

C.E. Utt Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

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

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2021-22 School Overview

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

C.E. Utt Middle School is a neighborhood school located in Tustin, California. Utt serves 650 students, grades 6-8. Of these students, 25% are English learners and 68% are considered socio-economically disadvantaged. We are proud of our diverse student community and value all members of the community and learners. All classrooms are furnished with flexible furniture that allows for students to discover their best working environment inside each classroom. Teachers embed instructional technology tools, such as Apple Classroom, Google Apps for Education, Schoology, and other iPad-based applications to model, instruct, and teach students how to utilize their one-to-one student iPads for research, inquiry, and creation of content to demonstrate learning. Utt Middle School is proud of our state-of-the-art Activity Center, constructed in 2014, to support our physical education program and athletics.

Utt continues to emphasize student achievement and celebrates student academic and social growth. Careful analysis of annual site achievement and attendance information indicates a need for continued work in the areas of listening comprehension in ELA and problem solving and modeling and communicating reasoning in mathematics. Additionally, the staff

2021-22 School Overview

at Utt Middle School continues to explore strategies and supports for students who are English learners. Professional development will emphasize support for students and teachers in these areas along with meeting the social-emotional needs of students as they return to school after learning in a hybrid or virtual format due to the COVID-19 pandemic. The school-wide implementation of Positive Behavior Intervention and Support (PBIS) continues to support the reduction of office referrals, truancy and helps to create a positive school climate. In addition to the implementation of PBIS, many staff and teachers have embraced and infused systems of support through Capturing Kids' Hearts, Character Strong, and Restorative Practices training, which allows for the development of positive school-based relationships and fosters socio-emotional growth in middle school students. Staff surveys indicate a strong need to continue to explore ways to support the socio-emotional needs and growth of middle school students. Through our collaboration with Stanford University's Challenge Success program, a school-wide effort to build an advisory period (College & Career Readiness or CCR) connection between students and staff on a weekly basis is in place. Lessons embed skills and strategies that support student growth in a variety of areas such as organization, note-taking, communication, stress reduction, and community building. Utt Middle School is honored to be selected as an AVID National Demonstration School. All students are AVID students at Utt Middle School.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	213
Grade 7	283
Grade 8	302
Total Enrollment	798

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.1
Asian	5.6
Black or African American	2.1
Filipino	3.3
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.4
White	12.2
English Learners	25.7
Homeless	2.5
Socioeconomically Disadvantaged	64.7
Students with Disabilities	14.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4
Unknown	0
Total Teaching Positions	37

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	4
Local Assignment Options	0
Total Out-of-Field Teachers	4

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 27, 2021, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

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

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2020) Heineman: Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2020) Houghton Mifflin Harcourt: English3D - ELD (2020) Saddleback Publishing: Newcomers ELD (2020)	Yes	0%
Mathematics	CPM: Core Connections – Course 1, 2, and 3 (2018) McGraw Hill Glencoe: Algebra 1 (2018)	Yes	0%
Science	Pearson/Prentice Hall: Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), Focus on Physical Science California Edition (2008)	Yes	0%
History-Social Science	Holt, Rinehart and Winston: World History – Ancient Civilizations (2007), World History – Medieval to Early Modern Times (2007), United States History – Independence to 1914 (2007)	Yes	0%

Foreign Language	Pearson/Prentice Hall: Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), Focus on Physical Science California Edition (2008)	Yes	0%
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017).	Yes	0%
Visual and Performing Arts	Not applicable		N/A
Science Laboratory Equipment (grades 9-12)	Not applicable		N/A

School Facility Conditions and Planned Improvements

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

Students and staff are proud of Utt Middle School and take good care of the facility. The school is attractive, clean, and well-maintained by a conscientious custodial staff. The facilities include a multipurpose room where many District, community, and site performances, workshops, parent and student meetings, special assemblies and concerts take place, as well as an outdoor stage that serves as a home for assemblies and Associated Student Body activities. In addition, a large Activity Center was constructed in 2013. During the 2017-18 school year, a solar project was completed to include solar panels on a covered parking lot. Our science and STEM laboratories were refurbished and fully modernized in the summer of 2019. The physical environment is a priority to Utt Middle School staff and students, which reflects the pride and care of our school site.

