting or exceeding the standards. In 2016, scores improved 13% with 42% of the students meeting or exceeding the standards. The 2017 ELA scores declined 7% with 35% of students meeting or exceeding the standards, which is still higher than the initial score. To better meet the needs of students, the math department is currently piloting two curriculums to support students in math. The new curriculum will be adopted for the 2018-2019 school year. The disaggregated data (Appendix M) illustrate that a gap in achievement exists between English Learners and Socioeconomically disadvantaged students in comparison with the schoolwide population. More intentional academic support is needed for these two subgroups.

CAASPP - California Assessment of Student Performance and Progress

ELA	ELA 2015	ELA 2016	ELA 2017
Standard Exceeded	20%	32%	25%
Standard Met	43%	43%	38%
Standard Nearly Met	25%	19%	24%
Standard Not Met	12%	7%	12%
ELA Total Exceeded/Met	63%	75%	63%
CAASPP - California Assessment of Student Performance and Progress			
Math	Math 2015	Math 2016	Math 2017
Standard Exceeded	8%	14%	13%
Standard Met	21%	28%	22%
Standard Nearly Met	30%	30%	31%
Standard Not Met	41%	28%	33%
Math Total Exceeded/Met	29%	42%	35%

SAT and ACT Exams

Since 2012, the number of students taking the SAT and ACT exams has increased. During the 2016-2017 school year, the Tustin Unified School District partnered with the College Board to provide a free, digital SAT during the school day in October, thus the dramatic increase of test takes from 256 in the previous year to 472 last year. These students piloted the digital SAT and provided feedback to the College Board about the digital experience. Impressively, the number of students taking the test increased and the student scores on the SAT were the highest they have been in the past six years. This can be attributed to the increased rigor in content courses and the increased number of students completing a-g requirements, the intentional delivery of information regarding college and college readiness in CCR, and the overall shift in the college going culture of campus.

The number of students taking the ACT has also increased during the past six years and can be attributed to the efforts of the counselors and teachers to improve communication to students regarding college readiness. Since the 2015 school year, Tustin High School has offered a free ACT Boot Camp for juniors and seniors taking the test. Similar to the SAT, there has been an increased number of test takers, but there has not been an increase in ACT scores, there has been a decrease. More work can be done to help prepare students for this test and increase awareness about testing opportunities.

SAT Report (Average Score)

Graduation Year	Number Tested	Reading	Mathematics	Writing
2017	472	490	490	490
2016	256	454	464	448
2015	305	458	457	453
SAT Report (Average Score) Continued				
Graduation Year	Number Tested	Reading	Mathematics	Writing
2014	228	468	465	458
2013	220	469	485	469
2012	183	471	482	474

ACT College Readiness Report (Average Score)

Graduation Year	Number Tested	Reading	Mathematics	Reading	Science
2017	160	19.2	20.4	20.6	20.6
2016	86	19.4	20.5	20.5	20.5
2015	74	22.6	23.0	22.9	22.3
2014	29	23.8	23.8	24.0	22.4
2013	48	24.4	25.1	26	24.5
2012	29	22.6	22.6	22.7	21.0

Early Assessment Program for College Readiness (EAP)

Student scores on the EAP exam are used to measure college readiness. The total number of students "Reading/Exceeded and Ready Conditional/Met" for math has decreased 4% from 2014 scores. More work is needed in preparing students for this exam. The total number of students "Reading/Exceeded and Ready Conditional/Met" for English has increased 25% since 2014. A focus on reading and writing as a schoolwide goal can be attributed to this increase. Educating students on the importance of the EAP is an area of continuing improvement requiring a specific

plan of action to increase student understanding, parent education and staff awareness. Results from the LCFF State Priorities Snapshot (Appendix E) illustrate that a gap in achievement exists between English Learners and Socioeconomically disadvantaged students in comparison with the schoolwide population.

Early Assessment Program for College Readiness (EAP) - Schoolwide Grade 11

Math	Math 2014	Math 2015	Math 2016	Math 2017
Ready/Exceeded	2%	8%	14%	13%
Ready Conditional/Met	38%	21%	28%	22%
Total College Ready	40%	29%	42%	36%
ELA	**ELA 2014**	**ELA 2015**	**ELA 2016**	**ELA 2017**
Ready/Exceeded	24%	20%	32%	26%
Ready Conditional/Met	16%	43%	43%	39%
Total College Ready	40%	63%	75%	65%

Honors and Advanced Placement

Tustin High School offers a full academic and elective program, including Honors and Advanced Placement courses in all subject areas. The focus on academic success is evidenced by the open access to the variety of Advanced Placement courses offered. Since the 2012-2013 school year, our percentage of students taking at least one AP course has increased from 12% to 20%. Although there was a dip in pass rate between the 2015-2016 testing years, the 2017 pass rate (65.7%) was the highest it has been in at least six years. An AP PSG study group was formed to explore ways that teachers could support students with mastering AP curriculum and AP teachers attending training through the Orange County Department of Education. The Assistant Principal of Curriculum is responsible for maintaining course approval.

- In 2013-2014, 311 students sat for 573 exams with 74% scoring 3 or higher.
- In 2014-2015, there were 477 students enrolled in at least one of the 16 AP Courses offered at THS. Of those 477 students, 397 were enrolled in two or more AP classes.
- In 2015-2016, there were 503 students enrolled in at least one of the 16 AP Courses offered at THS. Of those 503 students, 244 are enrolled in two or more AP classes.
- In 2016-2017, there were 527 students enrolled in at least one of the 15 AP Courses offered at THS. Of those 527 students, 231 were enrolled in two or more AP classes.
- In 2017-2018 there are 534 students enrolled in at least one of the 16 AP Courses offered at THS. Of those 534 students, 242 enrolled in two or more AP classes.

Advanced Placement Testing

	2012	**2013**	**2014**	**2015**	**2016**	**2017**
# of Test Takers	186	256	311	370	456	466
# of Test Taken	297	393	573	674	881	825
# of Tests Scored 3+	221	271	370	337	353	542
Passing Rate	63%	65%	64%	50%	40%	65.7%

Failing Student Academic Intervention

Tustin High School continues to work on addressing struggling students by identifying them as early as possible to provide support. As students are identified, Tustin counselors and teachers work to address the challenges a student may be facing and provide additional instruction, support, tutoring, or other assistance. Every four weeks, students who have either D or F grades are placed into a mandatory tutorial period for the subject they are struggling with to provide them additional support as needed. Structures in place for academic support include: Mandatory Tutorial Period, Plato (credit recovery system), Report Card Night, Aeries Parent Portal, and grade checks by extra curricular advisors, athletic coaches and directors.

Student percent of D and F grades at 1st Semester

Year	Percent of Students with D's	Percent of Students with F's	Average GPA
2014	9.4	4.2	2.97
2015	9	4.9	2.99
2016	6.7	2.9	3.17
2017	Data not yet available		

5.   LCFF Priority 5 - Pupil Engagement

Pupil engagement is a high priority for Tustin High School. While we are very committed to student engagement in academics, we also feel that it is very important for students to be highly engaged and connected to school through more social and athletic aspects. It is our belief that students connected to school via extra curricular activities, clubs, programs, and athletics, build positive, healthy, appropriate relationships with staff and have a higher success rate. For this reason, we highly encourage student participation in extracurricular activities on campus. We have trained staff in PBIS and Capturing Kids Hearts so that they can build appropriate healthy connections with students, positively support and redirect behavior, and teach students the soft

skills necessary to navigate life's various obstacles. This year, in order to continue to grow pupil engagement and student resilience, we have made it our goal to deliver Social Emotional learning to staff and students. Social Emotional Learning will help staff and students develop a growth mindset and become more engaged in academics, take more academic risks, and build confidence. The Gallup Poll (Appendix B) shows a lack of students who feel fully engaged in school (47%) and who have a low sense of hope (45%). Our hope is that by building stronger relationships with students and teaching both students and staff how to develop social emotional competencies, our students will feel more engaged and more hopeful about their futures and will achieve greater academic success.

Pupil engagement in academics and focus on graduation has increased as shown by our graduation data below. Last year, our counselors and staff worked diligently to ensure that every student graduated. We are proud to say that 100% of THS seniors graduated last year.

Graduation Rate

	Enrolled	**Graduates**	**Percent**
2011-2012	473	457	96.6
2012-2013	487	483	99.2
2013-2014	494	486	98.4
2014-2015	561	556	99.1%
2015-2016	474	470	99%
2016-2017	478	478	100%

Attendance

Tustin High School approaches student attendance issues collaboratively with teachers, counselors, administrators, parents, and students through a variety of interventions. Interventions include a progressive discipline plan including: conferences, counseling, disciplinary referrals and consequences, meetings with Orange County District Attorney, School Resource Officer, Saturday School, School Attendance Review Team, and School Attendance Review Board. Attendance rates have stayed consistent as administrators, counselors, and teachers have conveyed the importance of attending school each day. In the student survey, over 90% of students feel it is important to go to all of their classes. If a student is absent or tardy to any class, the parent receives a phone call that evening informing of them of absence or tardy. Parents and students have continual access to attendance through the Aeries Parent Portal.

Average Daily Attendance

Year	Number of Students	Percent Attendance
2012-2013	2109	95.9%
2013-2014	2127	96.7%
2014-2015	2305	95.7%
2015-2016	2249	96.8%
2016-2017	2282	96.2%
2017-2018	2376	96.5%

School Mobility

Year	Total Enrolled	New to District/Enroll	Dis-enrolled
2012-2013	2109	146	150
2013-2014	2127	152	168
2014-2015	2305	206	201
2015-2016	2249	120	166
2016-2017	2241	200	83
2017-2018	2370	187	29 (to date)

6.   LCFF Priority 6 - School Climate

Student Discipline Action

Discipline Action	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Suspensions	126	205	151	159	136	37(to date)
Expulsions	13	23	0	2	0	0 (to date)

Discipline/Student Conduct

Tustin High School strives to provide a safe and healthy learning environment for all students and staff. Tustin maintains this environment through the modeling of positive student behavior and academic success. All staff members work together to implement school rules and hold students accountable for their actions. The discipline within the school is based on the Go BIG R.E.D positive behavior intervention and supports (PBIS). The staff works to create and maintain positive working relationships with students. In order to promote positive student behavior, a progressive discipline plan is implemented in every classroom and office school-wide. The Go BIG R.E.D program outlines expectations and utilizes positive reinforcements to recognize students demonstrating Respect, Effort, and Determination while in classrooms, on campus, and at school related events.

A comparison of WASC student survey results from 2011, 2014, and 2017 illustrates Tustin High School's need to continue efforts toward creating a small, caring, and personalized learning community which provide students supports and safety nets. To this end, Tustin High School has committed to train 100% of its teachers in Flippen Education's Capturing Kids' Hearts program where participants learn proven, repeatable skills that help develop safe, trusting, self-managing classrooms which ultimately improves attendance, builds students' motivation and responsibility for their own actions and performance. To date, Tustin High School has trained over 30 certificated teachers. Additionally, Tustin High School has committed to incorporating Social Emotional Learning professional development into the school's plan for the 2017-2018 school year and will be part of the long range plan to address the students' needs for a caring and personalized learning community.

WASC Survey Results Percentage of Students Rating Strongly Agree and Agree

Year	2011	2014	2017
# of students surveyed	**167**	**1,654**	**1,664**
I enjoy my school	92%	85%	87%
My teachers know how well I am doing in school	93%	83%	84%
I have a good relationship with one or more teachers	87%	88%	89%
Staff responds to students who bully and put each other down	73%	83%	80%
I feel physically safe on my campus	96%	88%	89%

Student survey results between 2014 and 2017 remained relatively similar with slight gains in how students felt about their relationships with teachers, with their enjoyment of school, and with feeling physically safe on campus. There was a slight decline in the percentage of students who feel that staff responds to students who bully and put each other down.

Parent survey in 2014 (2011 parent survey results are unavailable) results reflect 93% of parents agree or strongly agree that Tustin High School is a safe, good place to learn and a pleasant place to be. 94% of parents agree or strongly agree the discipline policy is known, fair, and consistently applied. The 2017 student parent survey results reflect 94% of parents agree or strongly agree that Tustin high School is a safe, good place to learn and a pleasant place to be. 92% of parents agree or strongly agree the discipline policy is known, fair, and consistently applied. Results from the parent surveys given in 2014 and 2017 remained consistent.

Student Participation

Associated Student Body (ASB)/Link Crew Leadership

This year, Tustin High proudly piloted the Link Crew Leadership class with a total of 23 Juniors and Seniors who ran 9th Grade Summer Orientation Day, Cocoa and Cram for finals, and student recognition programs such as Tiller of the Quarter and Tiller Tickets, to name a few. The Link Crew members work with counselors and the counseling tech to "link" up 9th grade students, as well as new students, to a current student so that they can start building connections at school. Link Crew members check on their "buddies" throughout the school year to ensure that they feel supported and connected to campus. Our ASB classes have a total of 70 students. Our ASB and their director work diligently to plan school activities, show school spirit and support students at a school events, and work to raise student involvement. ASB also has elected officials whom are elected by the student body. Those officials run their leadership class and work with their director to develop ways to better serve the students. In both classes, students develop leadership, communication, collaboration, relationship building, and planning skills.

Athletics

Tustin High School's Athletic Programs play a vital part in the culture of our school. Its student population is diverse, and athletics provides the opportunity for students from different backgrounds to unite and work together toward a common goal. With twenty-five different sports teams, our Athletic Department is as diverse as our student population. Tustin High School currently offers:

Fall	Winter	Spring
Girls' Volleyball	Girls' Soccer	Softball
Girls' Tennis	Boys' Soccer	Baseball
Football	Girls' Wrestling	Girls' Track
Girls' Golf	Boys' Wrestling	Boys' Track
Girls' Cross Country	Boys' Basketball	Boys' Swimming
Boys' Cross Country	Girls' Basketball	Girls' Swimming
Boys' Water Polo	Girls' Water Polo	Girls' Lacrosse
		Boys' Lacrosse
		Boys' Golf
		Boys' Volleyball
		Boys' Tennis

Like many of Tustin High School's academic organizations and extracurricular activities, the Athletic Programs have grown in both student involvement and success. Tustin High contributes this growth to the following factors:

- Successful Varsity Programs: Tustin High School has had a long tradition of success in Football and Boys' Basketball. The Boys' Varsity Football continued its success by participating in CIF Finals in 2007, 2008, 2010, and won the title in 2011. The following year, the Varsity Boys' Basketball team was also CIF Champions in 2012. However, many of other athletic programs, especially the Girls' teams, used to struggle in competition. In 2010, Tustin High School left the Century League and became members of the Empire League. With this transition, the Athletic Directors made it a priority to build stronger Athletic Programs. By offering yearlong conditioning in the off-season and hiring committed coaches, all Varsity teams are now thriving. Over the past four years, the Varsity Teams have become quite competitive in the Empire League. In the 2013-2014 school year, nearly fifty percent of the Varsity teams participated in CIF. The biggest growth has occurred in our Girls' Sports. During the fall 2017-2018 school year, all teams qualified to compete in CIF playoffs.

