

Tustin High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Tustin High School
Street	1171 El Camino Real
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7414
Principal	Heather Bojorquez, Ed.D.
Email Address	hbojorquez@tustin.k12.ca.us
School Website	https://ths.tustin.k12.ca.us/
County-District-School (CDS) Code	30-73643-3037553

2023-24 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	https://www.tustin.k12.ca.us/

2023-24 School Description and Mission Statement

Tustin High School is a comprehensive high school serving approximately 1,913 students from central and southern regions of the City of Tustin. The student population demographics are 88.2% Hispanic, 6.7% White, 2.7% African American, 5.5% Asian, and Pacific Islander, which closely reflects the city's demographics. Tustin High School's academic programs are highlighted by the T-Tech engineering pathway, a Bio-Medical pathway, multiple visual and media arts pathways, a Model United Nations program, and a robust AVID program. Additionally, a wide variety of extracurricular activities are offered as evidenced by 45% of the student population reporting they participate in interscholastic athletic programs and an additional 55% who report they participate in one of the many clubs and other extra-curricular activities at Tustin High School.

Our Mission

The mission of Tustin High School is to serve our students with the understanding that diversity is a strength to be respected. Students will develop the skills necessary to ensure post-high school success by engaging with a diverse and rigorous curriculum.

Our Vision

The THS community will provide research-based instruction incorporating current technology while offering opportunities for collaboration, communication, creativity, and critical thinking. The Tiller community will continue to foster a supportive learning environment that embraces diversity.

At Tustin High School we focus on our student learning objectives that we are all a part of the Tiller TEAM. In every classroom, students will:

T - Think Critically

2023-24 School Description and Mission Statement

E - Effectively Communicate
A - Advance Literacy
M - Manage Time and Resources

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	478
Grade 10	482
Grade 11	532
Grade 12	498
Total Enrollment	1,990

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.3%
American Indian or Alaska Native	0.4%
Asian	5.1%
Black or African American	2.2%
Filipino	1.6%
Hispanic or Latino	82.2%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.3%
White	6.9%
English Learners	28.6%
Foster Youth	0.9%
Homeless	1.8%
Socioeconomically Disadvantaged	80.4%
Students with Disabilities	13.8%

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)	73.20	84.59	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)	7.30	8.48	31.20	3.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.00	1.28	12115.80	4.41
Unknown	6.00	6.93	56.70	6.61	18854.30	6.86
Total Teaching Positions	86.50	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)	69.20	85.93	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)	3.10	3.88	12.70	1.51	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.70	1.75	11953.10	4.28
Unknown	8.20	10.18	106.80	12.72	15831.90	5.67
Total Teaching Positions	80.60	100.00	840.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	7.30	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.30	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	11.3	7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	0.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 27, 2023, 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		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) California State Universities: Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt: English3D, Courses A-C (2017) Tustin Unified District Created Materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study	Yes	0%
Mathematics	Glencoe: Algebra 1, Algebra 2, Geometry (eText) (2018) Addison Wesley Longman, Inc: Calculus and its Applications, 9th Edition (2007) Tustin Unified District created Units of Study - Business Statistics & Data Trends Cengage: Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016) Tustin Unified District created Units of Study - Computer Science YouCubed/Stanford University: Explorations in Data Science (digital resource) (2019) Oxford University Press: Mathematics - Analysis and Approaches, Standard and Higher Level (2019) Bedford, Freeman & Worth: Statistical Reasoning in Sports, 2nd Edition (eText) (2019) Bedford, Freeman & Worth: Practice of Statistics (eText) (2018)	Yes	0%