Year and month of the most recent FIT report

November 2021

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	795	15	1.89	98.11	6.67
Female	374	3	0.8	99.2	--
Male	421	12	2.85	97.15	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	44	1	2.27	97.73	--
Black or African American	19	0	0	100	--
Filipino	26	1	3.85	96.15	--
Hispanic or Latino	585	6	1.03	98.97	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	0	0	100	--
White	96	7	7.29	92.71	--
English Learners	202	3	1.49	98.51	--
Foster Youth	0	0	0	0	0
Homeless	36	0	0	100	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	508	6	1.18	98.82	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	15	13.16	86.84	6.67

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	795	14	1.76	98.24	14.29
Female	374	3	0.80	99.20	--
Male	421	11	2.61	97.39	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	44	1	2.27	97.73	--
Black or African American	19	0	0.00	100.00	--
Filipino	26	1	3.85	96.15	--
Hispanic or Latino	585	6	1.03	98.97	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	0	0.00	100.00	--
White	96	6	6.25	93.75	--
English Learners	202	3	1.49	98.51	--
Foster Youth	0	0	0	0	0
Homeless	36	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	508	6	1.18	98.82	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	14	12.28	87.72	14.29

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	796	702	88.2	11.8	39
Female	374	340	90.9	9.1	37.2
Male	422	362	85.8	14.2	32
American Indian or Alaska Native	1	1	100	0	0

Asian	44	40	90.9	9.1	59.1
Black or African American	19	16	84.2	15.8	31.2
Filipino	26	24	92.3	7.7	58.3
Hispanic or Latino	586	518	88.4	11.6	33.6
Native Hawaiian or Pacific Islander	6	5	83.3	16.7	40
Two or More Races	14	13	92.9	7.1	46.2
White	96	82	85.4	14.6	56.1
English Learners	202	176	87.1	12.9	7.4
Foster Youth	3	3	100	0	0
Homeless	23	17	73.9	26.1	29.4
Military	34	29	85.3	14.7	55.2
Socioeconomically Disadvantaged	652	571	87.6	12.4	33.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	85	72.6	27.4	11.8

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance e Total Enrollment	STAR Renaissance e Number Tested	STAR Renaissance e Percent Tested	STAR Renaissance e Percent Not Tested	STAR Renaissance e Percent At or Above Grade Level
All Students	796	674	84.7	15.3	23
Female	374	324	86.6	13.4	21.7
Male	422	350	82.9	17.1	17.5
American Indian or Alaska Native	1	1	100	0	0
Asian	44	36	81.8	18.2	43.2
Black or African American	19	16	84.2	15.8	6.2
Filipino	26	24	92.3	7.7	41.7
Hispanic or Latino	586	496	84.6	15.4	18.3
Native Hawaiian or Pacific Islander	6	4	66.7	33.3	0
Two or More Races	14	12	85.7	14.3	41.7
White	96	81	84.4	15.6	33.3
English Learners	202	169	83.7	16.3	3
Foster Youth	3	3	100	0	0
Homeless	23	15	65.2	34.8	26.7
Military	34	28	82.4	17.6	35.7

Socioeconomically Disadvantaged	652	546	83.7	16.3	18.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	82	70.1	29.9	3.7

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	NT	NT	NT	NT
Female	121	NT	NT	NT	NT
Male	176	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	21	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	225	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

For the 2021-2022 school year, schools are closely following CDPH Guidance to ensure the health and safety of students and staff, as well as the school community. Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

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

All parents are encouraged to become involved in the PTA, School Site Council, and our English Language Advisory Committee. School events include parent education nights, band/orchestra performances, Back-to-School Night, At-Risk and Student-Led Conferences, and Open House. Family events are well attended and reflect the rich cultural diversity of the school. Language translation services are offered to families whose primary language is other than English.