- In the past two years, the following programs have qualified for CIF:

Fall	Winter	Spring
Boys' Water Polo Girls' Volleyball Football Girls' Tennis Girls' Golf Cross Country	Boys' Soccer Girls' Soccer Wrestling Girls' Water Polo Boys' Basketball Girls' Basketball	Baseball Track Boys' Volleyball

- An Increase in Athletic Participation: As Tustin High School Programs experience more success, the numbers of student-athletes have increased. During the 2013-2014 fall season, 261 athletes competed in a fall sport compared to over 300 athletes in the fall of 2017. The largest growth in fall sports came in female sports. For the first time in ten years, Tustin High School offered JV tennis and golf. There were 16 new JV tennis players and 8 new golfers which doubled the size of both programs. The Wrestling Program has seen impressive growth as well. In 2013, there were seventy athletes participating and the current 2017 team has over 100 athletes. Important to note, Tustin High School is one of the first schools in Orange County to offer Girls' Wrestling as a separate sport. In 2013, the Girls' Wrestling Program had eight female wrestlers; in the current 2017-2018 year, there are 40 female wrestlers. Female athletes now make up nearly forty percent of this growing program.
- Faculty Involvement: At Tustin High School, the faculty is invested in the Athletic Programs. Since the last full WASC visit, the administrative team has been encouraging teachers to become more involved with the campus culture. Tustin High staff members do more than simply attend events to support the Tillers in competition. Since the 2014-2015 school year, only five programs have a walk-on coach; there are over twenty credentialed teachers coaching a sport. Since Tustin High athletes now see their coaches

in academic settings throughout the course of the school day, they often push themselves harder to be successful students and not simply accomplished athletes. It also provides coaches with an immediate view of students' academic progress, and if needed, can provide an additional intervention. Subsequently, this prevents numerous athletes from becoming academically ineligible. In the fall season of 2017, out of the 306 athletes in season, only two athletes were academically ineligible.

- Facility Modernization: Tustin High School has undergone a drastic modernization over the past five years. With bond money, the campus has updated many of the outdated athletic facilities. In addition to the pool deck being resurfaced, Tustin High School now has an all-weather track, a turf field in the stadium, and one of the largest gymnasiums in California. In 2016, new fields were added across the street at the Lambert annex: two new softball fields and an auxiliary turf practice field for soccer and lacrosse. The new facilities are now a source of pride for all Tustin stakeholders.

Dance Team

The 15-time national champion Tustin High School Dance Team is made up of two groups: Dance Team and All Male. The team is dedicated to offer its dancers more than just another sport; it aims to present to the participants a unique opportunity to combine athleticism and aestheticism through dance expression. As a dancer on the team, the girls and boys learn various styles of dance, such as jazz, lyrical, contemporary, hip hop, and character; as well as conditioning, dance technique, and the use of props to prepare them for competitions. Although its competition season is in the spring, the team is busy year round. The dancers go through a strenuous six-week conditioning period during the summer to prepare for the coming year. When school starts, they "hit the ground dancing" with performances at football games and school assemblies. At competitions, the girls and boys get the chance to showcase their hard work learning various routines categorized by the style of the dance. The THS Dance Team strives to bring additional values to the team by actively looking for opportunities for the dancers to be involved in the community. They regularly appear in the Tustin Tiller Days parade, and provide entertainment by performing at elementary schools, as well as local charity and social events.

Instrumental Music/Marching Band

The Tustin High School Instrumental Music Department is a collection of different extracurricular groups that strive to make students grow in their abilities.

- Orchestra is made up of a variety of students at all different levels. The group performs many different times throughout the year. Orchestra has been growing in numbers every year for the past five years and has been playing higher graded music.
- Concert Band is a class of many different students, all with different abilities. The students have little to no outside music training, and most of them have been playing their instruments since at least middle school. The Concert Band holds three concerts a year. The band has also been growing in numbers and is now able to play at a grade 4 ability level.
- Symphonic Band is a group of beginner students that learn new instruments throughout the year. These students work hard to join one of the higher performing groups.
- Jazz Band is a performance-based group that is asked to perform various performances for the school and community. The group is made up of students with abilities ranging from beginners to those of higher talents. The jazz band is a big band style group and has

been growing in ability. The group can now play grade 4 music.
- <u>Marching Band</u> is a class that meets after-school and is made up of the students in band and Colorguard. The band has made it to the SCSBOA Championships three out of the past five years. They place in the top three at most of their competitions.
- <u>Drumline</u> is an award winning ensemble which students audition to become a member. They have made championships six of the past ten years. They have grown drastically and have moved up two divisions in the past ten years and are always considered to be a top competitor at competitions. The drumline regularly participates in school assemblies.
- <u>Winterguard</u> is an auditioned group of students. They are a competitive group that has earned a medal two out of the last six years at championships. This group also continues to grow in numbers. During their competitive season, the team performs in school assemblies.

Media Productions

Through our industry standard Video Production Program, students learn and develop valuable academic, technical and life skills to be applied in a variety of fields. Students learn the structure and format of various film and video formats (including narrative fiction, documentary, and broadcast). Students actively participate as team members in the pre-production, production, and post-production phases of video projects. State of the art video facilities, recording equipment and editing software are learned and utilized throughout the course. Through written and oral analysis of visual and audio elements of various films, story and plot structure evaluation, and critique of multimedia broadcast packages and news shows, students develop a greater ability to critically evaluate, analyze and articulate thoughts and ideas through writing and the spoken word. Both the introductory courses and advanced courses are primarily project based assessment courses. As such, students develop a professional work ethic as they work together as a team assuming roles as producer, director, camera operator, sound and video editor and screenwriter. Most importantly, students have fun developing lifelong skills and friendships as they work side by side in creative endeavors. Projects include personal production as well as news packages for our own Pitchfork TV show.

Theater Arts

Our Theatre Arts program has grown over the last few years. Aside from performing traditional plays and musicals, students also participate in student directing and stage management, writing, producing and performing scenes and monologues they have written as well as community outreach opportunities. This year, students will revisit a local elementary school during the Read Across America day to perform for students and read books in classrooms across the campus. We believe this type of connection to younger students is the future of the Theatre Arts program at Tustin.

Students in Theater Arts can participate in classes from Drama Workshop at the first level to Advanced Theatre Arts. They receive training in traditional forms of theatre such as Greek Drama and Shakespeare, production skills such as lighting, sound, costuming and set design, improvisational theatre, devising and playwriting and various foundational and advanced techniques in acting. Theatre students at Tustin High School receive both a well-rounded introduction and foundation for drama, as well as a chance to hone their acting and production skills as they become more advanced and progress through the program.

7.   LCFF Priority 7 - Access to a Broad Course of Study

College Readiness (A-G Requirements)

Tustin High School strives to prepare all students for the highest level of academic achievement in order to provide as many students with as many college and career options as possible. College readiness and increasing the number of students who meet the UC/CSU a-g course sequence is a priority for Tustin High and all high schools in Tustin Unified School District. During the past three years, Tustin High School administration in conjunction with teachers has worked to ensure that all content area courses, with the exception of support classes, are UC a-g eligible. The Assistant Principal of Curriculum is responsible for maintaining course approval.

In 2009-2010, Tustin High School graduated 25.4% of its seniors with a-g requirements met. In 2013-2014, that number rose to 46.5%. In 2016-2017, that number rose to 65.06%. Tustin continues to work with all students to meet this high standard of academic accomplishment. In the fall of 2014, CCR (Career, College Readiness) was added to each student's schedule to support students with completion of A-G requirements. CCR meets approximately 15 times throughout the school year.

Graduates Completing UC A-G Requirements by # (%)

	2009-2010	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017
Asian	21 (53.8%)	24 (48.9%)	26 (74.2%)	25 (64.1%)	28 (72%)	22 (64.7%)
Pacific Islander	2 (18.2%)	1 (2%)	3 (33.3%)	0	2 (20%)	6 (60%)
Filipino	4 (22.2%)	5 (5%)	9 (64.3%)	5 (38.4%)	3 (23%)	11 (64.7%)
Hispanic/ Latino	54 (20.6%)	95 (28.9%)	105 (34.8%)	142 (40.2%)	159 (42%)	229 (65%)
African American	1 (7.1%)	4 (2%)	12 (54.5%)	8 (4%)	5 (28%)	11 (64.7%)
White	23 (33.3%)	35 (51.4%)	54 (58.7%)	40 (58.8%)	56 (58%)	31 (64.5%)
Total	105 (25.4%)	164 (34.6%)	208 (42.7%)	220 (46.5%)	253 (45%)	311 (65.%)

E.   Schoolwide Learner Outcomes

Based on the review of data, students are making strong progress on the identified learner outcomes. However, there is an achievement gap with EL students meeting content standards and a-g eligibility. The results of the perception data from student interviews, observations, and discussions show that students are comfortable with *advancing their literacy* especially in the area of *innovating, discovering, and taking risks*. Each student receiving a laptop has helped students feel confident with their ability to *effectively communicate* using a wide range of media and technology.   Additionally, the student survey data shows that students are able to *foster positive interactions with our diverse population* as more than 90% of students felt that they had at least one friend at school who cared about them and 89% felt that they had a good relationship with one or more teachers. Students who are members of CTE pathway, T-Tech, and Biomedical pathways feel the most prepared for *using real-world tools*.

The CAASPP, SAT/ACT, and EAP data shows that students are making steady progress on *advancing literacy* as their rate of college readiness in English has remained relatively the same, not taking into account the 2016 data where students showed a 10% gain in meeting standards. The steady increase in students meeting a-g eligibility illustrates that students are *thinking critically across the curriculum* as they are able to meet the standards of rigorous courses.

F.   Perception Data

Tustin High School hosts many visitors on campus for a variety of reasons. In the current school year, THS has already hosted over 15 groups of people including district personnel, TUSD School Board Members, AVID Center Program Managers, community members on district-wide School Tours Day, and teachers from different school districts looking at curriculum and instruction. The purpose of these visits include: observing one to one use of technology, observing T-Tech and CTE pathway courses, observing the AVID program, observing effective teaching strategies, and to observe the school climate during the open enrollment period for registration. The most common comment from the community visiting our school and spending time in our classrooms is how diverse, friendly, and comfortable the campus feels.

Parents feel welcome on campus as reported on the parent survey and 95% of parents reported that they have been offered opportunities to become involved in school improvement activities. During the TUSD School Tours parents commented on the positive feeling on campus as well as the strong diversity in ethnicity and learning abilities. Because Tustin High school has the highest percentage of socioeconomically disadvantaged students and English Learner students in the school district the perception in the community is that we are a low performing school. However, when parents and community members come on to our campus, they are surprised by the rigor of our classrooms, the respectful nature of our students, and the overall positive feeling on campus. These comments are common sentiments in discussions with students, parents, the community, and with the parent focus groups. Parents and students positively commented on being a part of the Tiller Family and the truth of our motto: "Once a Tiller, Always a Tiller".

Brief Summary

A preliminary review of the data revealed the following overall findings:
- All Tustin High School teachers instruct classes in their credentialed subject areas.
- Tustin High School is steadily increasing the number of graduates meeting a-g requirements.
- Student demographics are stable at Tustin High School.
- EL and SED score lower on all standardized tests compared to the schoolwide population.
- The number of students enrolled in Advanced Placement courses increased. The number of tests taken per student have increased. The overall percentage of pass rate of the Advanced Placement decreased in 2015 & 2016, and increased in 2017.

Preliminary critical student learning needs:
- Interventions and data analysis yielded positive results in closing the achievement gap, however more work is needed to continue to close the gap between EL students, socioeconomically disadvantaged students and students who do not share those same challenges.
- Students need to improve their reading, writing, and math skills.
- Students need to feel safe, secure, and hopeful about their future.

Important questions to be discussed in Focus Groups:
- What is Tustin High School currently doing to address the critical student learning needs?
- What processes are in place to monitor student growth in critical student learning needs?
- What further actions does Tustin High School need to take to ensure improvement on the critical student learning needs?

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
In the fall of 2014 in preparation for the WASC Mid-cycle visit, Tustin High School updated the vision, mission, and schoolwide learner outcomes to more closely reflect the school's demographic and learning needs with a focus on what skills students must have to continue their success beyond high school. The new vision is: "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." The new mission is: "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."	THS Vision and Mission Statements THS Schoolwide Learner Outcomes TUSD Mission Statement Master Schedule A-G Data Graduation Requirements Graduation Rates TUSD LCAP

The new schoolwide learner outcomes are:	THS SPSA
The Tiller Family is a "Team" that produces graduates who:	Student Survey
Think critically across the curriculum through:	AVID Data
● integrating WICOR strategies ● creating and developing high quality products ● analyzing multiple sources	Professional Development Model
Effectively communicate:	TUSD Connect
● using a wide range of media and technology ● by taking personal, social, and civic responsibility ● fostering positive interactions with our diverse population	Digital Learning/Connect Coaches
Advance literacy:	
● while innovating, discovering, and taking risks ● through synthesis and analysis of a rigorous curriculum ● by exploring cultural, scientific, global, and visual competencies	
Manage time and resources effectively by:	
● prioritizing, planning and achieving results ● using real-world tools ● balancing physical and mental fitness	
The school/community profile and district LCAP impacted the development of the statements by focusing on the importance of developing students who will be prepared for 21st century core competencies. Incorporating global competencies was important in identifying the skills students need for continued success beyond high school. As evidenced by the statements, Tustin High School, in conjunction with the Tustin Unified School District, truly believes that all students can learn and be college and career ready. Importantly, Tustin High School views all stakeholders as members of the Tiller Family and continues to hold the concept of community as essential for all success.	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
At the opening staff meeting each school year, Tustin High School staff members revisit the Vision, Mission, and Schoolwide Learner Outcomes to ensure that they represent the core beliefs of the school community. The statements are shared with the School Site Council and Tustin Unified School District School Board. When the statements were revised in 2014, input was sought from all staff members and then the leadership team drafted the statements. After the statements were drafted, they were sent to student leadership (ASB), the School Site Council, and the Parent Teacher Organization for additional input. The final versions were drafted and then presented to the staff, School Site Council, PTO, and ASB for approval.	Staff Meeting Agenda School Site Council Agenda SPSA
These processes were effective in establishing the new vision, mission, and student learning objectives and each year, these same groups are included in a yearly review of these statements. However, Tustin High School needs to improve on involving business and the community on refining the vision, mission, and schoolwide learner outcomes.	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
To a strong degree, Tustin High School is diligent in ensuring that stakeholders are committed to the vision, mission, and schoolwide learner outcomes. Each of these are displayed on the school's website under the "Our School" tab. These statements are posted in every classroom as well as other prominent areas around campus. Additionally, the schoolwide learner outcomes are included on all staff syllabi. Each student is given a student agenda/planner at the beginning of the school year and the vision, mission, and student learner outcomes, are listed in the student agenda. Tustin High school can improve on ensuring that all stakeholders understand the meaning of the vision, mission, and schoolwide learner outcomes.	Vision, Mission, Schoolwide Learner Outcomes Posters Student Agenda Tustin High School Website Course Syllabi Social Media (Twitter, Instagram)
In 2017-2018 THS Staff created a "simplified" version of the vision, mission, and schoolwide learner outcomes to ensure that all stakeholders are able to understand the core of the THS Family.	

This version was presented to parents during PTO meetings, Principal's Coffee and the School Site Council. ASB student leaders were also presented the simplified version. The activities director, in conjunction with teachers, created a fun video to share our core values with stakeholders.	

