# Tustin Connect

## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

## 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 https://www.cde.ca.gov/ta/ac/sa/

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

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

### DataQuest

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

### California School Dashboard

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

### 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.

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Tustin Connect |
| **Street** | 1151 San Juan St. |
| **City, State, Zip** | Tustin, CA 92780 |
| **Phone Number** | (714) 430-2052 |
| **Principal** | Erick Fineberg |
| **Email Address** | efineberg@tustin.k12.ca.us |
| **School Website** | https://www.tustin.k12.ca.us/tustin-connect |
| **County-District-School (CDS) Code** | 30-73643-3030590 |

## 2022-23 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/ |

## 2022-23 School Overview

Tustin Connect is a public, TK-12 independent study school, located in the Tustin Unified School District. The Tustin Connect TK-8 campus is housed as a satellite site adjacent to the Estock Elementary campus and the Tustin Connect High School is located at the Educational Support Center. Tustin Connect is a school of choice, and students may be referred by counselors throughout Tustin Unified and neighboring communities and by parent request. Tustin Connect students are taught by a credentialed teacher and meet at least once a week for instruction, feedback, assignments, and testing.

Tustin Connect caters to the needs of many different types of students. Some of these students include home-schooled students, elite athletes, musicians, actors, gifted children, students with health conditions that limit their ability to attend school regularly, and other students and families that want a more personalized and flexible learning environment. Enrollment at Tustin Connect is over 300 students as of the fall of the 2022-2023 school year. Enrollment figures have trended upwards and continued growth is anticipated. Students have many opportunities to participate in clubs, sports, or activities at another TUSD Comprehensive high school. They can also dual enroll at their resident TUSD high school or local community college. Each student's learning plan is personalized to meet their needs.

The school's mission is to provide students with a flexible, yet rigorous, alternative education solution within a caring community that cultivates success, resilience, and advocacy for themselves and others.

Tustin Connect has the following site goals in the School Plan for Student Achievement:

Engaging Students: By Spring 2023, all 3- 12 students will collectively average 95% (baseline is 92.5%) of students rating 3 or higher as measured by the Annual Evaluation Report as well as a 95.5% graduation rate (baseline is 94.8%) as measured by the CA Dashboard.

Pupil Learning Outcomes: By Spring 2023, student performance in ELA and math at the high school and K-8 schools will meet or exceed standards by 15% from their baseline levels in the following subgroups: overall, EL, SED in ELA and Math as measured by the STAR assessment 3-8 and CAASPP 11th grade.

## 2022-23 School Overview

Tustin Connect teachers, students, families, and staff believe that when you change the setting, you change the story and thrive. Our site goal is to improve student achievement overall in both English Language Arts and Math with a specific target of the Hispanic/Latino and Socio-Economically disadvantaged subgroups. We will utilize CAASPP, STAR testing and interim and summative assessments along with ongoing formative assessments as progress indicators, and these indicators are monitored several times during the year.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 20 |
| **Grade 1** | 27 |
| **Grade 2** | 30 |
| **Grade 3** | 23 |
| **Grade 4** | 35 |
| **Grade 5** | 33 |
| **Grade 6** | 26 |
| **Grade 7** | 24 |
| **Grade 8** | 29 |
| **Grade 9** | 25 |
| **Grade 10** | 47 |
| **Grade 11** | 54 |
| **Grade 12** | 71 |
| **Total Enrollment** | 444 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 53.6 |
| **Male** | 45.9 |
| **American Indian or Alaska Native** | 0.7 |
| **Asian** | 17.1 |
| **Black or African American** | 4.1 |
| **Filipino** | 3.4 |
| **Hispanic or Latino** | 35.4 |
| **Native Hawaiian or Pacific Islander** | 0.2 |
| **Two or More Races** | 9.7 |
| **White** | 28.4 |
| **English Learners** | 8.8 |
| **Foster Youth** | 0.9 |
| **Homeless** | 1.8 |
| **Migrant** | 0.0 |
| **Socioeconomically Disadvantaged** | 33.8 |
| **Students with Disabilities** | 4.5 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 7.00 | 65.00 | 757.60 | 88.24 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 1.90 | 0.22 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.00 | 0.00 | 31.20 | 3.64 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 3.70 | 34.26 | 11.00 | 1.28 | 12115.80 | 4.41 |
| **Unknown** | 0.00 | 0.65 | 56.70 | 6.61 | 18854.30 | 6.86 |
| **Total Teaching Positions** | 10.80 | 100.00 | 858.60 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 8.40 | 61.51 | 705.90 | 84.01 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.00 | 0.00 | 12.70 | 1.51 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 5.00 | 36.46 | 14.70 | 1.75 | 11953.10 | 4.28 |
| **Unknown** | 0.20 | 2.03 | 106.80 | 12.72 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 13.70 | 100.00 | 840.20 | 100.00 | 279044.80 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| **Permits and Waivers** | 0.00 | 0.00 |
| **Misassignments** | 0.00 | 0.00 |
| **Vacant Positions** | 0.00 | 0.00 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 0.00 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0.00 |
| **Local Assignment Options** | 3.70 | 5.00 |
| **Total Out-of-Field Teachers** | 3.70 | 5.00 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.00 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on 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 12, 2022, 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 the textbook and adoption cycle