Science	Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018) Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008) PLTW (Project Lead the Way): Biomedical Innovations, Principles of BioMedicine, Research & Development, and Human Body Systems (digital resources) Pearson/Benjamin Cummings: Chemistry: The Central Science, AP Edition, 14th Edition (2018) Bedford Freeman Worth: Environmental Science for AP, 2nd Edition (2015) Prentice Hall: Forensic Science: An Introduction (2008) Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006) McGraw-Hill: Marine Biology, 6th Edition (2006) Cengage Publishing: College Physics (2006) Tustin Unified District developed Units of Study (Biology, Chemistry, Physics and Physics and Engineering) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.	Yes	0%
History-Social Science	TCI: Government Alive! Power, Politics and You (eText) (2019) Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018) TCI: Econ Alive! The Power to Choose (eText) (2020) Bedford Freeman Worth: Krugman's Economics AP Course (eText) (2019) Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019) Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014) Tustin Unified District developed Units of Study - Marketing & Advertising Holt, Rinehart and Winston: Psychology: Principles in Practice (2007) Worth: Myers' Psychology for AP, 2nd Edition (2014) Houghton Mifflin: Sociology: The Study of Human Relationships (2008) TCI: History Alive! Pursuing American Ideals (eText) (2019) Cengage: The American Pageant, 17th Edition (eText) (2020) TCI: History Alive! World Connections (eText) (2020) Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021)	Yes	0%
Foreign Language	CHINESE Cseng and Tsui: Integrated Chinese Level 1, Part 1 - Traditional Character Textbook 2nd Edition (2006), Integrated Chinese Level 1, Part 1 - Simplified Character Workbook 2nd Edition (2007), Integrated Chinese Level 1, Part 1 - Traditional Character Workbook 2nd Edition (2005), Integrated Chinese Level 1, Part 2 - Traditional Character Textbook, 2nd Edition - (2005), Integrated Chinese Level 1, Part 2 – Simplified Character Textbook, 2nd Edition (2007), Integrated Chinese Level 1, Part 2 – Traditional Character Workbook, 2nd Edition (2005),	Yes	0%

	Integrated Chinese Level 2, Part 1 - Textbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 1 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Textbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010) FRENCH Glencoe/McGraw-Hill: A Bord, Level 2 (1999), En Voyage, Level 3 (1998), Tresors du Temps (1997) Prentice Hall: Allons Au-Dela! (2012) Pearson Education: AP French, Preparing for the Language and Culture Examination (2012) LATIN Cambridge University Press: Cambridge Latin Course Unit 1, 4th Edition (2000) Bolchazy-Carducci Publishers & Inc.: Vergil's Aeneid Virgil (Translated) (1988), Vergil's Aeneid 10 & 12: Pallas & Turnus (2000) Random House: The Aeneid Virgil (Translated) (1990) SPANISH Holt, Rinehart and Winston: Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000) Prentice Hall: Abriendo Paso Gramatica (2007), Abriendo Paso Temas y Lecturas (2014), AP Spanish: Preparing for the Language and Culture Examination (2014) Vista Higher Learning: AP Spanish: Language and Culture Exam Preparation (2014) McDougal Little: Tu Mundo: La Ciberedicion (2002) Pearson/Prentice Hall: Sendas Literarias, Level 2 (2001) Heath, D.C.: Nuestro Mundo (2002) Tustin Unified 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	LTD Publications Guitar Method Book 1 (2009) ITP Gardner's Art Through Ages (2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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.

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

Year and month of the most recent FIT report

October 2023

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	62	59	60	47	46
Mathematics (grades 3-8 and 11)	21	21	47	49	33	34

2022-23 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	524	502	95.80	4.20	62.35
Female	244	237	97.13	2.87	68.35
Male	279	264	94.62	5.38	56.82
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	437	416	95.19	4.81	59.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	80.00
English Learners	156	135	86.54	13.46	25.93
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	414	394	95.17	4.83	58.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	77	96.25	3.75	16.88

2022-23 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	525	515	98.10	1.90	21.40
Female	245	241	98.37	1.63	22.82
Male	279	273	97.85	2.15	20.22
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	60.87
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	438	428	97.72	2.28	15.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	60.00
English Learners	157	148	94.27	5.73	1.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	415	405	97.59	2.41	16.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	77	96.25	3.75	2.60

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.92	25.00	40.11	43.28	29.47	30.29

2022-23 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	1015	998	98.33	1.67	24.85
Female	504	497	98.61	1.39	23.54
Male	509	499	98.04	1.96	26.05
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	56.14
Black or African American	18	18	100.00	0.00	27.78
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	832	818	98.32	1.68	18.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	74	96.10	3.90	56.76
English Learners	263	254	96.58	3.42	1.97
Foster Youth	--	--	--	--	--
Homeless	22	20	90.91	9.09	5.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	801	788	98.38	1.62	19.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	136	132	97.06	2.94	3.79

2022-23 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 HS, TUSD district-level administrators, parents, and representatives from marketing, HR, engineering, environmental, health, manufacturing, graphic design, film, and business development industries. For more information about Tustin Unified's college and career readiness programs please visit:

<https://www.tustin.k12.ca.us/departments/administrative-services/college-and-career-readiness>

CTE Pathways offered at Tustin High School include the following: Biomedical Technology, Digital Film & Video Production, Engineering, Graphic Design, Music Technology, and Visual Imagery.