A2.   Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The Tustin Unified School District's School Board, superintendent, and the administration at each school site establish the governance structure. Board policies and procedures are clear and the THS administrative team guides the high school in carrying out the monitoring of the school program. As consistent with the governing board's policies, at the opening of the school year, the THS principal guides the Leadership Team and staff in the development of the Single Plan for Student Achievement (SPSA) based on student progress from CAASPP results, A-G completion/eligibility, AP test results, and College Readiness through EAP. The monitoring of student progress also reviews the school's programs effectiveness as aligned with the district LCAP requirements. The Single Plan for Student Achievement supports the school's vision, mission, and schoolwide learner results and is aligned with the district LCAP requirements.	SPSA CAASPP Results A-G Completion/Eligibility Rates AP Test Results EAP Results TUSD Website

A2.1. Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
The Tustin Unified School District created an Acceptable Use Policy that must be signed by all students and parents prior to receiving their Toshiba Laptop. Each school year, students are presented with Digital Citizenship Lessons that are different for each grade level. The lessons cover acceptable use, internet safety, copyright issues, cyberbullying, building a safe online community, privacy, and data storage. Lessons are adapted from Common Sense Media and students complete an assessment through Illuminate showing that they understand the material. These programs and policies are effective in educating students regarding the use of the online PLATO (credit recovery) courses.	TUSD Acceptable Use Policy Digital Citizenship Lesson Modules adapted from Common Sense Media Illuminate Data Reports

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
There is clear understanding about the role and responsibilities of the governing board and the professional staff. Each year, every employee reads the "Annual Notices" document and signs their name indicating that they have read and understood the information. The "Annual Notices" are posted on the THS Haiku/Powerschool Learning website.	TUSD Annual Notices THS Haiku page

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The school community is informed as to how they can participate in the school's governance in a variety of ways. Students can participate in school governance either by running for office in the Associated Student Body, interviewing for an appointed position, or taking Leadership as an elective class. These opportunities are advertised on the	Daily Bulletin Social Media Accounts Back to School Night

school website, in the Daily Bulletin which is read every day during 3rd period, and through social media (Instagram, Twitter, Facebook).	PACE Messages
	Leadership Team Agendas
Students, staff, parents, and community members are invited to join the School Site Council. Students and staff are notified about School Site Council through the Daily Bulletin, which is read every day during 3rd period and posted on the THS website, and through social media (Instagram, Twitter, Facebook). During Back to School Night, parents are notified about the opportunity to join School Site Council and are also notified through the PACE system which calls and emails each THS family directly. The monthly Principal's Coffee informal meeting is another way parents can learn about opportunities to be engaged in the school's governance.	TUSD LCAP Committee
	ELAC Agendas
	Superintendent's Advisory Council Agendas
	Principal's Coffee
Tustin High School's Leadership team is comprised of administrators and iCoaches (formerly Department Chairs). Yearly, teachers apply for the iCoach position and the members are chosen by the principal. The Leadership Team develops goals for each year as well as a professional development plan to support the goals. Each department is represented on the Leadership Team.	
The school community and parents are engaged in the school governance as evidenced by their inclusion on the School Site Council comprised of community members, teachers, staff, students and school administration. Parents also have the opportunity to join the English Learner Advisory Committee (ELAC) to provide input on school processes. Members of ELAC are also given the opportunity to represent Tustin High School at District English Learner Advisory Committee (DLAC) meetings.	
The Tustin Unified School District's LCAP Committee is comprised of community members including students and parents from around the district. A Tustin High School student was a member of the initial LCAP committee.	
The Tustin Unified School Board consists of elected Board Members who are elected as well as a Student Board Member from each high school in the district. The high school students apply for, and then interview for, their position on the TUSD School Board. The Student Board Member gives updates on the school as well as provides insight on topics from a student	

perspective; this is a non-voting position. The Superintendent's Advisory Council meets quarterly and is separated into two groups - the Parent Advisory Council and the Staff Advisory Council. Members of the parent community and school staff volunteer to be a part of the council which meets four times per school year. The group discusses budget, calendar, school safety, LCAP, testing, and other topics generated by the group. Monthly Principal's Coffee meetings are held to inform parents of opportunities to be involved in the school, which include the above mentioned programs, and to help parents navigate the high school environment.	

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The district administration monitors statistics and data such as attendance data, survey results, District Checkpoints, and all data required and reported to the California Department of Education. They address any issues or discrepancies with the school principal.	Site Council Meeting Minutes Principal's Meeting Agendas
The district monitors and evaluates the procedures at a high degree and is actively involved in the development of school site goals and LCAP development and assessment. The Single Plan for Student Achievement is developed based on data and monitored through the approval process.	Faculty Meeting Presentation/Agenda SPSA Document
The goal setting and monitoring process is thorough. At the beginning of each school year, all TUSD high school administrators meet to review data from the previous school year and develop goals for student achievement and school growth in the new year. These goals are peer reviewed with other site principals and shared with the staff and School Site Council for review. After goals are agreed upon, the district reviews the goals and submits them to the TUSD School Board for approval. Each school site's principal's mid-year evaluation is tied to the SPSA and LCAP goals and progress. At the conclusion of the school year, these goals are reviewed again.	

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The Tustin Unified School District has established complaint and conflict resolution procedures that are effective. The complaint procedures for staff are communicated through the Annual Notices for staff and are clearly delineated on the school district's website under the "Department" tab listed as "Complaint Information". The complaint procedures for parents and students are posted in each classroom, both gymnasiums, the cafeteria, front office, teacher's lounge and library for issues relating to the Williams Act, Discrimination/Harassment, Sexual Harassment, Student Fees, and Bullying. On the school website under the "Resources" tab, there are Quicklinks for both students and parents that include Tustin High School's policies and procedures including how to file a complaint.	TUSD Website THS Website Classroom Mandatory Postings

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

> **Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

> **Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

> **Online Programs: iNACOL Standard F: Commitment**: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

> **Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is

> transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Tustin High School's continuous school improvement planning process is effective as it is based on a yearly evaluation of student learning progress towards WASC, School Site, and District goals as reported through the SPSA. The administrative team disaggregates the data and shares the result with the Leadership Team. The Leadership Team then shares the results with their department groups, and each department creates a plan to continually support student learning. This department plan includes specific instructional strategies to be focused on per quarter to support student learning. The process is shared with the School Site Council and the PTO to ensure that all stakeholders are part of the process.Throughout the school year, departments regularly assess their students and participate in discussions centering around data analysis. Department teaching strategies are adjusted to meet the learning needs of all students. This collaborative process allows all stakeholders the opportunity to be an integral part of the school improvement planning process.	SPSA SSC Minutes Department Data Analysis Forms Department Goals - Google Drive folder

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
At the beginning of each school year, the Tustin High School administrative team presents disaggregated data regarding student achievement on CAASPP testing, A-G completion rates, and EAP results, and discusses with staff the learning needs of the students as related to the schoolwide learner	CAASPP Testing Result A-G Completion Rates EAP Results

outcomes. After these discussions, the SPSA is drafted, with the intent of aligning to the district LCAP, and then shared with the Leadership team who in turn shares the plan with their department members. The implementation and monitoring process of both the SPSA and LCAP are part of the continuous monitoring cycle of the school.	District LCAP SPSA

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Shared decision making between staff and school leadership is an important component of the decision making process at Tustin High School and is effective as processes are in place to ensure staff is involved in shared decision-making, responsibility, and self-reflection to support student learning. The THS Leadership team consists of the principal, three assistant principals, Instructional Coaches for each department, and four Connect Coaches. The team meets regularly to plan and implement professional development for the staff. Additionally, the Leadership Team problem solves issues as they arise, and if a topic comes up that needs more input, a Professional Study Group may be created to address the topic. This model of leadership is effective, as any major decisions are initially discussed among the Leadership Team, and then input is sought from all staff through the Instructional Coaches. Instructional Coaches meet bi-weekly with the principal to discuss progress on schoolwide and departmental goals to support student learning. These meetings provide the Instructional Coach an opportunity to share successes within the department as well as any challenges they may need help addressing. Each department is organized in grade level teams or "pods" where accountability and shared responsibility are essential. The teams work collaboratively on progress towards the schoolwide and department goals, the development of unit planners and common assessments, and participate in data	Leadership Team Agendas PLC Groups (Bell Schedule, Discipline, PBIS, Tutorial) Unit Planners Department Goals Schoolwide Goals Common Assessment/Unit Planner Calendars

analysis once assessments are completed. These procedures are part of the shared decision making processes as each teacher has an equal voice on the team. Teacher reflection is built into the data analysis as the team identifies which instructional strategies worked best for students.	

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
The THS Haiku/PowerSchool Learning Page is an important structure for internal communication as the platform houses all important information and procedures for staff in one location. Email is used regularly to share information among staff and monthly staff meetings are an opportunity for planning and communication. Late Start Wednesdays provide intentional structure for teachers to plan curriculum with their grade level team. The weekly Tiller News, written by teachers and students, is an effective form of communication with staff as well as the counselor created weekly Counselor's CHAT. Both publications highlight the great work happening at THS and provide the staff and community with information regarding upcoming events. During the 2015-2017 school years, the THS Principal wrote a monthly newsletter, #Webusy to improve communication with staff. The current principal writes a weekly Friday Reflection to communicate with staff and the school community. The administrative team encourages teachers to have open dialogue should any differences arise. Resolving differences among the staff or administration are handled through open discussions between teachers and administrators. If that process does not lead to resolution, a teacher can work with the Tustin Educators Association (TEA) and follow procedures as established through the Collective Bargaining agreement.	THS Haiku/PowerSchool Learning Page Principal's Newsletter (#Webusy)/Weekly /Reflections TEA Collective Bargaining Agreement

A4.   Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
TUSD Human Resources posts all positions for Tustin High School employees based on THS administrator's recommendations and sufficient evidence of need and resources. As a school, Tustin High administrators and iCoaches screen and interview candidates based on qualities and qualifications that will serve our vision, mission and expectations. When selecting a candidate, we notify Human Resources and they vet the candidate for proper certification and credentials. Additionally, the TUSD Personnel Office performs background checks in order to ensure we hire solid candidates.	Hiring Process Documents from TUSD

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
TUSD Educational Services has an effective process established for orienting new employees and making sure they understand the DNA and purpose of the organization. Additionally, Tustin High School Administrators and iCoaches work with new teachers to make sure they are supported and connected to the Tiller community. Before school begins in the fall, Tustin High School hosts a THS New Teacher Orientation, delivered by THS teachers, to welcome new	TUSD New Teacher Orientation THS New Teacher Orientation TUSD Induction Program

teachers to the Tiller Family and help them navigate the school, systems, and technology. Teachers who are new to the profession participate in the TUSD Induction program where they are given a mentor to guide them through the process. Tustin High School is fortunate to have several staff members who are an integral part of the TUSD Induction program. All Tustin High School teachers have the option to participate in an optional, paid "TUSD Summer Institute" during the summer to learn instructional strategies to support student learning. New teachers are strongly recommended to attend participate the majority of them attend. Several Tustin High School teachers deliver this professional development.	TUSD Summer Institute

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The school and district use their websites, Google Drive, and Haiku/Power Learning, as data bases to house employee policies, pacing guides, assessment calendars, school year calendars, and other documents. The information is organized on both websites by category or department. THS maintains a Curriculum Folder on Google Drive where pacing guides, unit planners, and data analysis forms are housed so that all employees can access this information at any time.	Admin Responsibilities Matrix THS Haiku Page TUSD Website THS Curriculum Folders in Google Drive

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Each summer since 2015, the Tustin Unified School District has offered optional, paid summer professional development on a variety of engaging instructional strategies. Teachers implement these strategies in their courses and share these strategies with other teachers during grade level team/POD meetings.

In the fall of each year, the TUSD offers mandatory professional development where teachers able to choose from a "PD Menu" the sessions they want to attend. Most of these sessions are taught by TUSD teachers and many of the sessions are taught by Tustin High School teachers.

Prior to the beginning of the 2017-2018 school year, teachers were given a "menu" of professional development including WICOR strategies and use of technology options. Departments then chose instructional strategies to learn and focus on for each quarter of instruction as part of their departmental goals.

During the 2015-2016 school year, the new principal, in conjunction with the school Leadership Team, created the THS Instructional Coaching Cycle to empower and support teachers in creating engaging, rigorous, and accessible curriculum. Connect Coaches and iCoaches regularly present professional development on instructional strategies to engage students. To build capacity in teachers, the Connect Coaches train iCoaches to deliver professional development in their departments. When appropriate, iCoaches ask department members to deliver training to their fellow department members. Most of this work occurs during Late Start Wednesdays, when staff are given professional development on strategies to support their department goals as well as time to work together in creation of unit planners, common assessments, and data analysis. This model of professional development has proven effective as student progress on assessments and A-G results has improved. On Late Start Wednesdays, students meet with their College and Career Readiness (CCR) teachers to learn strategies for lifelong learning. These lessons are designed by the counseling staff with teacher input and serve to help teachers instruct their students.

The entire science department has participated in NGSS training for the past three years to prepare for the | TUSD Summer Institute Agendas

Staff Participation in TUSD Summer Institutes

2017 THS Professional Development Menu

Schoolwide Goal Professional Development Plans

Department Goal Professional Development Plans

CCR Curriculum

THS Instructional Coaching Cycle Process |

implementation of the new standards. During the 2017-2018 school year, science teachers have been collaborating with professionals from the University of California, Irvine to implement high quality instructional strategies focused on NGSS.	
If a teacher learns of a training/conference that they would like to attend to improve their instructional practice, they are able to request funding. Tustin High School is committed to supporting teachers in their professional development and will fund these opportunities as long as they align with the SPSA and LCAP.	
Since the inclusion of Connect Coaches and the implementation of the Instructional Coaching Cycle in the 2015-2016 school year, graduation rates, a-g eligibility rates, and college acceptances have increased supporting that the intentional professional development processes have been effective in student learning.	

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The school's supervision and evaluation procedures are effective as the THS administration follows the Tustin Unified School District protocols and timelines for the formal evaluation of all staff. Temporary and probationary staff members are evaluated yearly to provide constructive performance feedback and growth towards permanent status. The majority of permanent staff are then supported through evaluations taking place every other year. Administration selectively moves certain staff members to evaluation every five years based on past performance. These staff members are often placed back into the two year cycle to provide support if there have been significant changes to their teaching assignment or adoption of new curriculum and standards. Tustin High School has adopted the Progress Advisor program to manage the formal evaluation process which streamlines communication regarding observation and allows for immediate feedback. Additionally, Tustin High School administration has put in place a system of weekly classroom walkthroughs in which every teacher is visited regularly. This additional process allows administration to measure the implementation of school wide initiatives and provide support for teachers based on observation.	Weekly walk through spreadsheet and map.

Formal report of observation form and timelines.

Emails and/or notes to teachers after walk through.

Screenshot of secure website which helps to create and track documents for goal setting, observations and evaluations.

