C.E. Utt Middle School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	C.E. Utt Middle School
Street	13601 Browning Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7573
Principal	Kristin Hartloff
Email Address	khartloff@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/utt
Grade Span	6-8
County-District-School (CDS) Code	30-73643-6030571

2024-25 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/

2024-25 School Description and Mission Statement

Utt Middle School is a community school that serves 562 students in grades 6-8. Our student population includes 20.5% English Learners and 78% Socio-Economically Disadvantaged students. We have an on-site community center and Community Specialist team to provide tailored support and resources to our UMS community. Utt Middle School is a place where young people can learn about life skills and experiences while receiving unique and differentiated education in a safe and supportive environment. UMS is a diverse community, a place to shine, and a place of rigor and academia - where student learning matters. We empower, we solve problems, we embrace opportunities for growth. Here, we are all lifelong learners.

2024-25 School Description and Mission Statement

Upon careful review of student data, our focus areas for the 24-25 school year are aligned with TUSD board goals centered on academic achievement and an inclusive, caring, and collaborative culture. We have provided professional development to all of our teachers on engaging instructional strategies and the utilization of small-group Tier 1 and Tier 2 instruction in all classrooms. We also have a robust intervention program for students who need extra support with literacy and mathematics, spearheaded by our Middle School Academic Support teachers. We also partner with Groundswell to provide professional development to our staff on Restorative Practices, a proactive and positive approach to guiding our students in making positive and constructive decisions that are beneficial to themselves and others. UMS has implemented Professional Learning Communities as achievement teams in order to advance collaborative practices to review assessment results, improve initial instruction, and determine intervention/enrichment needs. As a community school, we focus on increased collaboration, shared decision-making, inclusion, ethical behavior and mutual respect for all students, staff and families.

Our school goals prioritize Multi-Tiered Systems of Support, supporting our English Learner population, and supports for our Students With Disabilities. We provide opportunities for our general education teachers to collaborate and work alongside our intervention team and our special education teachers to ensure implementation of instructional strategies that are research-based to improve achievement for all types of learners. We focus on providing our students with the tools and strategies they need to be mentally healthy. We have our Falcon Nest on campus, which is a place that students can go to get support with their mental health to stay focused on learning. We also have two guidance counselors, a Restorative Justice Specialist, a Mental Health Specialist, and an Education Related Mental Health Specialist (ERMHS) to help support our students with their mental wellness.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	171
Grade 7	205
Grade 8	191
Total Enrollment	567

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54
Non-Binary	0.2
Asian	5.3
Black or African American	2.3
Filipino	1.9
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.5
White	11.1
English Learners	25.9
Foster Youth	0.4
Homeless	3.7
Socioeconomically Disadvantaged	77.8
Students with Disabilities	21.2

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)	23.10	66.23	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)	0.00	0.00	11.00	1.28	12115.80	4.41
Unknown/Incomplete/NA	11.80	33.74	56.70	6.61	18854.30	6.86
Total Teaching Positions	35.00	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)	20.20	66.60	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)	1.00	3.30	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/Incomplete/NA	9.10	30.07	106.80	12.72	15831.90	5.67
Total Teaching Positions	30.30	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.

2022-23 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)	21.80	80.54	735.30	87.93	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.21	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.73	2.60	0.32	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	19.90	2.39	11746.90	4.23
Unknown/Incomplete/NA	4.80	17.66	76.40	9.15	14303.80	5.15
Total Teaching Positions	27.10	100.00	836.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.6	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	0	0

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

2024-25 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 23, 2024, 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2017) Heineman: Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2014) Houghton Mifflin Harcourt: English3D: Language Launch, Volume 1 and 2 (2023 and 2021) Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017), Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language & Writing Portfolio (2017) Houghton Mifflin Harcourt: English3D: Course C, Issues (2014) Houghton Mifflin Harcourt: English3D: Course C, Language & Writing Portfolio (2014)	Yes	0%

	District Created Materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study Students have access to classroom libraries containing both literature and non-fiction text.		
Mathematics	National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 6 (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 6 Advanced (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 7 (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 7 Advanced (2022) National Geographic/Cengage: Big Ideas Math: Modeling Real Life - Grade 8 (2022) Glencoe: Algebra 1 (eStudent Edition) (2018)	Yes	0%
Science	Savvas: Elevate Science: Segments 1-4 (eText) California Edition (2020)	Yes	0%
History-Social Science	TCI: History Alive! The Ancient World (eText) (2019), TCI: History Alive! The Medieval World and Beyond (eText) (2019), TCI: History Alive! The United States Through Industrialism (eText) (2019)	Yes	0%
Foreign Language	District Created Materials – World Languages Level 1 – Spanish Units of Study	Yes	0%
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017).	Yes	0%
Visual and Performing Arts	Not applicable		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	August 2024

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	42	60	61	46	47
Mathematics (grades 3-8 and 11)	25	28	49	52	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	566	552	97.53	2.47	42.39
Female	256	250	97.66	2.34	42.00
Male	309	301	97.41	2.59	42.52
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	64.52
Black or African American	--	--	--	--	--
Filipino	13	12	92.31	7.69	83.33
Hispanic or Latino	435	423	97.24	2.76	36.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	42.86
White	60	60	100.00	0.00	65.00
English Learners	140	133	95.00	5.00	12.78
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	283	277	97.88	2.12	33.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	113	97.41	2.59	19.47