Tustin High School works in conjunction with Coastline ROP. The partnership includes courses within our Sports Medicine CTE pathways. Tustin High School also is the host site for two other ROP CTE pathways after school hours, which include Culinary Arts and Emergency Medical Responder (EMR).

Tustin High School also works in collaboration with Irvine Valley College to provide college courses to our students. The partnership includes the following courses within our CTE pathways: Administrative Justice and Human (Child) Development. Other college courses offered to our students include American Sign Language and Dance History.

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

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

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

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

The Graphic Design Pathway includes three levels of Graphic Design with an optional internship focused on providing real-world experience in the industry. The pathway prepares students to be portfolio-ready using comprehensive Adobe software while receiving client-based experiences.

Our Digital Film and Video Production Pathway also develops industry-standard skills in the context of authentic filmmaking and video production experiences. Our Tiller Weekly News Broadcast is a featured aspect of the program and teaches students applicable skills both in front of and behind the camera.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	658
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.6
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.83
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	54.43

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 9	99.8%	100%	100%	97.7%	100%

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.

2023-24 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 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. 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 and work together in the development of the student's educational plan and goal setting at the beginning of each school year. 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

2023-24 Opportunities for Parental Involvement

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.

For Special Education students, there is ongoing parental collaboration and support provided to the parents 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 High School School participate in activities such as Title I Parent Meeting, Tustin Tea, PTO Meetings, Booster Club meetings among a variety of sports and programs, and our highly attended Hispanic Heritage Event. Our Community Schools Specialist works to increase community engagement in all school activities. Last year, Tustin High School opened our Tiller Community Room for parents to come and participate in not only school meetings but daily support through resources contained in the classroom. For the 2023-24 school year, a student wellness center will open as another resource for students in support of their socio-emotional well-being.

For more information on how to become involved at the school, please contact Pat Hsieh at (714) 730-7414.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.9	2.8	2.2	2.4	2.3	1.3	9.4	7.8	8.2
Graduation Rate	96.1	95.8	96.1	95.6	96.3	95.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	509	489	96.1
Female	265	255	96.2
Male	243	233	95.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	35	33	94.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	409	394	96.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	39	38	97.4
English Learners	135	125	92.6
Foster Youth	--	--	--
Homeless	29	25	86.2
Socioeconomically Disadvantaged	433	415	95.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	65	53	81.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2087	2057	387	18.8
Female	1005	987	191	19.4
Male	1076	1064	192	18.0
Non-Binary	6	6	4	66.7
American Indian or Alaska Native	7	7	1	14.3
Asian	104	103	10	9.7
Black or African American	47	45	8	17.8
Filipino	32	32	4	12.5
Hispanic or Latino	1716	1692	322	19.0
Native Hawaiian or Pacific Islander	8	7	2	28.6
Two or More Races	27	27	7	25.9
White	143	141	32	22.7
English Learners	657	644	144	22.4
Foster Youth	22	19	7	36.8
Homeless	44	41	13	31.7
Socioeconomically Disadvantaged	1716	1689	336	19.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	315	308	97	31.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.47	3.24	3.35	0.10	2.01	2.33	0.20	3.17	3.60
Expulsions	0.00	0.27	0.00	0.00	0.07	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.35	0
Female	2.39	0
Male	4.28	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.96	0
Black or African American	6.38	0
Filipino	0	0
Hispanic or Latino	3.5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.7	0
White	3.5	0
English Learners	4.41	0
Foster Youth	13.64	0
Homeless	9.09	0
Socioeconomically Disadvantaged	3.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.57	0

2023-24 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/27/2023

Date Updated and Approved by SSC: 11/27/2023

Date Discussed by Staff: 8/11/2023

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, 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.

The Tustin High School Safety Plan was designed to enable students, employees, and parents to respond appropriately in a disaster. The committee is made up of administrators, certificated and classified staff, and may include parents or students. The group evaluates current practices and makes recommendations to the School Site Council, and then the plan is shared with the staff at a staff meeting at the beginning of the year. Parents have been notified about where and how to pick up their children through a Parent Newsletter. Every year the Fire Department inspects the school to ensure that the safety equipment is working properly. In addition, the Tustin Unified School District Maintenance Department and the site's custodial staff work to provide a clean, safe, and functional campus for students, staff, and the Tustin community. As a result of the safety plan annual school safety drills for students and staff are conducted.

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. We also trained office staff, custodians, administration, and campus supervisors in the "Stop the Bleed" professional development to know how to stop bleeding in the case of an event warranting such intervention. Teachers participated in the "Stop the Bleed" training in

2023-24 School Safety Plan

December 2023.