Progress Advisor

Observation Forms

Staff Objectives |

5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
There are several sources of funds available to Tustin High School. These are provided in most cases by TUSD. However, Tustin High School also accesses Title I funds due to school demographics. An overview of the budget allocation is included in the SPSA document. The budget is discussed at each of the four Site Council meetings which includes a broad representation of stakeholders. Site Council approval is required for the SPSA document which includes the budget allocation and is aligned with the LCAP.	Current SPSA complete with budget allocation Minutes of budget approval

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The district and the school work hand-in-hand to develop an annual budget for each school. The district is supportive and proactive in assisting the schools with budget creation, money management, and auditing processes. The school manages finances to ensure that all purchases are tied to LCAP, School, and District goals. The District monitors purchases and denies items that do not fit the money allocation criteria.	LCAP SPSA

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Modernization efforts of the Tustin High School campus have been effective and have enabled for safe, clean learning environments for all students. Tustin High is in the final stages of a Master Plan process for modernization of the current school site. In 2011 the Science Center was constructed and includes large laboratory classrooms for courses in life and physical sciences with areas for proper chemical storage, as well as areas for both traditional seating as well as laboratory stations to accommodate all students. Most recently, the new construction includes the Sports Pavilion (2012), stadium and track (2013), Humanities Building (2016) and athletic fields on the Lambert Campus across the street for softball, soccer, and lacrosse. Modernization projects include the Social Sciences/English buildings (2014), the Tiller Cafeteria (2014), Olympic size pool (2012), Library (2016), and Little Theatre (2016). Final plans for modernization include the installation of solar panels in the school parking lot. In the 2011-2012 school year, all classrooms were fitted with document cameras and projectors for classroom instruction. During the 2013-2014 school year, all classrooms were equipped with new computers, Apple TV, audio speakers, microphones, "smart" desktop projectors that allow for recording and uploading lessons, and digital ceiling projectors. All classrooms have augmented wifi access. In the summer of 2013, the District infrastructure, wireless and Internet connections, and all classrooms were upgraded to enhance instruction and support 21st century learning. This includes integrated speakers and Smart type boards in all classrooms at Tustin High School, and upgraded bandwidth designed to meet the wireless needs of a high school implementing one to one devices with all students. In the summer of 2017, all classrooms received upgraded student furniture designed with flexibility and mobility in mind. This new furniture is designed to promote the collaboration and communication necessary in the 21st century learning environment.	Facility Modernization Master Plan Pictures of classrooms Pictures of athletic fields School Accountability Report Card

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
In order to obtain instructional materials, a need must be established. As a site, we evaluate need based on our school/district goals, assessment data, and the need to implement standards-based, real-world, authentic, 21st century learning experiences for students. A proposal to obtain new instructional materials must be submitted. The proposal must include a justification for the purchase which explains how this purchase will support our LCAP goals or school/district goals. This process is effective as it is data-driven and is tied directly to our school and district goals for student achievement.	Instructional Materials Proposals Budget

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Resources are made available to support all teachers with ongoing professional development. Throughout the school year, teachers receive professional development on designated work days that are run by both the TUSD district office and THS Personnel. If a teacher identifies an area of need for professional development in an area in which to grow, the school administration is open to providing support for the teacher to attend. Additionally, Tustin High School funds Connect Coaches to work with teachers to improve instruction. Teachers are able to sign up for 6 week coaching cycles to work with a coach on an area where they wish to improve. Connect Coaches regularly provide professional development during lunch time JOT (Just One Thing) sessions. Over 50% of the THS staff is trained in AVID methodologies	Conference Request Forms AVID Trained Teachers Capturing Kids Hearts Trained Teachers

| and the school remains committed to training any teacher in WICOR strategies either through AVID Path Trainings or AVID Summer Institute.

Throughout the past three years, THS is committed to training teachers through the Capturing Kids Hearts program and over 30 teachers have been trained. This upcoming summer, the goal is to train as many teachers as possible and the budget has been created to do so. | |

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The Tustin Unified School District Superintendent provides yearly updates at the annual Administration Summer Advance Meetings that occur before teachers return and the school year begins. The district administration celebrates growth and addresses areas of need both as a district and with each individual school. Prior to the beginning of the 2017-2018 school year, the following occurred: - celebrated growth in testing, attendance, and graduation rates - celebrated AP/IB testing rates and growth in programs - celebrated success in school CTE pathways -addressed areas of need A critical component of the SPSA document is the allocation of resources. Funding sources are listed and a budget is developed to support work toward goal achievement. The Tustin High School School site council meets to align LCAP with site resource decisions and goals and then moves to accept the SPSA.	SPSA Document School Site Council Meeting Agendas and Minutes

WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Tustin High school takes great pride in fostering a community that values diversity and a sense of family between staff, students, and community members. The vision, mission, and schoolwide learner outcomes represent the core of what it means to be a Tiller. These statements were carefully crafted and created with the involvement of stakeholders keeping the students' learning outcomes at the forefront.

To support teachers with providing engaging, relevant, curriculum, the school plan provides funding and time for teachers to collaborate with their grade level teams during Late Start Wednesdays and release days for professional development for each teacher. A systematic plan for professional development, the Instructional Coaching Cycle was created in 2015 and provides time and many opportunities for ongoing professional development and reflection.

To ensure that student learning needs are being met, the THS administrative team works in conjunction with the Tustin Unified School District and the TUSD School Board to develop the Single Plan for Student Achievement which aligns with the district LCAP to ensure funding for professional development to meet the needs of all learners. The THS administrative team effectively shares information regarding student data with the Tiller community to address the student critical learner needs.

Since the last WASC visit, communication between administration and staff has improved with the creation of the #Webusy newsletter from the previous principal and the new Friday Reflection created by the current principal. The weekly Tiller News and Counselors CHAT has also improved communication of all things Tiller. Communication between Tustin High School and the community has improved with the addition of a public relations clerk who is responsible for creating the aforementioned publications, regular update of the school website and the regular use of social media including Twitter, Facebook, and Instagram. THS also regularly uses the PACE messaging system to communicate with parents regarding events on campus.

The impact of current systems in place for communication, shared decision-making, collaboration, and professional development are having a positive effect on student achievement and the critical student learner need of improving writing and math as evidenced through the increase in students completing a-g requirements and the slight increase in student achievement on CAASPP and EAP exams in both English and Math.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Tustin High School has an established vision and mission statement and student learning outcomes are defined.
- Collaboration is strongly evident between teachers in grade level teams/pods.
- Many professional development opportunities are offered in a variety of formats to meet teachers' needs (TUSD Summer Institute, TUSD Professional Development Days, Late Start Wednesdays, lunch time JOT sessions), and conference attendance based on teacher need/request is available
- Shared decision making for department and schoolwide goals with a process and accountability built in is a strength.
- Internal communication has improved with the addition of the Tiller Weekly, Counselors CHAT, and efforts by the principals to communicate regularly with the staff.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Students' knowledge of the vision, mission, and schoolwide learner objectives can be improved.
- Increased parent and community participation in site governance is needed.
- Currently, there is little involvement of business stakeholders in site governance.
- Although time is given for teachers to collaborate on Late Start Wednesdays and through release days, additional time for teachers to collaborate and review student data is needed.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
During the last six years, members of the THS Leadership team have read *The Innovator's Mindset*, *Grit to Great*, *Crucial Conversations*, and *Contagious Culture* in order to build capacity in teachers. These titles were also offered to any interested THS teacher.	TUSD Haiku Page Emails inviting participation and lists of participating teachers in book clubs
The Tustin Unified School District has created opportunities for teachers to participate in "Book Club" study groups on the following books based on Educational Research: *Teaching with Poverty In Mind* *Mindset: The New Psychology of Success* *Switch: How to Change Things When Change Is Hard* *Drive: The Surprising Truth About What Motivates Us* *The Multiplier Effect: Tapping the Genius Inside Our Schools*	Science Department Agendas Math Department Agendas Leadership Team Agendas Unit Planners THS Professional Development Menu
Each department is knowledgeable on the most current standards and has participated in deconstructing the standards and developing a plan to create a meaningful instructional program for students. The science department fully implemented the NGSS standards during the 2016-2017 school year. The University of California, Irvine is supporting Biology and Chemistry teachers with the implementation of NGSS. During the 2017-2018 school year, the math department will be piloting two new curriculums to implement beginning in	

the 2018-2019 school year and are using materials that contain the most current, researched based curriculum for students. The implementation of one to one devices, Toshiba laptops, with associated programs and software, promote collaboration and prepare students for the future through the promotion of digital literacy and competency. Instructional Coaches and Connect Coaches ensure that current educational research is accessible to teachers through professional development activities.	

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
Each department creates unit planners in grade level teams/pods based on current Common Core Standards including Anchor Standards in College and Career Readiness. Departments have been given time to "unpack" the standards and develop their yearly pacing guides based on covering CCS in their courses. Unit planners include standards being addressed, essential questions, and assessments for the unit. All academic courses at Tustin High School have been updated to meet the expectations of UC a-g requirements. Teachers of academic courses that were not a-g assisted in writing updated course outlines/descriptions including the added components that made the course a-g compliant. All AP teachers assist in writing the annual course syllabus that is submitted to College Board and meets expectations of UC requirements. The newly constructed Science Center meets the requirements for "wet labs" in all lab science courses.	Department Unit Planners Common Assessment Calendars UC Doorways a-g course listings Course syllabus for AP classes

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
The classes that students take through PLATO, for credit recovery, have been aligned to current state content standards in each academic content area. Courses taken through the PLATO system are only for the purpose of credit recovery, not first time instruction.	PLATO course outlines

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Teachers use the California Common Core State Standards in conjunction with the College and Career Readiness anchor standards to ensure that students are taught the concepts and skills necessary to meet the Schoolwide Learner Outcomes. Each Unit Planner has a unit Essential Question along with other daily (or one that covers several days of an activity) Essential Questions/Higher Order Thinking questions to ensure students understand what they need to be mastering in the course. Teachers meet regularly either during Late Start Wednesdays or lunch meetings to update unit planners/common assessments/course activities to ensure that there is consistency in their classes. On Late Start Wednesdays, students meet with their College and Career Readiness (CCR) teachers to learn strategies for lifelong learning as well as information to guide them through high school graduation and college and career readiness. During the 2017-2018 school year, SEL (Social Emotional Learning) components were added to the CCR curriculum. CCR helps to equip students with the real world skills they need to face obstacles and challenges that may arise.	Unit Planners Late Start Agendas CCR Curriculum

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Tustin High School is a collaborative community that focuses on integration of technology, school wide reading, writing, and SEL goals, and creating 21st Century/real world learning experiences that allow for students to learn content.	THS Schoolwide Goals
	Professional Development Plan
All courses at Tustin High School include a writing component incorporating English Language Arts into all disciplines. All courses follow a scope and sequence guide and have developed lesson plans aligned to the content standard requirements	PLTW curriculum
	CPA requirements
	AVID curriculum
All content areas implement research based instructional strategies, including AVID Wicor strategies, aligned with school wide reading, writing, and SEL goals	Department Unit Plans
Courses in the T-Tech and Biomedical Pathways programs utilize curriculum from Project Lead the Way.	
CTE Pathway information is funded from the California Partnership Academies and monitored using their curriculum requirements and financial allocation requirements. These classes follow their CTE standards and curriculum, as well as incorporate the school wide reading and writing goals into their content areas.	
AVID uses the curriculum developed by the AVID Center at all grade levels maintaining curricular integrity with the AVID program. Teachers are regularly trained through the AVID Summer Institute and AVID Path trainings.	
All departments/disciplines have developed unit plans that incorporate technology (all students have a device assigned to them)	

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Tustin High School articulates curricular programs and expectations with its feeder schools regularly. During registration in the spring, Tustin High School counselors visit each feeder middle school to discuss curricular programs and expectations of high school students. Counselors meet with each incoming freshman to discuss curricular programs and options for high school courses. Additionally, presentations are made to feeder middle school families to share programs and expectations.	Counseling agenda with feeder middle schools Calendar showing presentations to middle school families AVID Center Data Google Course Selection Survey UCOP Course List
In the 2017-2018 school year, the Athletic Department paired with our main feeder middle school and established "Next Step" athletes from various sports. Athletes are paired with incoming eighth graders to introduce them to high school expectations. In addition to gaining exposure to high school sports, middle school students also learn about academic requirements, such as the importance of a GPA (and how to calculate it), how to develop technology skills and the importance of completing assignments.	
The Tustin Unified School District works with all middle schools to align courses with content standards to ensure students have access to curriculum that vertically articulates with the high school.	
AVID Center collects data from Tustin High School graduates and reports the percentage of students successfully matriculating in college. These results show the effectiveness of Tustin High School's implementation of the AVID curriculum as students show continued success in college.	
The Naviance system will provide data through the National Clearinghouse Survey for Tustin Alumni once they have completed their undergraduate program. We anticipate data to be available in approximately 2020. Currently there is not a system in place for follow-up studies of graduates.	
Tustin High School maintains courses on the UCOP website to articulate courses with colleges and universities.	

B2.   Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Every year, the counseling team visits classrooms prior to registration for the next school year to inform students about their course selections. Counselors address a-g requirements, CTE (Career Technical Education) opportunities, and the importance of setting goals for each academic year. Each counselor meets with every student in their alphabetical group listings, minimally once per year, to go over their personalized learning plan. For the past few years, THS has utilized the #accepted/#enlisted program to celebrate and acknowledge when our senior students solidify their plans for after graduation. Four-year universities, community colleges, technical schools, and military enlistments are all highlighted. All students aged have the opportunity to take career exploration classes offered through ROP. The dedicated College/Career Center Specialist assists students with enrolling in courses and learning about the opportunities available to them. Students 16+ are able to take courses in medical pathways and culinary arts that lead directly to internships in those fields. All students are encouraged to take courses that maintain their a-g eligibility so that all students have options for post secondary education. Additionally, each student is able to take summer school, at no cost, to remediate courses they received	Counselor Class Visit Schedules ROP Course Listings CCR 4 Year Plan Naviance Website College Fair Flyers RAC College Fair Info CTE Pathway List

a "D or an F" grade that would derail them from the a-g track. Students in specialized programs, AVID, MUN, Stem, iTHS Media, are able to take courses for advancement if they are unable to fit all of their requirements during the regular school day.

During CCR (College and Career Readiness) time, students explore careers and colleges using the Naviance program. All students take inventories that include: Naviance inventories include: College Match, Career Interest Profiler, Career Cluster, Do What You Are, Learning Styles Survey, Strengths Explorer, and Graduation/Game Plan for seniors. Students begin these surveys in their freshman year; their information is stored throughout high school to help them identify colleges and careers that are of high interest to them. When they are seniors, students have a wealth of information to help them make positive post secondary choices.

Each year students have the opportunity to participate in the TUSD College Fair featuring over 100 colleges; this event is hosted annually at THS.

Colleges and universities send representatives to our campus regularly. Every week students have the opportunity to speak to these representatives and ask questions. College visits are advertised through the Daily Bulletin, which is read every day during 3rd period, Naviance, and the weekly Counselor's CHAT.

Students also participate in the bi-annual (beginning in 2015) RAC (Regional Admission Counselors) College Fair to learn about college opportunities. During even years, (beginning in 2018), instead of the RAC College Fair, representatives from RAC will present "Case Studies" to junior students and simulate the process of a college admissions officer. This insight will help juniors understand what college admissions officers are looking for in quality candidates.

These experiences are effective in helping students make appropriate choices for their future endeavors. More work can be done in the areas of career exploration and certificate programs for students who opt not to attend four year universities.

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Courses at Tustin High School offer all students access to rigorous, relevant, and coherent curriculum with access to real world applications as students write, solve problems, and regularly use critical thinking to satisfy course requirements.	Unit Planners Sentence Frames CUBS Strategy Posters Student Work Posted in Classrooms
Teachers use the schoolwide learner outcomes to ensure that activities provide students with opportunities to participate in activities with real world applications.	
Teachers scaffold course material and provide additional supports for students who may need help accessing rigorous course material. During the 2017-2018 school year, Tustin High School funded an ELD TOSA Position was created to support language learners succeed in a rigorous curriculum. Additionally, this position assists teachers with strategies to help support ELL students in their classrooms.	
The special education department works collaboratively with all departments to ensure that all students have access to a rigorous curriculum.	
Some teachers have implemented Project Based Learning in their classrooms and professional development has been offered with this type of curriculum.	

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Counselors audit each student's transcript and create an academic plan with their students to maintain A-G eligibility. Students who need to remediate coursework, are able to do so through the PLATO Learning Environment program as needed. Prior to being enrolled in a PLATO course, students have academic planning meetings with their counselor to help ensure their success. These courses align with Common Core State Standards and allow students to remediate their courses through a self paced program. PLATO courses are only for remediation; students are not able to take courses for first time instruction through this system. Currently, no lab courses are offered for remediation through PLATO.	PLATO Course List

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals*.