| | |
|---|---|
| **Year and month in which the data were collected** | November 2022 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Grades K-5<br>Heineman: Units of Study in Reading, K-5 (various)<br>Heineman: Units of Study in Opinion, Information, and Narrative Writing, K-5 (various)<br>McGraw Hill: Wonders K-5 (2017)<br><br>Grades 6-8<br>Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2017)<br>Heineman: Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2014)<br>Houghton Mifflin Harcourt: English3D, Course B, Volum 1: Issues (2017), English 3D, Course B, Volume 1: Language & Writing Portfolio (2017)<br>District Created Materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study<br><br>Grades 9-12<br>Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000)<br>California State Universities: Expository Reading and Writing Curriculum (ERWC) (2003)<br>Bedford / St. Martins: The Language of Composition, 2nd edition (2008)<br>Houghton Mifflin Harcourt: English3D, Course C (2017)<br><br>Supplemental Textbooks and Materials | Yes | 0% |

| | | | |
|---|---|---|---|
| | Grades K-8: Students have access to classroom libraries containing both literature and non-fiction text.<br>Grades 9-12: District Created Materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study | | |
| **Mathematics** | Grades K-5<br>Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2014)<br><br>Grades 6-8<br>CPM: Core Connections – Course 1, 2, and 3 (eText) (2013)<br>Glencoe: Algebra 1 (eStudent Edition) (2018)<br><br>Grades 9-12<br>Globe Fearon: Fearon's Practical Mathematics for Consumers, 2nd Edition (1994)<br>Glencoe: Algebra 1, Algebra 2, Geometry (eText) (2018)<br>Brooks/Cole: Applied Mathematics (2010)<br>Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016)<br>Cengage: Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016)<br>Addison Wesley Longman, Inc: Calculus and its Applications, 9th Edition (2007)<br>Bedford, Freeman & Worth: Statistical Reasoning in Sports, 2nd Edition (eText) (2019)<br>Bedford, Freeman & Worth: Practice of Statistics (eText) (2018) | Yes | 0% |
| **Science** | Grades K-5<br>Twig Education Inc: Twig Science, K-5 (2020)<br><br>This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.<br><br>Grades 6-8<br>Savvas: Elevate Science: Segments 1-4 (eText) California Edition (2020)<br><br>Grades 9-12<br>Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006)<br>American Guidance Service: Biology (2000)<br>Pearson/Prentice Hall: Biology (Dragonfly) (2007)<br>Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008)<br>Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018)<br>Pearson/Prentice Hall: Chemistry – California Edition (2006)<br>Steck-Vaughn: Modern Chemistry (2006)<br>Pearson/Benjamin Cummings: Chemistry: The Central Science, AP Edition, 14th Edition (2018)<br>Bedford Freeman Worth: Environmental Science for AP, 2nd Edition (2015)<br>Pearson/Prentice Hall: Criminalistics: An Introduction to Forensic Science, 8th Edition (2003) | Yes | 0% |