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	32	11	15	47
Mathematics	31	13	19	41
Science	32	6	16	39
Social Science	30	12	12	39

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	31	11	25	37
Mathematics	29	14	22	33
Science	30	9	21	28
Social Science	29	15	15	33

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	29	18	22	37
Mathematics	30	12	16	34
Science	30	10	14	30
Social Science	30	11	14	30

2022-23 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	284.29

2022-23 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)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	4.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$13,564	\$4,754	\$8,810	\$94,758
District	N/A	N/A	8,550	\$95,803
Percent Difference - School Site and District	N/A	N/A	3.0	-1.1
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	14.7	7.5

Fiscal Year 2022-23 Types of Services Funded

Tustin High School receives funding for Title I categorical programs, unduplicated students (ELL, Foster, and Homeless Youth), and at-risk learners. These funds are allocated to 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 funds, which are strategically planned and monitored through the SPSA, are primarily focused on at-risk and unduplicated pupils, but the actions supported by these funds may support all students. The Tustin Public Schools Foundation and site PTO/PTA also support the school with donations and financial support throughout the year to support school-wide programs and events for students.

The 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 categorical 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. Some specific ways these funds are allocated include an additional counselor, social worker, intervention lead teacher, intervention lead counselor, and extra hours for office personnel to support communication with parents and attendance. Also, academic intervention sections are possible because of this additional funding. Beyond the addition of key personnel to support our students in a variety of ways, we also use the funds for instructional materials and supplies, instructional technology, and professional development.

Students are assessed with 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 that target their specific performance level, focusing on ELA or Math standards. In addition, using 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 technology programs include Lexia, Freckle, Lexia English, Newsela, Actively Learn, Gizmos, Quill, and Delta Math.

As listed in our SPSA, the above resources are focused on supporting the following goals:

All students will participate in a school-wide Multi-tiered System of Support through in-class instruction and when needed, supplemental instruction utilizing specialized instructional staff and instructional aides to deliver targeted academic instruction that improves and enhances student achievement.

Driven by LCAP goals of Engagement, Pupil Outcomes, and Conditions of learning, Tustin High School will continue to refine and further develop MTSS systems for Academic, Social-Emotional, Behavioral, and Attendance/Engagement. Strategically planned actions will primarily target unduplicated students, but under the MTSS umbrella, we will work hard to ensure continued growth and improved outcomes for all students. All actions under Goal 1, will directly work on supporting all students' needs in academic, social, emotional, and behavioral areas to impact overall student learning and achievement.

Based on results from conducting a Comprehensive Needs Assessment, the following areas of need were identified through a Review of Performance:

1. Quality of Instruction - Tier 1 Instruction and Achievement Teams
2. Positive School Climate and Culture
3. Tier 2 Intervention - Academic and Social-Emotional

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,791	\$55,550
Mid-Range Teacher Salary	\$88,387	\$80,703
Highest Teacher Salary	\$117,648	\$109,418
Average Principal Salary (Elementary)	\$145,254	\$137,703
Average Principal Salary (Middle)	\$152,342	\$143,760
Average Principal Salary (High)	\$172,724	\$159,021
Superintendent Salary	\$385,818	\$319,443
Percent of Budget for Teacher Salaries	34.46%	30.35%
Percent of Budget for Administrative Salaries	5.03%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.4
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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	5
Fine and Performing Arts	3
Foreign Language	3
Mathematics	3
Science	5
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

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.

Professional Development

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.

As a school, we focus on providing ongoing professional development opportunities that are aligned with our students' needs. At Tustin High School, teachers participate in an ongoing PD model as part of our late start Wednesdays, which we call DOT (Delayed On Time) Starts. Students start an hour and a half later on Wednesday and this time is allotted for various configurations of PD all focused on responding to data and learning about how to better support our students. Our Wednesdays include the following formats for delivery: 1) Whole faculty PD where data and professional learning are considered that connect to school-wide goals and implementation. 2) Department PD where data and instructional practices are looked at in the context of similar courses. 3) WASC/AVID/EL - PD focused on the school-wide implementation of practices to support student learning aligning with the structures associated with WASC, AVID (WICOR Strategies - Writing, Inquiry, Collaboration, Organization, and Reading) and supporting our EL learners. 4) Individual Profesional Development Integration is time for teachers to plan, develop and prepare based on the expectations from the other PD opportunities.

STAR Reading data provides an important foundation for determining the reading levels of students and for determining their current English language levels. Strategies and resources were part of the professional development conversation in a focused attempt to improve language levels among our EL learners and the reading level of all students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	12