Findings	Supporting Evidence
All students participate in yearly meetings regarding their personalized learning plans. Students are also able to update their course selections during the registration process and during summer registration to ensure that their needs are being met. Parent workshops are provided throughout the year to assist in their understanding of "a-g" eligibility, CTE (Career and Technical Education) pathways, and how they can assist their student's success. Teachers meet with students prior to registration to ensure that they have chosen courses that meet their educational plans. If a student chooses to take an honors or AP course they were not recommended for, they have the option of "challenging" the course with their parents approval. Parents are able to make counseling appointments to discuss their student's personal learning plan.	Sample personalized learning plans Parent/Family Workshop List CTE Pathways List "Course Challenge" Form CCR Curriculum Chart

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Tustin High School courses utilize AVID WICOR strategies to teach students skills needed to succeed in postsecondary high school options. Students also participate in ROP courses and Career and Technical Education courses that help students with the transition for life after high school. CCR is designed to help students identify the best post secondary option for themselves and embeds strategies for all students to help them after they leave high school. The Special Education Workability Program supports students with IEP's in the areas of job placement. They work with students on filling out applications, interview skills, resumes, job research, what to wear to interviews and any other skills necessary to obtain a job. All seniors complete the ERWC curriculum to prepare them for college argumentative writing,research synthesis, and non-fiction annotation. Other ERWC Modules are incorporated at all grade levels.	AVID Strategies List ROP Course List CTE Pathways Grid CCR 4 Year Plan Special Education Workability Program

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Tustin High School teachers have worked diligently in grade level teams/pods to create unit planners for each course and unit of study. This work was prefaced with a thorough "unpacking" of the standards to ensure that Common Core Standards, as well as College and Career Readiness Standards, are being addressed. All academic courses are aligned with "a-g" eligibility guidelines and all science based lab classes meet the requirements for "wet labs". There is dedicated time within the school day, during Late Start Wednesdays, for teachers to collaborate on curriculum design, analyze data, and reflect and discuss on the most effective teaching strategies to improve student learning needs.

The counseling department has made considerable improvements that directly impact the critical need of increasing student a-g completion rates the since the last WASC visit. Each counselor has individual meetings with each student to develop an appropriate learning plan. The weekly Counselor's CHAT provides students and families with academic timelines, information regarding internships, financial aid, and college visits. The use of the Naviance system has enabled students to explore career and college options, track their interests throughout all four years of high school, and has created a database for students to access to show them what colleges may be most appropriate for them to apply to in their senior year.

Students have a wide variety of courses to choose from and may opt to be in a specialized program, AVID, MUN, T-Tech, iTHSMedia, or be involved in a CTE Pathway, or take courses through the ROP program.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength
- Unit planners created collaboratively by grade level teams/pods have created consistency among courses and teachers.
- The counseling department's focus on helping all students develop the most appropriate learning plan through their individual student meetings has helped students be successful.
- The creation and implementation of College and Career Readiness curriculum that focuses on academic success, post-secondary planning, and Social Emotional Learning is a great strength.
- Connect Coaches provide relevant, timely, and essential professional development, including lesson design that supports Common Core Standards, throughout the school year.
- The shift from traditional department chairs to iCoaches has enabled departments to have more conversations on student learning, curriculum development, and effective teaching strategies.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- There is not a process to effectively survey graduates to learn about the effectiveness of the curricular program.
- Only some teachers have been trained in, and are effectively using, Project Based Learning.
- Integration/collaboration among disciplines occurs in limited areas. ; content specific vertical team with middle schools
- Additional time for teachers to collaborate would be helpful in continuing to design meaningful curriculum, discuss engaging teaching strategies, and analyze data.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
The incorporation of California Content Standards and the College and Career Readiness Anchor Standards has enabled teachers to involve all students in challenging and relevant learning activities that are outlined in our schoolwide learner outcomes. As students master standards, they engage in critical thinking, problem solving, and writing skills regularly which are based on the schoolwide learner outcomes. All teachers participate in creating unit planners for each course to ensure standards are addressed. Observations of students working show students who are engaged in cooperative learning groups, teams, class discussions, project based learning activities, laboratory assignments, creative endeavors, critical thinking, problem solving, writing, and computing. Classrooms reflect the diversity of our student body. Grade level teams/PODS discuss student work and assignments to measure the degree that students are engaged in meaningful work. Departments work on rubrics both as tools of assessment and learning to inform student work. Where needed, instruction is modified to ensure the involvement of all students with diverse backgrounds and abilities. Connect Coaches, iCoaches, and the THS ELD TOSA offer regular professional development to help teachers scaffold lessons for students with diverse learning needs.	Unit Planners Photos/videos of students working Rubrics Department meeting agendas Student Work Posted in Classrooms

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
PLATO courses are self paced and students have one semester to complete remediation of a course.	PLATO course outlines

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Each teacher creates a course syllabus for each course that they teach which outlines student expectations and material covered. Syllabi are given to students either through paper or electronic copy and are available at all times to parents on the THS website.

All teachers create essential questions for their students and have them posted in the classroom, or on assignments, to help students understand what is expected of them to demonstrate their learning.

Departments use common assessments to measure student proficiency of the standards and these performance bands are shared with students.

Teachers create rubrics for assignments so that students understand the expected performance levels. Rubrics are shared with students and are used for both instruction and evaluation.

Departments use forms of CER (Claim, Evidence, Reasoning) writing for students to demonstrate proficiency in writing and performance tasks. Rubrics are created and shared with students for both instruction and evaluation purposes. | Student Work

Course syllabi

Rubrics

Unit Planners with essential questions

"Tech Sets" for units

Student work in classrooms |

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
All students at THS are issued Toshiba laptops and all teachers are adept at including multimedia and technology in their classrooms on a regular basis to assist students with accessing rigorous course material. The incorporation of technology has had a positive impact on student learning as students have more access to resources than ever before.	TUSD Connect Website
Teachers regularly scaffold and differentiate instruction for their students using a variety of instructional strategies including sentence starters, academic vocabulary instruction, and cooperative learning groups. Professional development is offered for these strategies throughout the school year on TUSD PD days, Late Start days, and through lunch time, optional, JOT Sessions (Just One Thing).	Unit Planners Google Classroom Examples HAIKU/PowerSchool Learning Examples Professional Development Offerings including JOT sessions
Teachers utilize Google Suite including Google Classroom, and HAIKU/PowerLearning to collect and pass out work digitally to students so that they have continual access to course content.	
TUSD Connect Coaches continually search for websites and apps that will assist teachers in differentiating instruction and will assist students in their learning.	
TUSD Checkpoint Assessments are utilized in English and Math to evaluate the effectiveness of students meeting standards. During the 2017-2018 new checkpoints were created by the district and this measurement will help inform teachers on student learning.	

C2.   Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Each summer since 2015, the Tustin Unified School District has offered optional, paid summer professional development on a variety of effective instructional strategies. Teachers implement these strategies in their courses and share strategies with other teachers during grade level team/pod meetings.	TUSD Summer Institute PD Plan
	TUSD Summer Institute Attendance Records
In the fall of each year, the TUSD offers mandatory professional development where teachers are able to choose from a "PD Menu" which sessions they would like to attend. Most of these sessions are taught by TUSD teachers and many of the sessions are taught by Tustin High School teachers. Based on staff surveys, this method of personalized professional development on instructional strategies has been valuable for teachers to implement in their classrooms.	THS Welcome Back to School Professional Development
	October PD Day - PD Menu
	TUSD PD Survey Results
	JOT Calendars
Teachers at Tustin High School are very comfortable utilizing instructional strategies including technology as we have been a 1:1 district for four years. THS Connect Coaches offer JOT (Just One Thing) sessions on websites and apps that help teachers deliver instruction and students to access content.	TUSD Fellows Listing
	TUSD Digital Learning Coach Listing
Beginning in 2014, teachers were able to sign up to be a Tech Fellow where they received year round support from a District Learning Coaches (DLC). This model enabled teachers to work with their fellow not only on technology, but curriculum design as well. Beginning with the 2017-2018 school year, the model shifted to allow more teachers to be "coached". Teachers can sign up for 6 week coaching cycles where they work with a Connect Coach (formerly DLC) on instructional strategies of their choice. Teachers can sign up as individuals or as a team and receive support both on technology and curriculum design. Currently, THS has four Connect Coaches on campus who are available to work with teachers.	THS/TUSD Connect Coach Listing
	6 Week Coaching Cycles

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
N/A	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Tustin High School teachers have been focusing on coaching students and guiding them to their own learning with the inclusion of the Common Core Content Standards. The focus has moved away from a teacher-centered classroom to a student-centered classroom where instructional strategies allow students to access content materials to build knowledge.	Unit planners
	Student Work
Teachers use essential questions for each unit of instruction that help students understand their expectations for learning. Students participate in both guided and independent practice on a regular basis in all classrooms. Some teachers use project-based learning to engage students in content curriculum and real world application of that knowledge. Many teachers use "Tech Sets" or a curated collection of resources known as 'hyperdocs' to pass out curriculum to students. The tech sets allow students to access materials at any time and in some cases, move at their own pace through the material.	Professional Development Menu
	Department Goals
	Tech Sets
	Photographs of students in cooperative
Prior to the beginning of the 2017-2018 school year, teachers were given a professional development "menu" of options they could choose from to continue their growth in instructional strategies. Departments then chose instructional strategies to learn and focus on for each quarter of instruction as part of their departmental goals. These strategies focus on having students be an integral part of their learning.	
Tustin High School teachers have moved away from traditional lectures and, instead, guide students in their learning from reading, experience, and practice. Classrooms will use group projects, Socratic Seminars, lab-based activities as well as independent and guided practices to help students access curriculum. Teachers often use student-led concept mapping and discussions to help determine writing prompts and topics.	

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students are able to demonstrate their ability to organize, access, and apply knowledge that they have acquired through a variety of means. Because each student has a laptop, their ability to use digital tools to demonstrate their knowledge and extend their learning becomes stronger each year.	Student work displayed in classrooms
Most student are adept with using Google Suite to create, synthesize and store information.	Digital examples of student work
Students have opportunities to utilize their academic tools to research in many of their academic courses. Students are asked to research information on a regular basis and report this information in class discussions, in their writing, in multimedia projects, and in project based learning assignments. Examples of this work are listed below.	Department evidence folder

Student Portfolios |
The History/Social Science regularly use Google Drawing to create Digital Storyboards to showcase student understanding of primary and secondary sources. With their mytusd.org accounts, students have access to digital resources through Google Suites which enables them to organize their work and digitally access that work at any time.	
T-Tech students create physical and digital portfolios of work which include resumes and professional certification. Students create projects where they implement all aspects of design project management. Inventions T-Tech students have created include: a prosthetic arm for a local middle school student, an LED marquee, a motorized walker, and an electric cargo tricycle just to name a few.	
MUN students conduct both independent and collaborative research through the Brown University "Choices" curriculum, as well as internet research, to participate in simulation and debate global issues.	
In the World Languages Department, students are able to apply knowledge they have acquired through unit final writing	

assessments. With the use of C.U.B.S strategies, students follow prompts with specific vocabulary and paragraph structure. Demonstrating knowledge of material learned throughout the unit, projects, writing, and collaborative work, students demonstrate that they have academic tools to gather and create knowledge. Math's department goal is implementing the use of graphic organizers. Many math classes use Google Classroom to organize videos and assignments in order to "flip" the classroom and Desmos storyboards to enhance learning. Visual and Performing Arts (VAPA) students write reflections and metacognitive journals to show understanding of learned material. VAPA students will also debrief their learning via class, small group, and teacher to student discussion. English students regularly use collaborative and independent projects involving research, synthesis from multiple sources, and application of various educational media to support and demonstrate learning. All ERWC writing assignments involve writing assignments that require students to distill important ideas and support them with evidence in unique and comprehensive ways. The Science Department uses Google Classroom as a place for students to organize their work. Additionally science students use Google Docs, Google Slides, and various apps/websites such as: PearDeck, Verso, Gizmo Virtual Lab, and QFT (Question Formulation Technique) to support students in questioning and evidence based learning. Through the new NGSS (Next Generation Science Standards), students are using project based learning to build real world connections to science. Google Slides, Screencastify, and Google Sites are used to build digital portfolios of student work.	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
N/A	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Student work displayed in the classroom demonstrates students ability to think, reason and problem-solve in group and individual activities. Displayed student work shows the process involved, where applicable, whether it is a writing assignment, group project, piece of artwork, research activity, or performance tasks	Student work displayed in classrooms Digital samples of student work in VAPA classrooms such as Film, Music Technology, Graphic Design, Photography (project work and Digital Portfolios)
Students participate in Socratic Seminars and other forms of discussion and debate in many classrooms. Many teachers employ the use of a digital "back channel" program, like Today's Meet, to allow students to participate in discussions electronically. Classroom discussions also utilize the following strategies: Fishbowl , 4 Corners, Inside/ Outside, and Philosophical Chairs.	Socratic Seminar Examples Today's Meet discussion print outs
The English Department focused on constructive collaboration for the 2017/18 school year. Teachers have utilized instructional strategies such as Carousel, Four Corners, and Breakout EDU to help facilitate student inquiry and collaboration.	THS Curriculum & Instruction Google Drive Folder

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
All classrooms at Tustin High School use technology to demonstrate students achieving academic standards and meeting the schoolwide learner outcomes. Students and teachers use Google Suite to digitally create and store their work. Student work demonstrates that students use technology effectively on a daily basis.	Student work displayed in classrooms Student work available digitally THS Jot Session Calendar THS Professional Development Activities
Examples of student work include: Process writing Timed writing Reflection writing Group projects in all subject areas Use of apps and websites to demonstrate/access material including: IXL, Desmos, Gizmos, Actively Learn, Membean, Kahoot,	

Pear Deck, Quizlet, Turnitin.com, Socrative, Today's Meet, Play Positive, Verso & Haiku/Powerschool Learning	
Connect Coaches provide professional development on apps, programs, and websites that assist students in learning, accessing information, creating projects, and communicating throughout the year either through fellowships, 6 Week Coaching Cycles, Late Start meetings, and lunchtime JOT Sessions (Just One Thing),	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
All departments incorporate expository text into their curriculum and, as a result, students are able to move beyond work in the textbook. Most courses do not rely on simply the textbook for instructional material, but instead use the textbook as just one of many sources for course content.	Unit Planners Tech Sets Google Classroom Samples HAIKU/PowerSchool Learning Samples Student work samples
In the ERWC (Expository Reading and Writing Curriculum), course modules are delivered in all English grade-level courses, students are presented with expository text centered around themes based on real world topics. Students use original source documents to develop opinions on the topic, and the activities in the classroom direct students that link their work to the real world.	
In the History Social/Science department, students participate in Document Based Question writing assignments that require students to read original source documents and write an argument using information from the documents. Essential question responses require the use of a variety of evidence to support their claim.	
World Language classes investigate and learn cultural information about countries of study in the targeted language. Students engage in activities to learn content and to learn real world information about the cultures they are studying.	
Science courses include laboratory activities that require students to use documents to guide their learning. Through discovery, students engage in course material with real world	

application. Laboratory activities require students to read, investigate, and think critically using the scientific method. The Mathematics department provides students opportunities to use the Desmos graphing application to apply what they have learned in class. Students are required to participate in performance tasks to demonstrate their ability to critically read information, compute, and explain their process. The Visual and Performing Arts department provides students with a wide variety of options to demonstrate their learning either through creation of a piece of artwork, music, video, writing, or performance of their talent. Students read original source documents to guide their learning as they are able to have a hands on approach to mastering course material. Students in the Physical Education program read informational text on health issues and developing physicality. Students set goals and write about their experiences in the athletic department. Topics that students read directly tie in to the students' real world experiences.	