| | | | |
|---|---|---|---|
| | Prentice Hall: Forensic Science: An Introduction (2008)<br>Glencoe/McGraw-Hill: Marine Biology, 6th Edition (2006)<br>Brooks/Cole: Oceanography: An Invitation to Marine Science, 4th Edition (2002)<br>Thomson Brooks/Cole: Oceanography: An Invitation to Marine Science, 6th Edition (2007)<br>American Guidance Service: Physical Science AGS 3.5 (2001)<br>Cengage Publishing: College Physics (2006)<br><br>Supplemental: Tustin Unified School District developed Units of Study (Biology, Chemistry, and Physics) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks. | | |
| **History-Social Science** | Grades K-5<br>Savvas: myWorld Interactive, K-5 (2019)<br><br>Grades 6-8<br>TCI: History Alive! The Ancient World (eText) (2019), History Alive! The Medieval World and Beyond (eText) (2019), History Alive! The United States Through Industrialism (eText) (2019)<br><br>Grades 9-12<br>TCI: Government Alive! Power, Politics and You (eText) (2019)<br>Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018)<br>TCI: Econ Alive! The Power to Choose (eText) (2020)<br>Bedford Freeman Worth: Krugman's Economics AP Course (eText) (2019)<br>Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019)<br>Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014)<br>Holt, Rinehart and Winston: Psychology: Principles in Practice (2007)<br>Worth: Myers' Psychology for AP, 2nd Edition (2014)<br>Houghton Mifflin: Sociology: The Study of Human Relationships (2008)<br>TCI: History Alive! Pursuing American Ideals (eText) (2019)<br>Cengage: The American Pageant, 17th Edition (eText) (2020)<br>TCI: History Alive! World Connections (eText) (2020)<br>Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021) | Yes | 0% |
| **Foreign Language** | Grades 6-8<br>District Created Materials – World Languages Level 1 – Spanish Units of Study<br><br>Grades 9-12<br>Prentice Hall: Allons Au-Dela! (2012)<br>Cseng and Tsui: Integrated Chinese Level 1, Part 1 - Traditional Textbook 2nd Edition (2006), Integrated Chinese Level 1, Part 1 - Simplified Character Workbook 2nd Edition (2007), Integrated Chinese Level 1, Part 1 - Traditional Textbook 2nd Edition (2005), Integrated Chinese Level 1, Part 2 - Traditional Textbook - (2005),Integrated Chinese Level 1, Part 2 – Simplified Character Workbook (2007), Integrated Chinese Level 1, Part 2 – Traditional Workbook, | Yes | 0% |

| | | | |
|---|---|---|---|
| | 2nd Edition (2005), Integrated Chinese Level 2, Part 1 - Traditional Textbook 3rd Edition (2010), Integrated Chinese Level 2, Part 1 – Traditional Workbook 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Traditional Textbook 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Traditional Workbook 3rd Edition (2010)<br>EMC Publishing: Tes Branche 1 (2014)<br>Glencoe/McGraw-Hill: A Bord, Level 2 (1998), En Voyage, Level 3 (1998), Tresors du Temps (1997)<br>Prentice Hall: Allons Au-Dela! (2012)<br>Pearson Education: AP French, Preparing for the Language and Culture Examination (2012)<br>Cambridge University Press: Cambridge Latin Course Unit 1, 4th Edition (2000)<br>Bolchazy-Carducci Publishers & Inc.: Vergil''s Aeneid Virgil (Translated) (1988), Vergil's Aeneid 10 & 12: Pallas & Turnus (2000)<br>Random House: The Aeneid Virgil (Translated) (1990)<br>Holt, Rinehart and Winston: Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000)<br>Prentice Hall: Abriendo Paso Gramatica (2007), Abriendo Paso Temas y Lecturas (2014), AP Spanish: Preparing for the Language and Culture Examination (2014)<br>Vista Higher Learning: AP Spanish: Language and Culture Exam Preparation (2014)<br>Pearson/Prentice Hall: Sendas Literarias, Level 1 (2001), Sendas Literarias, Level 2 (2001)<br>McDougal Little: Tu Mundo: La Ciberedicion (2002)<br>Heath, D.C.: Nuestro Mundo (2002)<br><br>District created Supplemental Units of Study - Chinese, French, Spanish | | |
| **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** | Grades 9-12<br>LTD Publications Guitar Method Book 1 (2009)<br>ITP Gardner's Art Through Ages (2005) | Yes | 0% |
| **Science Laboratory Equipment** (grades 9-12) | Not applicable | | 0% |

## 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.

Tustin Connect K-8 is a satellite campus adjacent to the Estock Elementary School campus and Tustin Connect High School is located at the Educational Support Center campus. There are 9 classrooms in the TK-12 program across both campuses. All Tustin Connect classrooms are equipped with the same technology and resources that all TUSD classrooms have, SMARTBoard/television displays, 1:1 student devices in grades K-12, and low teacher-to-student ratios with personalized learning opportunities across all grade levels. The high school site created a quad area including tables with umbrellas, corn hole, ping pong, and foosball table at the 9-12 site. The K-8 site was repainted to reflect the school colors and the school core values and Behavior Matrix are posted on each of the classroom doors. The facilities will be inspected yearly. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

| **Year and month of the most recent FIT report** | July 2022 |
|---|---|

| 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).
4. **College and Career Ready**
   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.