Communication is a priority for the principal. A weekly newsletter is sent home via email and Aeries Communicator to keep parents informed of all upcoming events and current school issues. Opportunities for continued parent education invites parents and guardians into the school, even virtually, to learn more about middle school issues such as digital citizenship, making the most out of middle school, mental health, and registration for the new year and A-G requirements in high school. Utt Middle School also provides our parents with Internet-based access to their child's current classroom grades and attendance. All Utt teachers post an agenda that includes classwork and homework assignments daily on our school Learning Management System, Schoology. Students and parents have access to Schoology online and through our school website. Grades are updated frequently on Schoology and Aeries.

2021-22 Opportunities for Parental Involvement

In addition to the above-mentioned proactive communication, C.E. Utt Middle School also holds conferences twice a year where teachers, parents, and students can gather and meet to help address individual issues that some students may have on campus. The Fall semester is a Student-Led Conference where all students meet with their CCR teacher and parent to share successes, improvement needs, and goal setting. The Spring semester includes conferences for students who are at-risk for failure, with the goal of identifying strategies and next steps to improve skills, grades, and academic achievement.

For more information on how to become involved at the school, please contact our community liaison, Adriana Herring at (714) 730 - 7573.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	821	813	51	6.3
Female	382	378	17	4.5
Male	439	435	34	7.8
American Indian or Alaska Native	1	1	0	0.0
Asian	47	46	0	0.0
Black or African American	20	19	2	10.5
Filipino	26	26	0	0.0
Hispanic or Latino	602	598	42	7.0
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	14	14	1	7.1
White	101	99	6	6.1
English Learners	222	221	26	11.8
Foster Youth	0	0	0	0.0
Homeless	25	25	6	24.0
Socioeconomically Disadvantaged	549	544	42	7.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	123	20	16.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.43	0.00	2.08	0.10	3.47	0.20
Expulsions	0.00	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.54	0.93	2.45
Expulsions	0.10	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Date Last Reviewed by School Site Council (SSC): February 9, 2021 (pending review in 2022)

Date Updated and Approved by SSC: February 9, 2021 (pending approval in 2022)

Date Discussed by Staff: August 10, 2021

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	7	13
Mathematics	28	4	9	11
Science	28	5	4	17
Social Science	28	4	5	13

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	9	9
Mathematics	30	4	7	12
Science	30	3	6	12
Social Science	28	5	9	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	6	12
Mathematics	24	7	10	7
Science	28	3	9	9
Social Science	25	7	4	12

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	399

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,088	\$3,546	\$7,542	\$88,864
District	N/A	N/A	\$8,081	\$90,508
Percent Difference - School Site and District	N/A	N/A	-6.9	-1.8
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-11.3	4.8

2020-21 Types of Services Funded

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

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,195	\$50,897
Mid-Range Teacher Salary	\$85,813	\$78,461
Highest Teacher Salary	\$114,221	\$104,322
Average Principal Salary (Elementary)	\$140,298	\$131,863
Average Principal Salary (Middle)	\$148,473	\$137,086
Average Principal Salary (High)	\$167,470	\$151,143
Superintendent Salary	\$356,744	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