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
During CCR (College and Career Readiness) time, students explore careers and colleges using the Naviance program. All students take inventories that include: Naviance inventories include: College Match, Career Interest Profiler, Career Cluster, Do What You Are, Learning Styles Survey, Strengths Explorer, and Graduation/Game Plan for seniors. Students begin these surveys in their freshman year; their information is stored throughout high school to help them identify colleges and careers that are of high interest to them. When they are seniors, students have a wealth of information to help them make positive post secondary choices. Every year, the counseling team visits classrooms prior to registration for the next school year to inform students about the CTE (Career Technical Education) pathway opportunities, that are available to them. Weekly, counselors collaborate to write the Counselor's CHAT that includes opportunities for	CCR 4 Year Plan and presentations CTE Pathways ROP Course Listings T-Tech Apprenticeships/Internships Naviance Inventories Counselor's CHAT THS Career Fair

internships and career awareness information which is distributed electronically to all THS families as well as to all feeder middle school families. The Counselor's CHAT is available on the THS Website. All students have the opportunity to take career exploration classes offered through ROP. The dedicated College/Career Center Specialist assists students with enrolling in courses and learning about the opportunities available to them. Through the ROP program, students have the opportunity to participate in internships through the medical and culinary courses. Students in our T-Tech program are exposed to a number of career development and awareness opportunities including resume writing, interview concepts and techniques, industry research, soft skill development, company tours and professional certifications. In addition, T-Tech students have the unique opportunity to take part in technical summer internships in a professional, real world setting. Partners in T-Tech's internship program include Boeing Corporation, EON Reality, UPS and many more. Biomedical Pathway students are provided the opportunity to explore and learn about various medical careers. Throughout the year, professionals representing many different areas in the biomedical field come in to share valuable real-world experiences with our students. Additionally, students work on developing and building digital portfolios and resumes, refine interview skills and professional etiquette, conduct research on a variety of careers, and students have the opportunity to be a part of the Medical Explorer program through a local hospital. As the pathway continues to grow, we are working to develop relationships with local businesses so our students are able to shadow and/or intern in their area of interest. Students in the Special Education program benefit from Workability to meet the students' individual needs where they receive job training, interview skills, and resume writing instruction. Students are then placed in internships, part-time and full-time jobs.	

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
N/A	

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

The focus on integrating engaging teaching strategies in all classrooms has helped develop instructional practices for 21st century classrooms. Teachers work collaboratively on unit planners to guide instruction and identify best instructional practices for student needs. This directly addresses the critical learner needs of improving English and Math skills and increasing the amount of students who are "a-g" eligible. All departments include critical reading and writing activities to improve student learner outcomes.

All students are issued Toshiba laptops and effectively utilize their digital resources to access content, organize their work, produce documents, create presentations, and collaborate with peers. Professional development is an integral component of our instructional program with Connect Coaches and iCoaches supporting teachers with content delivery.

CTE pathways provide students with opportunities to explore career options, participate in internships, and gain skills necessary for the workforce. The CCR curriculum teaches students strategies to help them academically and socially to prepare them for postsecondary options.

The instructional program at Tustin High School includes scaffolding and support for struggling students who are identified through analysis of multiple measures. These supports address the critical learner needs of improving in English and Math skills,

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- All classrooms incorporate cooperative learning groups and collaborative projects with some courses incorporating project based learning (PBL)
- There is a strong focus on critical reading and writing across all subjects, including focused assessment at all DOK levels, evidenced on tests and unit planners.
- Both teachers and students are adept with digital consumption and creation of student content (e.g. Google Suite, Actively Learn, Pear Deck).
- CCR has greatly improved awareness of careers and colleges for all students.
- T-Tech, Biomedical Pathways and the ROP program provide strong guidance for students regarding careers.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- A greater use of project based learning and inquiry-based learning to create more opportunities for student-led creation of content through research, synthesis, etc. would benefit student learning.
- Teachers need more time to analyze data/student work to correctly identify which strategies work best to to ensure that students are mastering course content.
- There is a need for more cross-curricular and vertical alignment among departments.
- Extending the use of the unit planners to create clear skill and knowledge frameworks and pathways within departments would help guide instruction.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Annually, Tustin High School analyzes data from state testing to evaluate student progress. Beginning in 2015, data from the CAASPP testing was analyzed as the CST and CAHSEE programs were phased out. Data is disaggregated for ethnic groups, socioeconomic status and students with disabilities. This data analysis informs the schoolwide as well as department goals. Data from the EAP, SAT, and ACT programs are analyzed to measure student progress towards college readiness and inform decisions regarding classroom instruction. This analysis effective in identifying strengths and areas of growth for students.	Single Plan for Student Achievement (SPSA)
	CAASPP results
	EAP results
	SAT & ACT Test Results
	Common Assessment Data Analysis Records
Grade level teams/PODS analyze student performance on common assessments on a regular basis. Teams analyze the disaggregated data to identify student performance. This analysis helps identify students who need additional instruction and/or support in meeting course objectives that are based on Common Core Standards. Common Assessments are delivered through the Illuminate Education website and data reports are run from this system.	Schoolwide Goals
	Department Goals
	Illuminate Data Reports
The Special Education department uses the Kaufman Test of Educational Achievement (KTEA) assessment to assess student academic performance every three years. These findings direct development of a student's IEP goals to support students with disabilities in their academic courses.	
These systems are effective in monitoring student progress and provide feedback as to how students are meeting academic standards as well as the THS Student Learning Outcomes.	

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Annually, state testing results (CAASPP, SAT/ACT, EAP) are shared with the TUSD governing board, Tustin High Staff, PTO, ELAC, and School Site Council.	Staff Meeting Agenda
Every year during the first back to school staff meeting, testing results and student achievement results are shared with the faculty to address areas of strength and areas of growth. Based on these discussions, schoolwide goals and department goals are created to ensure all students are able to achieve proficiency in meeting state standards and THS schoolwide learner outcomes.	School Accountability Report Card
Testing results are shared with the school community through the annual School Accountability Report Card (SARC) which is available through the school district's website. Assessment results are also shared with the School Site Council in conjunction with the writing of the Single Plan for Student Achievement (SPSA). Student achievement results are also shared with parents during PTO and ELAC meetings as well as during the monthly Principal's Coffee meeting.	Single Plan for Student Achievement
Parents have continual access to check student grades in all courses through the Aeries Parent Portal. Teachers update grades on a regular basis. During Report Card Night, held in the fall after 1st quarter is complete, parents have the opportunity to discuss their student's achievement with each of their students' teachers.	
These processes are effective in informing stakeholders about student achievement.	

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
The system used to monitor student growth and progress involves two main sources of information and is an effective means of monitoring. All departments have created course common assessments and discuss how students are graded and how performance levels are determined. After each common assessment, grade level teams/Pods meet to discuss student outcomes on the assessment. Reports are run through the Illuminate Data system to provide teachers with disaggregated data to identify students who did not perform well and reflect on the best teaching strategies for that unit of study. Teachers also discuss instructional strategies to determine the most effective strategies for students. English, Math, and Science courses administer district "checkpoints" to monitor student progress on academic standards. The second system used to monitor student growth and progress occurs frequently. Following the Progress Report and Quarterly Grade Reporting periods, student grades are analyzed and students who earn either a "D" or an "F" in a course are assigned tutorial time with their content area teachers to provide additional support; counselors add tutorial to the student's schedule as this is a mandatory tutorial for them. Students who are not meeting expectations are provided academic support during schoolwide tutorial. Students either participate in reteaching activities or have the opportunity to retest to demonstrate mastery of content standards and schoolwide learner outcomes. Student grades are based on a combination of assessments, classwork and homework that are aligned to common core standards as well as the THS schoolwide learner outcomes.	Common Assessment Data Analysis District Checkpoint Assessments Grading Reporting Timeline Tutorial Day Bell Schedule

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Students taking courses through the PLATO Learning Environment System, proceed through the course in self paced modules. Students learn course content through modules and then are tested on each unit of study during their PLATO course period. Testing is monitored by the teacher running the PLATO course to ensure that academic integrity is maintained and students are doing their own work. Tests are "locked" until the student is ready to take the assessment with a teacher present.	PLATO Learning Environment Courses

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Students are tested in a variety of ways in content area courses and these assessments are effective and appropriate to determine student achievement.   Teachers work with their grade level teams/pods on unit planners which include plans for a variety of assessments including a course common assessment. Assessments may be through a writing task, a performance task, a class discussion, a laboratory, an artistic endeavor, a multimedia project or any other format the teacher believes would enable the student to demonstrate their learning. Teachers determine the frequency of assessments, both formative and summative in their classrooms.

TUSD Checkpoint Assessments are utilized in English, Math, and Science to evaluate the effectiveness of students meeting standards. During the 2017-2018 new checkpoints were created by the district. | Sample Assessments |

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Courses offered for remediation through the PLATO Learning Environment system have assessments built into the program that evaluate student progress towards mastering content standards.	PLATO Exam Samples

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Grade level teams/Pods create formative and summative assessments for each course taught. These teams meet regularly to update unit planners and common assessments either during Late Start Wednesdays or during lunch and/or after school meetings as determined by each team. After unit plans are updated, they are uploaded to the school's Curriculum Planning Google folder and the team updates the Common Assessment Calendar; this is all part of the THS Curriculum Workflow. Grade level teams/PODS analyze student performance on common assessments on a regular basis. Teams analyze the disaggregated data to identify student performance. This analysis helps identify students who need additional instruction and/or support in meeting course objectives that are based on Common Core Standards. Common Assessments are delivered through the Illuminate Education website and data reports are run from this system. The 2017-2018 school year marks the fourth year of implementation of the unit planners and third year of the use of the THS Curriculum Workflow model. This system has proven effective as teachers and teaching teams have curriculum and assessments to build upon and update as needed.	Unit Planners Common Assessments Common Assessment Data Analysis Forms THS Curriculum Workflow Diagram Google Folders for Unit Planners and Common Assessments.

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
The student focus group was comprised of students involved in a variety of activities on campus representing the diversity of Tustin High School in terms of ethnicity, socio economic status, language ability, grade level, and academic ability. Junior and senior students spoke about the noticeable difference in instruction in their academic courses. The students discussed that teachers are doing less lecture, and are having students do more reading/research to learn course concepts. Most of the students felt that they understood what is expected of them in classes and if they were not sure what they needed to do, they felt comfortable asking their teacher or another classmate.	Student Focus Group Notes Anecdotal evidence of discussion with students
Most students said that they were receiving good information about college readiness. One senior said, "I feel sorry for the kids who graduated four years ago - they didn't have CCR or FAFSA nights - how did they know what to do?" After that comment, there was a loud agreement highlighting that they value the information given to them.	
However, many students felt that there was not enough information about careers. When one student said "what about students who aren't going to college - they're left out?" the majority of students agreed with that statement. A discussion about adding more technical classes like auto mechanics and woodshop followed. Students did note however, that there were many classes offered in T-Tech, Biomedical Pathways, and ROP that would help them prepare for the workforce, but that there was not always room in their schedules to take these classes.	
When asked what they thought was Tustin High School's greatest strength, they spoke about the diversity of the student body in ethnicities and cultures, in learning abilities, and in economic status. They spoke about the inclusive nature of our students and how when you look around campus, students of	

all types are together. Groups are not segregated by common high school stereotypes, rather they are intermingled and students feel accepted and able to be themselves. Students identified that our greatest strength is our diversity and acceptance of others.	

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

> **Online Programs: iNACOL Standard R: Program Evaluation**: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

> **Online Programs: iNACOL Standard S: Program Improvement**: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
The Tustin Unified School District has created Checkpoint assessments for Math, English, and Science as a means of monitoring student progress. The TUSD School Board receives student data reports annually.	California Dashboard Report
Tustin High School staff continually assess and monitors progress as mentioned on formative and summative assessments throughout each unit of study. Parents and business/community leaders monitor student progress through their involvement in School Site Council and as well as through the School Accountability Report Card available on the TUSD Website.	School Site Council Agendas Tustin Unified School District Website
Parents and students have access to the student Aeries Portal where they can check grades and standardized test performance at any time.	

D3.1. Additional Online Instruction Prompt*: Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
N/A	

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Annually, Tustin High School analyzes data from state testing to evaluate student progress. CAASPP and EAP scores, as well as student performance on SAT/ACT exams, are analyzed for assessing student performance in English and mathematics. This assessment data is reviewed by the school leadership team as well as by the staff to determine school wide and departmental goals. Based on student performance, Tustin High School and each department creates goals to improve student outcomes. This data analysis informs the schoolwide as well as department goals to measure student progress towards college readiness and informs decisions regarding classroom instruction. This analysis impacts the instruction of second language learners as the school staff can identify which areas these students need additional support. The 2017-2018 school year was the first year for a THS ELD TOSA (Teacher on Special Assignment) who not only works with a targeted group of second language learners, but provides instructional support for all staff members to ensure that second language learners are able to access content and achieve success.	CAASPP Test Results EAP Test Results SAT/ACT Exam Results PD offered by ELD TOSA

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Assessment results have resulted in additional professional development for teachers based on instructional strategies to guide first time instruction and strategies to assist struggling students and second language learners. The professional development has been effective with providing teachers tools to assist all students. Support courses in English and Mathematics are given to students who are not meeting content standards to enable students to reach grade level expectations. To increase the numbers of students taking college entrance tests, Tustin High School has paid for teachers to run ACT Boot Camps on the weekends for juniors and seniors. Resource allocations have included money for professional development, support courses in English and Mathematics, instructional aids, ACT Boot Camps, and for the ELD TOSA position.	Single Plan for Student Achievement Professional Development Listings ELD TOSA Professional Development Master Schedule ACT Boot Camp Participation

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
As part of the annual data review at the beginning of each school year, the THS Leadership Team analysis the graduation rate, "a-g" completion rate, to determine if students are meeting requirements upon graduation. Schoolwide goals are created based on this data. This process is effective as data is used to drive schoolwide and department goals as well as instruction in the classroom. Through individualized meetings based on students' personalized learning plans, counselors determine if students are on track for graduation in completing requirements and credits. If students are not on track, counselors provide them with opportunities to remediate courses if necessary. During the past few years, Professional Study Groups have been formed to discuss topics such as Standards Based Grading and Homework/Grading Policies. These groups did not continue in the 2017-2018 school year as these conversations take place on a regular basis in department meetings and/or grade level/pod meetings.	Graduation Rate "A-G" Completion Rate Personalized Learning Plans Standards Based Grading PLC Homework/Grading Policy PLC

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Tustin High School teachers proctor all state exams and all teacher are involved in the process. Proctors are assigned testing groups by the testing administrators. All materials are locked in a secure location with access restricted to the testing administrators to maintain the integrity of assessments. Teachers and other staff members who may come into contact with testing materials (instructional aids, office staff) sign affidavits signifying their understanding of the testing security procedures. All teachers receive training for the CAASPP test which is given on a locked, secure browser. All teachers have password protected computers and laptops to ensure integrity of assessments. Most teachers do not allow testing materials to go home with the student; they are made available to review upon request. Many teachers use Turnitin.com to guard against plagiarism for extended writing assignments.	Memos regarding testing Test Training Materials

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Throughout the past three years, teachers have collaborated, in grade level teams/pods, to create unit planners for each course at Tustin High School. A core component of these plans are common assessments that have been created for each unit of study to assess student learner outcomes. Additional multiple measures, including both formative and summative assessments, are used by teachers to assess student competency and adjust teaching strategies if necessary. To ensure that all students are able to demonstrate their knowledge, support systems are in place including scaffolding, re-teaching/testing, and strategies to support EL learners.

Teachers are supported with professional development on instructional strategies to help students master content standards from the THS ELD TOSA, Connect Coaches, and iCoaches.

Grade level teams/pods collaborate on common assessment data analysis to identify students who are struggling and to identify/discuss which instructional strategies work best for students. This data analysis among teachers addresses the critical learner needs of increasing "a-g" eligibility and increasing English and Math performance on standardized testing.

Standardized testing results are disaggregated and analyzed yearly to create schoolwide and departmental goals to address critical learner needs.