**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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 72 | N/A | 59 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 48 | N/A | 47 | N/A | 33 |

## 2021-22 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.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 255 | 214 | 83.92 | 16.08 | 71.83 |
| **Female** | 146 | 118 | 80.82 | 19.18 | 75.21 |
| **Male** | 108 | 96 | 88.89 | 11.11 | 67.71 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 48 | 43 | 89.58 | 10.42 | 90.70 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 86 | 76 | 88.37 | 11.63 | 67.11 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Two or More Races** | 22 | 19 | 86.36 | 13.64 | 78.95 |
| **White** | 80 | 59 | 73.75 | 26.25 | 58.62 |
| **English Learners** | 19 | 16 | 84.21 | 15.79 | 68.75 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 85 | 71 | 83.53 | 16.47 | 61.97 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Students with Disabilities** | 13 | 10 | 76.92 | 23.08 | -- |

## 2021-22 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.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 255 | 213 | 83.53 | 16.47 | 48.36 |
| **Female** | 146 | 118 | 80.82 | 19.18 | 46.61 |
| **Male** | 108 | 95 | 87.96 | 12.04 | 50.53 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 48 | 43 | 89.58 | 10.42 | 83.72 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 86 | 75 | 87.21 | 12.79 | 33.33 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Two or More Races** | 22 | 20 | 90.91 | 9.09 | 50.00 |
| **White** | 80 | 58 | 72.50 | 27.50 | 43.10 |
| **English Learners** | 19 | 16 | 84.21 | 15.79 | 50.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 85 | 70 | 82.35 | 17.65 | 30.00 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Students with Disabilities** | 13 | 10 | 76.92 | 23.08 | -- |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | NT | 43.21 | -- | 40.11 | 28.5 | 29.47 |

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 214 | 162 | 75.7 | 24.3 | 43.21 |
| **Female** | 124 | 93 | 75 | 25 | 44.09 |
| **Male** | 88 | 68 | 77.27 | 22.73 | 41.18 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 26 | 22 | 84.62 | 15.38 | 72.73 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 76 | 59 | 77.63 | 22.37 | 32.2 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 18 | 13 | 72.22 | 27.78 | 69.23 |
| **White** | 84 | 60 | 71.43 | 28.57 | 36.67 |
| **English Learners** | 13 | 10 | 76.92 | 23.08 | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 73 | 58 | 79.45 | 20.55 | 31.03 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 17 | 12 | 70.59 | 29.41 | 41.67 |

## 2021-22 Career Technical Education Programs

Tustin Unified School District provides students with rigorous, real-world learning opportunities that extend and apply their knowledge and skills beyond high school, supporting educational goals and career aspirations. The combination of engaging academics, Career Technical Education (CTE), early college credit opportunities, and a variety of real-world experiences support all students in becoming college and career ready. Tustin Unified has an extensive list of CTE committee members including staff and students from Tustin Connect, TUSD district-level administrators, parents, and representatives from marketing, HR, engineering, environmental, health, manufacturing, graphic design, film, and business development industries.

Tustin Connect is a small independent study school and most CTE pathways and opportunities are available via outside opportunities, through other TUSD comprehensive high schools, local community colleges, and Coastline ROP. For the 2022-23 school year, Tustin Connect added a Medical Terminology CTE initial course on its way to a Mental and Behavioral Pathway. The initial class provides a foundation for success in the healthcare field by introducing students to medical terms and abbreviations used in various health careers. In addition, the flexible nature of independent study allows students to procure valuable work experience through part-time employment. Tustin Connect students meet with their guidance counselor upon enrollment and are encouraged to enroll in either in house or outside CTE opportunities. With the introduction of the Behavior and Mental Health Pathway at TC, students now have on-site and dual enrollment CTE course offerings. Over the course of the current year and moving forward, we will have measurable outcomes to evaluate or measure the number of students who are participating in CTE courses or opportunities. As part of the 2021 WASC visit and the ongoing efforts of the Tustin Connect administration and staff, Tustin Connect has made great inroads with CTE pathway course offerings as progress is being made to make more students College and Career ready.