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

In an effort to meet our goals with Professional Development, we have integrated tailored Professional Development opportunities before, during, and after school throughout the year. These efforts include teachers attending the AVID Institute, the TUSD Summer Institute, ELD training, Writing and Reading Workshop, Capturing Kids Hearts, Restorative Practices, Project Lead the Way, Where Everybody Belongs conference, and technology training seminars. Teachers were able to participate in a quarterly PLC for each content area to unpack standards, participate in data-driven dialogues, and create common assessments collectively. All staff members participate in ongoing technical training to support our one-to-one iPad program. We are fortunate to offer individual professional development that allows for teacher choice through the TUSD Education Services department. Teachers may choose to enroll in a variety of learning series that center around topics such as student wellness, reading/writing workshop, trauma-informed practices, grading practices, technology integration, and content-based teaching and learning practices. Our Intervention Lead Teacher works collaboratively with our administrative and counseling team and classroom teachers to help to identify students who need additional assistance, attention, and support toward academic achievement.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
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Tustin Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12162	1721	14.15	85.85	65.01
Female	5867	833	14.20	85.80	71.27
Male	6290	888	14.12	85.88	59.12
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2582	390	15.10	84.90	86.89
Black or African American	205	19	9.27	90.73	47.37
Filipino	217	24	11.06	88.94	62.50
Hispanic or Latino	5691	816	14.34	85.66	49.57
Native Hawaiian or Pacific Islander	42	9	21.43	78.57	--
Two or More Races	733	88	12.01	87.99	70.45
White	2679	371	13.85	86.15	76.28
English Learners	2124	225	10.59	89.41	14.80
Foster Youth	55	6	10.91	89.09	--
Homeless	540	62	11.48	88.52	38.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4937	673	13.63	86.37	48.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1359	196	14.42	85.58	17.35

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12163	1627	13.38	86.62	45.68
Female	5867	776	13.23	86.77	47.61
Male	6291	851	13.53	86.47	43.91
American Indian or Alaska Native	13	3	--	76.92	--
Asian	2582	378	14.64	85.36	77.39
Black or African American	205	18	8.78	91.22	33.33
Filipino	217	23	10.60	89.40	39.13
Hispanic or Latino	5692	782	13.74	86.26	24.42
Native Hawaiian or Pacific Islander	42	7	16.67	83.33	--
Two or More Races	733	84	11.46	88.54	55.95
White	2679	332	12.39		58.01
English Learners	2125	218	10.26	89.74	8.41
Foster Youth	55	7	12.73	87.27	--
Homeless	540	62	11.48	88.52	12.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4938	650	13.16	86.84	26.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1360	199	14.63	85.37	9.23

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9694	9155	94.4	5.6	55.3
Female	4700	4484	95.4	4.6	55
Male	4988	4665	93.5	6.5	49.6
American Indian or Alaska Native	8	8	100	0	37.5
Asian	2046	2008	98.1	1.9	79.6

Black or African American	172	160	93	7	37.5
Filipino	176	169	96	4	72.2
Hispanic or Latino	4600	4214	91.6	8.4	34.9
Native Hawaiian or Pacific Islander	31	29	93.5	6.5	41.4
Two or More Races	562	545	97	3	73.8
White	2057	1983	96.4	3.6	67.5
English Learners	1707	1516	88.8	11.2	7
Foster Youth	35	29	82.9	17.1	24.1
Homeless	221	188	85.1	14.9	26.6
Military	437	413	94.5	5.5	47.5
Socioeconomically Disadvantaged	4700	4304	91.6	8.4	35.3
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1156	969	83.8	16.2	24

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9694	9127	94.2	5.8	43.5
Female	4700	4475	95.2	4.8	38.8
Male	4988	4647	93.2	6.8	43.1
American Indian or Alaska Native	8	8	100	0	25
Asian	2046	1996	97.6	2.4	77.6
Black or African American	172	162	94.2	5.8	18.5
Filipino	176	165	93.8	6.2	62.4
Hispanic or Latino	4600	4201	91.3	8.7	20.9
Native Hawaiian or Pacific Islander	31	29	93.5	6.5	17.2
Two or More Races	562	544	96.8	3.2	59.6
White	2057	1981	96.3	3.7	51.6
English Learners	1707	1522	89.2	10.8	7.6
Foster Youth	35	28	80	20	17.9
Homeless	221	178	80.5	19.5	14
Military	437	411	94.1	5.9	43.3
Socioeconomically Disadvantaged	4700	4294	91.4	8.6	23.8
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1156	967	83.7	16.3	16.1
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*At or above the grade-level standard in the context of the local assessment administered.