Students are given opportunities to take a free, College Board PSAT exam during the school day to practice and provide information regarding college readiness to both the student and the school.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength
- All teachers use common assessments created by their grade level teams/pods.
- Teachers use multiple measures to assess student performance including formative and summative assessments, projects, writing assignments, laboratory investigations, oral reports, discussions, etc.
- Tustin High School has an ELD TOSA who works with a small group of students and provides professional development to English Language Learners for success on assessments.
- If needed, additional professional development is made available for teachers based on assessment data.
- Tutorial days provide students the opportunity to re-test and receive additional instruction and support to learn content standards.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth
- Although tutorial days provide students the opportunity for additional support, a need exists to revisit the structure and effectiveness of tutorial
- There is a need for more time for professional collaboration to analyze data and identify next steps to improve student outcomes.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Tustin High School has made concerted efforts to encourage the involvement of families, businesses, and community members. During the 2014-2015 school year, a part time position was created specifically to assist with community outreach. This staff member is also in charge of maintaining and updating the website on a regular basis. Digital signage was added to the front of the school as well as in the front office lobby, counseling office, and library to inform parents, the community, and visitors on campus about THS events and programs. The Tiller News and Counselor's CHAT is created weekly to inform the community about events, programs, and progress at Tustin High School. Program leaders, staff members, and students write articles to highlight the many activities that our school provides. These newsletters are distributed electronically to each THS family and are available on the Tustin High School website. The counseling team writes a weekly Counselor's CHAT that includes graduation and college prep information for each grade level as well as upcoming college visits and Parent and Family Workshops. Counselors deliver six workshops each	Tustin High School Website Tiller News Counselor's CHAT Social Media Accounts The Pitchfork - Tustin High School's Online Magazine ELAC Meeting Participation Booster Club List

year including Financial Aid Nights and College Knowledge Knights. All workshops are delivered in English and Spanish. college, knowledge Opportunities for internships and job opportunities are emailed to each student by the counseling staff.

Many athletic teams and academic programs have created Parent Booster Groups to support students. These groups work with local business and communities to help raise funds and spread awareness of their programs.

Social media accounts on Twitter, Facebook, and Instagram are updated regularly to highlight the events, programs, and activities at Tustin High School.

The iThsMedia Program has created Pitchfork TV (segments written, filmed, and produced by THS students), and produces The Pitchfork (Online Magazine) which is regularly updated. Both yearbook and journalism have active Social Media accounts where they share with the community the events, programs, and activities at Tustin High School.

The Community Liaison organizes many parent workshops to help all families with the learning process. These events include parent involvement workshops, and parenting classes, to help our parents best support their students.

Non English speaking parents are encouraged to attend ELAC meetings. All parent nights on campus that focus on student learning including, Back to School Night, Report Card Night, and Open House, have interpreters available for families. These opportunities have been somewhat effective for our non English speaking parents, yet there is still a need to more effective communication.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
The Tustin High School family, as our school is commonly referred as, works diligently to solicit our community for resources to support and extend learning. The Tustin High School Community Liaison partners with the Orange County Health Care Agency to deliver "Stop the Cycle" workshops for our families. with several local agencies to provide workshops to Tustin High families.	Parent Workshop Schedule Parent Workshop Sign In Sheets T-Tech Website
Students in our T-Tech program are exposed to a number of career development and awareness opportunities including resume writing, interview concepts and techniques, industry research, soft skill development, company tours and professional certifications. In addition, T-Tech students have the unique opportunity to take part in technical summer internships in a professional, real world setting. Partners in T-Tech's internship program include Boeing Corporation, EON Reality, UPS and many more.	
More work with local businesses and community members would help our students identify career paths and opportunities available to them.	

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
The Tustin High School campus is safe, clean and orderly as it is very well maintained by a professional and efficient maintenance staff. At the beginning of each school year, students are introduced to the Go BIG R.E.D. PBIS system where pride in our school and in our students is evident. Tustin High is able to maintain a safe and healthy learning environment for all students and staff through the modeling of positive student behaviors including keeping the campus clean. If at any time a student feels unsafe, they may use the "Text to Tip" anonymous tool to report any dangerous or criminal activity. The "Text to Tip" number is posted in every classroom. School administrators, counselors, and teachers are always available to assist students.	Photos of campus Digital Citizenship Lesson Matrix CCR Curriculum Every 15 Minutes Program Brochure and video Disaster Plan Emergency Protocols Emergency Binder
Each school year, students are presented with Digital Citizenship Lessons that are different for each grade level. The lessons cover acceptable use of technology, internet safety, copyright issues, cyberbullying, building a safe online community, privacy, and data storage. Lessons are adapted from Common Sense Media and students complete an assessment through the Illuminate Data system showing that they understand the material. During CCR, students are also taught lessons on identifying stereotypes, hate language, and conflict resolution. Discussions are included in the CCR lessons for students to express their learning.	
Every other year, Tustin High School presents the Every 15 Minutes program where all students are introduced to the real life consequences of drinking and driving as well as distracted driving. Topics of drug and alcohol abuse are addressed with the student body during the two day event. Junior and senior students observe a mock car crash in front of the school on day one and on day two, attend a "funeral" for the students who were pulled out of class on day one as members of the "living dead". Freshman and sophomore students attend a presentation organized by our SADD (Students Against Destructive Decisions) on day one.	
At least two times per year, staff and students participate in an earthquake, evacuation drill and lockdown drill. Each classroom has an Emergency Binder that includes information for how to handle a variety of emergencies on campus. Many classrooms are equipped with an "Emergency Bucket" that contains basic first aid supplies as well as a portable emergency restroom. Staff members are trained on emergency protocols at the beginning of the school year including: fire, earthquake, active shooter, and lockdown procedures.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Tustin High School strives to provide a safe and healthy learning environment for all students and staff. We refer to ourselves as the Tiller Family as we foster a community of mutual respect and compassion. Tustin maintains this environment through the modeling of positive student behavior and academic success. All staff members work together to implement school rules and hold students accountable for their actions. The discipline within the school is based on the Go BIG R.E.D positive behavior intervention and supports (PBIS). The staff works to create and maintain positive working relationships with students as evidenced by more than 30 teachers who have been trained in Capturing Kids Hearts. In order to promote positive student behavior, a progressive discipline plan is implemented in every classroom and office school-wide. The Go BIG R.E.D program outlines expectations and utilizes positive reinforcements to recognize students demonstrating Respect, Effort, and Determination while in classrooms, on campus, and at school related events. Tustin High School's Link Crew program pairs freshman students with a mentor to help them transition from middle school to high school. Link Leaders, juniors and seniors, meet with their freshman throughout the year to check in with them and provide support as needed. Link Leaders are trained throughout the school year in their Leadership Class. Students are celebrated regularly through the Tiller of the Month lunch where each teacher is able to recognize a student in their classroom for their Respect, Effort, and/or Determination. Teachers often choose students who are not always the highest achieving student in order to recognize the efforts of as many students as possible. The PTO puts on the luncheon and parents as well as ASB members serve the lunch	PBIS Matrix Link Crew Schedule Link Crew Leaders Tiller of the Month/Tiller of the Quarter Schedule Tiller Good News Postcards Tiller Triumph Cards International Week Flyers ASB List of Clubs Capturing Kids Hearts Trained Teachers SEL Goals and Professional Study Group CCR Curriculum

to all attendees. During the 2017-2018 school year, the event changed to a Tiller of the Quarter event where each teacher recognizes two students. The 2017-2018 school year also saw the addition of implemented the use of "Tiller Triumph" cards. Every two weeks, teachers are able to submit two Tiller Triumph cards for students who they want to recognize. Link Leaders present students with their cards as well as a treat during one of their class periods.

The ASB assists students with creating clubs and organizes an annual Club Rush event in the fall for students join clubs that match their interests. There are currently over 50 clubs with more than 35 teacher advisors chartered on campus and include clubs that celebrate cultures, religions, academic interests, entertainment, fashion, the environment and many other topics. If a student does not find a club that matches their interest, they can start one. International Week where all cultures are celebrated on campus through various activities including an International Food Fair and an International Assembly where students showcase a variety of talents from the many countries that are represented by Tiller Students.

Over 30 teachers have been trained in Capturing Kids Hearts which focuses on creating a shared atmosphere of trust, respect, and caring in the classroom. Plans exist to train all teachers in the next few years.

One of the schoolwide goals for the 2017-2018 school year is the inclusion of Social Emotional Learning in all classrooms to ensure that all students and teachers are equipped with skills to assist them in their success both in and out of the classroom. Students are exposed to the topics of Growth Mindset, Self Efficacy, Social Awareness, and Self Management during College and Career Readiness (CCR) time on Late Start Wednesdays. A PSG, which meets monthly, has been created to develop a comprehensive plan for SEL instruction.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Tustin High School prides itself on creating an environment of trust, respect, and professionalism. The Leadership Team is made up of administrators, iCoaches, and Connect Coaches where a system of collaboration and coaching is in place. This model has created a process for shared decision making where trust, respect, and professionalism exist as its core. The 2014-2015 school year shifted from the traditional Department Chair model to an Instructional Coach (iCoach) model building capacity in teachers and trusting teacher leads to assist in professional development. The iCoaches received training on how to coach their teams during the 2014-2016 school years. This has resulted in widely de-centralized delivery of professional development and content development through our instructional coach model. The Leadership Team, School Site Council, and ELAC provide input on the SPSA which is directly aligned with the LCAP. Department collaboration time has been intentionally provided for teachers with a bell schedule that allows for department collaboration where department members are trusted to collaborate, plan, and analyze data with their department members. Instructional Coaches are trusted to deliver professional development to their team. The 2017-2018 school year had limited for departments to meet as some of the Late Start days were used to create the WASC Self Study. The SEL Professional Study Group is headed by a teacher and contains 1-2 members from each department to help achieve the school wide goal. Capturing Kids Hearts Training - over 30 teachers trained with plans to train as many teachers as possible over the summer. School and District use of surveys gather data from students and staff (Gallup, Speak Up, school wide/in house developed surveys) on variety of subjects that include how students and staff feel in regards to respect, trust and professionalism.	Leadership Meeting Agendas Department Meeting Agendas Interview process/Job description of instructional coaches. Survey results

E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Tustin High School gathers information through surveys such as the Gallup Poll, to determine areas of need. The data gathered results in identified areas of need and the Leadership Team develops plans to address those needs. The following are programs and processes to support students' academic and personal needs: ● ELD TOSA: 6th period EL support Class ● Sheltered courses and Biology/Alg. 1 support classes ● Tutorial Period - mandatory and optional ● Student Study Team ● Educationally Related Mental Health Services ERMHS ● IEPs ● Counselor 4 year plan including individual meetings with students ● SEL mini lessons in CCR ● 504 plans ● Attendance and Behavior contracts ● School Resource Office ● Full time community liaison to connect families with outside services, shelters, etc	504 Plan template Community Liaison Class schedules

● Mental Health Specialist for crisis intervention ● Student Mental Health has been added in a district wide priority ● Principal's Coffee ● 5 counselors who provide personal and academic counseling ● 2 school psychologists and 1 speech pathologist to provide specific support for students with areas of need ● Full time nurse and health clerk in the health office to service students with medication delivery, daily medical needs, and emergencies on campus. ● Administrators and counselors are open to facilitate meetings with students and their assigned social workers/probation officers. ● District Student Services office provides a drug and alcohol intervention service to students with a first time offense in drug or alcohol (JADE program). ● Athletic Trainer available to support student health during most games and after school practices.	

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
The school Leadership Team, in conjunction with Connect Coaches, regularly present professional development on instructional strategies to engage students. Some of this professional development focuses on personalizing learning for students through programs like IXL for math and Membean for English. Tustin High has also created tutorial time twice per week as an extra support for students who are receiving a "d" or "f" in a class. Students are assigned to the teacher and report during	Professional Development Calendar Tutorial Bell Schedule Master Schedule

tutorial time for re-teaching, support activities, scaffolded instruction surrounding certain skills and content, or other measures to close learning gaps. Teachers are given the freedom to structure this tutorial time/office hours in a way that best supports their students. Each teacher's class is structured differently, but the aim is to re-teach and close learning gaps in skill and content areas. This year, Tustin High made an attempt to address a gap in academic skill and content knowledge with incoming 9th grade students who have consistently received failing grades for all three years in middle school in Math and Science. We created 4 Algebra Enrichment Classes and 2 conceptual Biology classes for these students. In each of those classes, the teachers are focusing on building academic skill and heavily scaffolding content. The curriculum for the Algebra Enrichment class was written by the district with teacher input. The conceptual biology class does not have a set curriculum. It follows the same sequence as Biology, but is heavily scaffolded, content is reviewed at a much slower pace, and there is a high focus on academic skills and the 4Cs. THS has ELD English classes for new comers and English language learners at the emerging/ Level 1 & 2 classification levels. THS also has sheltered classes in each core content area to address the needs of long-term, bridging English language learners. Teachers merge their content standards with the ELD standards to help students develop both language and academic skill while learning content through accessible resources. Teachers and administration still need more training and planning time to grow the effectiveness of these classes.	

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Teachers who run the PLATO remediation courses regularly communicate with the student's counselor regarding course progress. If needed, counselors will meet with the student to see if additional supports are needed.	Master Schedule

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Teachers regularly monitor student grades and assessments using the Aeries system. If a student earns a "D" or "F" at any reporting period (progress reports, quarter grades), they are assigned a mandatory tutorial for that course. Counselors assign students to those mandatory tutorials as they monitor student progress approximately every four weeks.	Aeries Gradebook
	Tutorial Rosters
	Grade Reporting Periods
Students are identified as under-performing either by their counselor during grade reporting periods or by teacher identification. Students are offered supports through tutorial or are placed into a support course in English and/or mathematics as appropriate. Counselors work with teachers to check on student progress.	Support Courses
	Master Schedule
	IEP At a Glance
The Special Education Department schedules IEP meetings for all students who are eligible for services. During these meetings goals are set for the student with input from the special education teacher, content area teachers, student, parent, and administrator. At the beginning of each school year, an "IEP At a Glance" is given to each content area teacher for each special education student in their classes. In the RSP model, special education teachers work collaboratively in content area classes to ensure that all student learning needs are being met.	Student Study Team Form
Counselors and teachers are able to submit referrals to identify student who are in need of 504 plans/special education services and these referrals are handled through a Student Study Team.	
Using CELDT data, EL students may be placed in Sheltered classes for additional academic support.	
The processes used to identify underachieving students is effective.	

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
All students have access to the PLATO courses during their regularly scheduled PLATO class period. All students have been issued Toshiba laptops, and all classrooms connect wirelessly to the school Wifi, computer and internet availability are not an issue.	Master schedule PLATO requirements

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
The master schedule is analyzed by the assistant principal in charge of curriculum in conjunction with the counseling staff to ensure that all students have equal access to course offerings. Students who need additional support time are able to utilize schoolwide tutorial time for additional help as needed. AP teachers offer study sessions in preparation for AP exams - these are often held on the weekends. All students are able to take academic courses to remediate "D" and "F" grades during TUSD Summer School. Students who are in special programs (AVID, MUN, T-Tech, etc.) are able to take a limited amount of courses in summer school as first time instruction to alleviate impaction in their schedules during the school year. Students are able to take a zero period class to accommodate impacted schedules based on program participation.	Master Schedule AP Review Schedule Tutorial Schedule Summer School Course Offerings

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Tustin High school has many opportunities for students to be involved in curricular and co-curricular activities. All students are able to participate in classes that are offered as part of the instructional program.	AVID Program Brochure
	MUN Program Brochure
Students can opt to join one of several academic programs including AVID, Biomedical Pathways, MUN, STEM, and iTHSMedia. Additionally, students can join one of several CTE (Career and Technical Education Pathways) that offer courses in a four year series.	STEM Program Brochure
	Instrumental Music Program Brochure
The THS Instrumental Music Program offers a variety of opportunities for student involvement including Concert Band, Drumline, Jazz Band, Marching Band, Orchestra, and Winter Guard.	THS Website
	iTHSMedia Program Brochure
All programs are linked to both the academic content standards and the schoolwide learner outcomes. Student surveys are used to evaluate the level of involvement in a variety of activities.	