## 2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 54 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission** | 99.51 |
| **2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission** | 52.54 |

## 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.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 5** | 100% | 100% | 100% | 100% | 100% |
| **Grade 7** | 90.0% | 90.0% | 90.0% | 87.5% | 90.0% |
| **Grade 9** | 71.4% | 71.4% | 74.3% | 71.4% | 74.3% |

## 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.

### 2022-23 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular school-specific emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. As an Independent Study school, the partnership between school and home is critical. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor (HS) and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Parents, students, and teachers meet at the beginning of each year for a Master Agreement to lay out the expectations for participation in the program as well as provide support to students and families. Students meet a minimum of once a week with their Advisory Teacher to work through academic as well as SEL questions. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

## 2022-23 Opportunities for Parental Involvement

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at Tustin Connect School participate in activities such as monthly Principal/Counselor Coffees with topics identified from the quarterly Needs Assessment completed by parents, students, and teachers. There is also a weekly Newsletter and Mental Health Website that is site specific to address the unique structure and needs of the Tustin Connect program. Tustin Connect's counselor completes a series of classes for each grade level that focuses on specific executive functioning skills that are critical to maximizing students learning. There are also small group opportunities for students throughout the school year.

For more information on how to become involved at the school, please contact Kerri Alpay in our school office at (714) 430 - 2052 where the office staff can connect you with our PTA, counselor, or other support. Also, check out the school website at www.tustin.k12.ca.us/tustin-connect where you can find the most up-to-date information.

# C. Engagement

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | | 14.3 | 2.2 | | 2.9 | 2.3 | | 8.9 | 7.8 |
| **Graduation Rate** | | 81.6 | 95.5 | | 94.5 | 96.3 | | 84.2 | 87 |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| **All Students** | 89 | 85 | 95.5 |
| **Female** | 45 | 43 | 95.6 |
| **Male** | 43 | 41 | 95.3 |
| **American Indian or Alaska Native** | -- | -- | -- |
| **Asian** | -- | -- | -- |
| **Black or African American** | -- | -- | -- |
| **Filipino** | 0 | 0 | 0.0 |
| **Hispanic or Latino** | 31 | 30 | 96.8 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.0 |
| **Two or More Races** | -- | -- | -- |
| **White** | 39 | 37 | 94.9 |
| **English Learners** | -- | -- | -- |
| **Foster Youth** | -- | -- | -- |
| **Homeless** | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 40 | 38 | 95.0 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0.0 |
| **Students with Disabilities** | -- | -- | -- |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 614 | 581 | 115 | 19.8 |
| **Female** | 339 | 327 | 52 | 15.9 |
| **Male** | 272 | 251 | 63 | 25.1 |
| **American Indian or Alaska Native** | 4 | 4 | 2 | 50.0 |
| **Asian** | 94 | 91 | 8 | 8.8 |
| **Black or African American** | 24 | 23 | 6 | 26.1 |
| **Filipino** | 16 | 16 | 1 | 6.3 |
| **Hispanic or Latino** | 237 | 222 | 59 | 26.6 |
| **Native Hawaiian or Pacific Islander** | 1 | 1 | 1 | 100.0 |
| **Two or More Races** | 53 | 47 | 6 | 12.8 |
| **White** | 180 | 172 | 30 | 17.4 |
| **English Learners** | 59 | 54 | 16 | 29.6 |
| **Foster Youth** | 5 | 3 | 1 | 33.3 |
| **Homeless** | 8 | 8 | 3 | 37.5 |
| **Socioeconomically Disadvantaged** | 245 | 224 | 71 | 31.7 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0.0 |
| **Students with Disabilities** | 41 | 39 | 13 | 33.3 |

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| **Suspensions** | 0.00 | 0.93 | 2.45 |
| **Expulsions** | 0.00 | 0.07 | 0.05 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Suspensions** | 0.00 | 0.00 | 0.10 | 2.01 | 0.20 | 3.17 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.07 | 0.00 | 0.07 |

## 2021-22 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 |

## 2022-23 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/18/2022
Date Updated and Approved by SSC: 11/18/2022
Date Discussed by Staff: 10/09/2022

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.

At Tustin Connect we also have a School Safety Committee that annually updates the School Safety Plan, and runs annual school safety drills for all students and staff. The committee is made up of administrators, certificated and classified staff, and may include parents or students.

Additionally, during the 2022-23 school year, all TUSD schools and district departments participated in a training called Knowledge Saves Lives, which prepares schools for Active Shooters or various safety situations that may arise.