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

What makes Tustin High unique and special is the family atmosphere that is felt on campus. Students and staff have mutual respect and compassion for another. Our PBIS system, Capturing Kids Hearts training, and focus on Social Emotional Learning have created a positive atmosphere where students feel safe and and supported both emotionally and academically. This has had a positive effect on the critical learner needs as teachers and students are focusing on the 4 SEL competencies (growth mindset, self efficacy, self-management, and social awareness).

The Community Liaison and counseling team have intentionally planned multiple opportunities for parents to be involved in their student's personal and academic growth. The ASB works diligently to provide opportunities for students to be involved in extracurricular activities. The opportunities for students to be recognize contribute to the positive culture on campus.

With opportunities for students to join curricular programs and select from a wide variety of courses, more students are a-g eligible than ever before which shows a direct effect on the critical learner need of students developing the strategies and skills they need to be successful in all areas of their lives. Support systems exist to assist struggling students to help them improve in their academic success. These systems, for both academic and mental health, were created to help the students' critical needs to improve their writing and math abilities.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- There is a strong sense of community on campus with both staff and students. We refer to ourselves as being the Tiller Family.
- Communication with parents and opportunities for parents to be involved with student learning. (FAFSA Night, Report Card Night, College night, Back-to-School Night, College Knowledge night.
- The PBIS Matrix helps foster our community that values diversity.
- Career and College Readiness lessons help students with current and future success.
- There are many pathways/programs for students to pursue their interests.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- There is a need for better communication with non-English speaking families.
- There is a need for more career paths and technical skills learning for students who are not on, or who are not interested in a college path.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Although time is given for teachers to collaborate on Late Start Wednesdays and through release days, additional time for teachers to collaborate on the development of unit planners and engaging curriculum, analyze student data/student work, discuss engaging teaching strategies to meet the needs of all learners.
- Extending the use of the unit planners to create clear skill and knowledge frameworks and pathways within departments would help guide instruction.
- There is a need for more career path and technical skills learning for students who are not on, or who are not interested in a college path.
- A greater use of project based learning and inquiry-based learning to create more opportunities for student-led creation of content through research, synthesis, etc. would benefit student learning.
- There is a need for more cross-curricular and vertical alignment among departments.
- Students' knowledge of the vision, mission, and schoolwide learner objectives can be improved.
- Increased parent and community/business participation in site governance is needed.
- There is a need for better communication with non-English speaking families.
- Although tutorial days provide students the opportunity for additional support, a need exists to revisit the structure and effectiveness of tutorial
- There is not a process to effectively survey graduates to learn about the effectiveness of the curricular program.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs.

Based on the data from the Profile and Focus Group Findings, Tustin High School has identified three areas of critical student learning needs. The areas of critical student learning needs are directly related to the schoolwide learner outcomes, the LCAP, and the SPSA.

Tustin High School has identified the following as the Critical Learner Student Needs:

- Close the achievement gap between socioeconomically disadvantaged (SED) and English Learner (EL) students and the overall student population in testing (CAASPP, district assessments, EAP) and in a-g completion rates.
- Increase reading and writing/ELA scores on standardized and local assessments in Math, English, and Science for all students.
- Embed embed Social Emotional Learning (SEL) competency instruction throughout all courses and through CCR units to improve students' feelings of hope and engagement.

Chapter V: Schoolwide Action Plan

Goal 1 (Area of Improvement): Tustin High School will increase student reading and writing proficiency with expository text across content areas assessed by the Early Assessment Program (EAP), CAASPP, and TUSD "Checkpoint" assessments.

Rationale:

In the 2014-2015 school year, Tustin High School staff began the difficult work of developing CCSS instructional units based on 21st century learning themes. Tustin High School shifted responsibility for teaching reading and writing from solely that of the English department to a shared responsibility of all departments to increase student achievement in reading and writing expository text. The goal was determined based on critical learner needs determined by a review of the data. Over the past three years, student scores on the EAP exam with students earning "ready/exceeded and ready/conditional" showed 12% growth from 2015 - 2016, but a 10% decline in 2017. Student scores on the CAASPP exam had a similar trend where students showed a 12% growth from 2015-2016, but a 12% decline in 2017.

Baseline Data:
- 2017 EAP percentage of students scoring "ready/exceeded and "ready/conditional" was 65%
- 2017 CAASPP percentage at or above grade level in English Language Arts was 63%

Growth Targets:
- EAP percentage of students scoring "ready/exceeded and "ready/conditional" in English/Language Arts will increase by 3% each year for the next 6 years.
- CAASPP percentage at or above grade level will increase by 3% each year for the next 6 years.

Schoolwide Learner Outcomes Addressed:
- **T**hink critically across the curriculum through WICOR strategies
- **E**ffectively communicate using a wide range of media and technology
- **A**dvance literacy
- **M**anage time and resources by effectively using real-world tools

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Implement ERWC curriculum in all CP and Honors English classes grades 9-12. **SPSA Goal 3**	Administrators, ERWC lead teachers, iCoaches, English teachers Connect Coaches	ERWC curriculum Professional Development	ERWC common assessment data, EAP pass rate, CAASPP pass rate, district "Checkpoints"	September 2017 - May 2022
Implement effective expository reading and writing instructional strategies schoolwide. **SPSA Goal 3**	Administrators, ERWC lead teachers, AVID site team, iCoaches, teachers	ERWC AVID Professional Development Curricular Resources	Common Assessment Results, Rubric Scoring	September 2017- May 2022
Establish expository writing genre per semester for History/Social Science, Science, Mathematics, VPA, World Languages and PE. (including description, sequence, comparison, cause and effect, problem and solution, summary, process essay, informative, directions, opinions, and persuasion.) **SPSA Goal 3**	Administrators, Leadership Team, Connect Coaches, Teachers, TUSD Writing TOSA, THS ELD TOSA	Professional Development Curriculum Resources Calibration of expectations/rubric	Common Assessment Results, Rubric Scoring	September 2017- May 2022
Develop schoolwide and department writing rubrics **SPSA Goal 3**	Administrators, ERWC lead teachers, iCoaches, Leadership Team, TUSD TOSA	Rubric development Professional Development	Rubrics	September 2017 - May 2020
Develop and implement schoolwide expository writing templates to scaffold supports for	Administrators, ERWC lead teachers, AVID site team, Teachers, iCoaches	Professional Development Curriculum Resources	Common Assessment Data Grades	September 2017- May 2020

English Learners and at-risk learners **SPSA Goal 2, 3**			Templates	
Educate students and staff on the benefits and importance of the EAP writing exam **SPSA Goal 3**	Administrators, Counselors, CCR Teachers	Curriculum Resources, CSU training materials	EAP Data Analysis	September 2017 - May 2022
Educate students on writing of functional texts like resumes, statements of purpose, and business reports. **SPSA Goal 3**	Administrators, Counselors, CCR Teachers	Naviance Curriculum Resources Professional Development	Data Analysis CCR Planners	September 2017 - May 2022
Identify a writing strategies professional development plan. Revise the plan annually based on teacher survey results and new research on best strategies. **SPSA Goal 2, 3**	Administrators Leadership Team ERWC Lead Teachers AVID Site Team Teachers	Curriculum Resources Professional Development	Staff Surveys	September 2017- May 2022

Goal 2 (Area of Improvement): Tustin High School will embed Social Emotional Learning (SEL) competency instruction throughout all courses and through CCR units. The four SEL competencies that will be the focus of instruction are: growth mindset, self-efficacy, self-management, and social awareness.

Rationale:

During the 2016-2017 school year, the Tustin Unified School District created a Professional Study Group to learn about Social Emotional Learning core competencies and their role in education. This group found that considerable gains can be made when students are taught skills that will help them develop these competencies. In the spring of 2017, Tustin High School students and teachers completed an SEL survey which showed a need for student development in growth mindset, self-efficacy, self management, and social awareness.

Student Baseline Data:

Initial Student Spring 2017 Survey

- 2017 SEL Survey Growth Mindset - 51.6%
- 2017 SEL Survey Self Efficacy - 48.1%
- 2017 SEL Survey Self Management - 61.8%
- 2017 SEL Survey Social Awareness - 68.7%

January 2018 SEL Check In Survey

- 2017 SEL Survey Growth Mindset - 52.8%
- 2017 SEL Survey Self Efficacy - 50.8%
- 2017 SEL Survey Self Management - 50.8%
- 2017 SEL Survey Social Awareness - 57.6%

Gallup Poll - Hope and Engagement Category

- 2016 Hope - 44%
- 2017 Hope - 43%
- 2016 Engagement - 47%
- 2017 Engagement - 42%

Growth Targets:

- Increase SEL Survey results in each area by a minimum of 1% each year for the next 6 years.
- Increase Gallup Poll student responses in Hope and Engagement categories by a minimum of 1% each year for the next 6 years.

Schoolwide Learner Outcomes Addressed:

- **T**hink critically across the curriculum through WICOR strategies
- **E**ffectively communicate using a wide range of media and technology
- **A**dvance literacy
- **M**anage time and resources by effectively using real-world tools

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Research, identify, implement and assess instructional strategies for SEL competencies school wide **SPSA Goal 1**	Administrators Connect Coaches Counselors SEL PSG	Professional Development Curriculum Resources	Classroom Observation SEL Survey	September 2017 - May 2022

Provide personnel and professional development to facilitate SEL schoolwide implementation activities **SPSA Goal 1**	Administrators iCoaches Connect Coaches Counselors SEL PSG	Professional Development Curriculum Resources	Classroom Observation SEL Survey	September 2017 - May 2022
Develop meaningful relationships between students and staff to ensure trust, safety and engagement inside and outside of the classroom **SPSA Goal 1**	Administrators iCoaches Connect Coaches Counselors SEL PSG Teachers	Professional Development Capturing Kids Hearts	Classroom Observation SEL Survey	September 2017 - May 2022
Provide training and related expenses for Link Crew and school informational outreach to support school culture and involvement, peer tutoring, and freshman/new student welcome **SPSA Goal 1**	Administrators iCoaches Connect Coaches SEL PSG Teachers	Professional Development Curriculum Resources	Classroom Observation SEL Survey Link Crew Freshman Orientation Attendance	September 2017- June 2022

Goal 3 (Area of Improvement): Tustin High School will continue to use student assessment data, both formative and summative, to drive instruction and to modify teaching strategies.

Rationale:

Assessment data provides a real time evaluation of our student's performance and allows teachers to modify instruction to meet the specific needs of our student population. Given the significant changes to learning objectives outlined in the California Common Core State Standards, teachers need to closely examine their monitoring systems of student learning. In order to achieve the goal of data driven instruction, Tustin High School needs to continue to develop rigorous assessments, common assessments, and vary question item formats.

Baseline Data:
- 2017 EAP percentage of students scoring "ready/exceeded and "ready/conditional"in Language Arts was 65%
- 2017 EAP….math
- 2017 CAASPP percentage at or above grade level in English Language Arts was 63%
- 2017 CAASPP percentage at or above grade level in Mathematics 35%

Growth Targets:
- EAP percentage of students scoring "ready/exceeded and "ready/conditional" in English/Language Arts will increase by 3% each year for the next 6 years.
- CAASPP percentage at or above grade level will increase by 3% each year for the next 6 years.

Schoolwide Learner Outcomes Addressed:
- **T**hink critically across the curriculum through WICOR strategies
- **E**ffectively communicate using a wide range of media and technology
- **A**dvance literacy
- **M**anage time and resources by effectively using real-world tools

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
All teachers will develop units of instruction aligned to CCSS standards in content area and/or literacy skills. **SPSA Goal 2, 3**	Administration Leadership Team iCoaches Teachers	Professional Development Curriculum Resources	Unit Planners Common Assessments in Illuminate Performance Tasks	September 2017 - May 2022
All courses will administer a common assessment per unit of study. **SPSA Goal 2, 3**	Administration iCoaches Teachers	Professional Development Curriculum Resources	Common Assessment - Data Analysis	September 2017 - May 2022
All common assessment data will be analyzed for instructional trends, achievement gap, and error analysis. All question items will be linked to a Depth of Knowledge level. **SPSA Goal 2, 3**	Administration iCoaches Teachers	Professional Development Curriculum Resources	Common Assessment Data Analysis - Illuminate Reports	September 2017 - May 2022
All teachers will analyze data and identify significant subgroups ie., EL, SED. **SPSA Goal 2, 3**	Administration iCoaches Teachers	Professional Development Curriculum Resources	Common Assessment Data Analysis - Illuminate Reports	September 2017 - May 2022

Goal 4 (Area of Improvement): Tustin High School students will engage in a rigorous course of study that is engaging, purposeful and increases college/career readiness and completion of the UC/CSU a-g course requirements.

Rationale:

While our "a-g" compliance rate is 65% showing an almost 20% increase over 2014 data, a gap exists among socioeconomically disadvantaged (SED) and English Learners (EL) students compared to other students at THS. At THS, only 13.5% of our English Language Learner graduates demonstrated completion of "a-g" requirements. A much smaller gap exists between students meeting A-G requirements based on socioeconomic background. Our students outperform other schools with similar demographics, but there is room for growth.

Baseline Data:

- 65% of graduating seniors in the Class of 2017 completed the UC/CSU course requirements.
- 13.5% of English Learner seniors in the Class of 2017 completed the a-g requirements.
- 63% of socioeconomic disadvantaged seniors in the Class of 2017 completed the a-g requirements.

Growth Targets:

- English Learner seniors completing the a-g requirements will increase by 5% each year for the next 5 years
- Socioeconomic disadvantaged seniors completing the a-g requirements will increase by 3% each year for the next 5 years.

Schoolwide Learner Outcomes Addressed:

- **T**hink critically across the curriculum through WICOR strategies
- **E**ffectively communicate using a wide range of media and technology
- **A**dvance literacy
- **M**anage time and resources by effectively using real-world tools

Tasks:

Steps/Tasks	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Improve/expand awareness of Naviance, training and usage, through our College and Career Readiness Academies (CCR). **SPSA Goal 2**	Administration Leadership Team Counselors Teachers	Professional Development Curriculum Resources CCR	CCR Tasks 4-Year CCR Planner Counseling Meetings	September 2017 - May 2022

		Curriculum		
Improve/expand awareness of College entrance requirements and THS supports for parents, especially Hispanic/Latino parents. **SPSA Goal 2**	Administration Counselors Community Liaisons	CCR Curriculum Parent Education Courses	CCR Naviance Parent Education courses/attendance TUSD College Night	September 2017 - May 2022
Increase English Learner student enrollment in AVID **SPSA Goal 2**	Administration Counselors Teachers AVID Site Team TUSD TOSA	Enrollment Numbers Middle School Outreach Parent Education Professional Development	Enrollment Numbers	September 2017 - May 2022
Increase the number of students meeting UC/CSU a-g course requirements **SPSA Goal 2**	Administration Counselors Leadership Team Teachers	Naviance Enrollment Course Catalog	a-g completion rate D/F grade distribution reports	September 2017 - May 2022
Design intervention for struggling students **SPSA Goal 2**	Administration Counselors Leadership Team Teachers	Intervention Pyramid of Supports Tutorial	a-g completion D/F grade distribution reports Aeries Parent Portal	September 2017 - May 2022
Train teachers to utilize and assess real-world, inquiry-based, student centered instructional strategies (ie., Project Based Learning). SPSA Goal	Administration Leadership Team Teachers Connect Coaches	Professional Development	# of professional development opportunities # of trained teachers	September 2017 - May 2022
Increase student participation in career based opportunities. SPSA Goal	Administration Leadership Team Teachers Connect Coaches	Professional Development	# of students participating in career based opportunities	September 2017 - May 2022