# D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | | | | |
| **1** | | | | |
| **2** | | | | |
| **3** | | | | |
| **4** | | | | |
| **5** | | | | |
| **6** | 7 | 6 | | |
| **Other** | 34 | | | 1 |

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 22 | | 1 | |
| **1** | 8 | 2 | | |
| **2** | 20 | 1 | | |
| **3** | 18 | 1 | | |
| **4** | 13 | 2 | | |
| **5** | 19 | 1 | | |
| **6** | 11 | 10 | | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 20 | 1 | | |
| **1** | 27 | | 1 | |
| **2** | 30 | | 1 | |
| **3** | 23 | | 1 | |
| **4** | 35 | | | 1 |
| **5** | 33 | | | |
| **6** | 14 | 9 | 3 | |

## 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** | 22 | 2 | 4 | |
| **Mathematics** | 17 | 5 | 1 | |
| **Science** | 14 | 7 | 1 | 1 |
| **Social Science** | 19 | 5 | 2 | |

## 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** | 16 | 10 | 2 | 1 |
| **Mathematics** | 11 | 10 | 1 | 1 |
| **Science** | 18 | 7 | 2 | 1 |
| **Social Science** | 22 | 7 | 2 | 3 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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** | 22 | 8 | 1 | 3 |
| **Mathematics** | 18 | 6 | 3 | 2 |
| **Science** | 23 | 3 | 6 | 1 |
| **Social Science** | 20 | 9 | 2 | 3 |

## 2021-22 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** | 444 |

## 2021-22 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)** | 1.0 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 1.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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** | $10,809 | $3,123 | $8,123 | $82,408 |
| **District** | N/A | N/A | 7,840 | $91,764 |
| **Percent Difference - School Site and District** | N/A | N/A | 3.5 | -10.7 |
| **State** | N/A | N/A | $6,594 | $85,368 |
| **Percent Difference - School Site and State** | N/A | N/A | 20.8 | -3.5 |

## 2021-22 Types of Services Funded

In addition to base per pupil funding, Tustin Connect receives ESSER III, LCFF-EL, and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to enhance school-wide programs and events for students.

The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The allocated funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are administered local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, eDynamics, Florida Virtual content, Actively Learn, Mystery Science, Learning A-Z, Raz Kids, and Spanish novels.

Please refer to our district LCAP or School Site Plan for Student Achievement, which is posted on our website, for a more detailed list of goals and actions that the school currently funds.

Students may also participate in courses and extracurricular activities at their home school of residence. Students who choose to engage in Independent Study have equality of rights and privileges with students in the regular school program. Tustin Connect uses supplemental LCFF funding to assist with purchasing instructional materials and supplies, additional support staff, and the testing of our most at-risk and EL students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $53,195 | $51,081 |
| **Mid-Range Teacher Salary** | $85,813 | $77,514 |
| **Highest Teacher Salary** | $114,221 | $105,764 |
| **Average Principal Salary (Elementary)** | $140,633 | $133,421 |
| **Average Principal Salary (Middle)** | $149,232 | $138,594 |
| **Average Principal Salary (High)** | $166,315 | $153,392 |
| **Superintendent Salary** | $356,744 | $298,377 |
| **Percent of Budget for Teacher Salaries** | 35% | 32% |
| **Percent of Budget for Administrative Salaries** | 5% | 5% |

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|---|---|
| **Percent of Students in AP Courses** | 0 |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| **Computer Science** | 0 |
| **English** | 0 |
| **Fine and Performing Arts** | 0 |
| **Foreign Language** | 0 |
| **Mathematics** | 0 |
| **Science** | 0 |
| **Social Science** | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all-district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

The Tustin Connect staff participates in ongoing professional development aligned to our students' needs' available throughout the year from district coaches and during staff meetings. Staff members also attend regional conferences and district workshops and training annually. The Tustin Connect staff also meets twice a month as a PLC to discuss best practices and student data and once a month for professional development. At the high school level, teachers receive training in Rigorous Curriculum Design that works with teacher teams to systemically evaluate the curriculum in providing common Tier 1, skills-based instruction to all students. Standards-based & skills-based instruction through the content as the vehicle. Assessments that are based on learning targets & success criteria. Instruction that provides student voice & choice. Students read, write, speak, listen, and think with protected time to practice skills with teacher support and feedback. Teacher clarity with skills, criteria/targets, assessments, and resources all turn out to be a guarantee of what each student will walk out with. Additionally, paraprofessionals attend staff/PD meetings and training to support small group instruction and training.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 11 | 11 | 11 |