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	566	555	98.06	1.94	27.93
Female	256	251	98.05	1.95	21.12
Male	309	303	98.06	1.94	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	54.84
Black or African American	--	--	--	--	--
Filipino	13	12	92.31	7.69	75.00
Hispanic or Latino	435	426	97.93	2.07	21.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	20.00
White	60	59	98.33	1.67	59.32
English Learners	140	138	98.57	1.43	2.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	283	276	97.53	2.47	18.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	112	96.55	3.45	8.93

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.87	29.83	43.28	47.17	30.29	30.73

2023-24 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	189	187	98.94	1.06	29.41
Female	71	71	100.00	0.00	19.72
Male	117	115	98.29	1.71	34.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	138	137	99.28	0.72	18.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	70.97
English Learners	37	37	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	94	98.95	1.05	20.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	10.26

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.

2023-24 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 requires only participation results 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 7	97.9%	91.8%	96.4%	96.4%	97.4%

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.

2024-25 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 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 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 Utt Middle School participate in activities such as our English Learner Advisory Council, our School Site Council, and our Parent Teacher Association. Our guidance team provides parent workshops throughout the year to help support their students in the home. These workshops include topics such as helping your student prepare for high school, how to support your student with their mental health, drug and alcohol use awareness, and the healthy use of social media. UMS is a

2024-25 Opportunities for Parental Involvement

community school. We have a Community Specialist and a Community Liaison that specifically work to support families and community with resources.

For more information on how to become involved at the school, please contact Jamie Joyce at (714) 730-7573.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	594	80	13.5
Female	284	274	50	18.2
Male	322	319	30	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	5	14.7
Black or African American	15	13	4	30.8
Filipino	13	12	0	0.0
Hispanic or Latino	463	453	59	13.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	4	26.7
White	64	64	8	12.5
English Learners	170	168	24	14.3
Foster Youth	--	--	--	--
Homeless	24	24	7	29.2
Socioeconomically Disadvantaged	479	468	70	15.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	134	130	19	14.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.06	8.57	3.13	2.01	2.33	1.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.28	0	0.16	0.07	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.13	0.16
Female	3.17	0.35
Male	3.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.02	0.22
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	3.13	0.00
English Learners	4.12	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.55	0.21
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.97	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Date Last Reviewed by School Site Council (SSC): December 2024
Date Updated and Approved by SSC: December 2024
Date Discussed by Staff: October 2024

2024-25 School Safety Plan

Our School Safety Plan includes the following elements: instructional opportunities to support students with mental health and SEL, substance abuse education and support for students and families, employee awareness of threat assessment procedures; and updating and maintaining emergency bins for disaster preparedness. We run quarterly disaster 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 Utt Middle School 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 2024-25 school year, all TUSD schools and district departments are participating in a training called Stop the Bleed, which supports all staff with how to respond in case of extreme injury and life-threatening situations. Utt Middle School has also implemented the WeTip program and app at our site so that students and community members can anonymously report any unsafe situations.

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	16	19	10	5
Mathematics	22	10	7	7
Science	25	5	5	9
Social Science	22	7	9	5

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	13	24	5	5
Mathematics	20	13	2	5
Science	28	2	5	7
Social Science	19	11	5	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	26	6	4
Mathematics	23	6	8	3
Science	26	4	6	5
Social Science	18	12	6	4

2023-24 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	283.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$16,283	$6,042	$10,240	$106,544
District	N/A	N/A	$10,145	$106,526
Percent Difference - School Site and District	N/A	N/A	0.9	0.0
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-5.1	11.8

Fiscal Year 2023-24 Types of Services Funded

In addition to the base per-pupil funding, Utt Middle School receives both one-time and ongoing supplemental funds aimed at enhancing academic achievement for all students and specific student groups. The school also benefits from Title I categorical funding, allocated based on unduplicated student counts. These funds are in addition to our base funding and help support the diverse needs of all students. Furthermore, we are extremely grateful for the generous donations provided by the Tustin Public Schools Foundation and our site's PTO/PTA. These contributions provide valuable support throughout the year, enabling us to offer a wide range of school-wide programs and events for our 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 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 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 which 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 programs include Lexia, Freckle, Lexia English, IXL for Math 8 and Science 8, and Nearpod for Intervention Teachers.

Please refer to our district LCAP or School Plan for Student Achievement for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,818	$56,573
Mid-Range Teacher Salary	$98,110	$87,186
Highest Teacher Salary	$130,589	$119,665
Average Principal Salary (Elementary)	$162,705	$148,486
Average Principal Salary (Middle)	$171,509	$154,835
Average Principal Salary (High)	$195,092	$170,008
Superintendent Salary	$388,722	$338,699
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

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.

Professional development efforts are focused on deepening the staff's implementation of research-based, highly effective instructional strategies. Our site-level Professional Development Plan aligns with our School Plan for Student Achievement, school Mission/Vision and school-wide teacher goals, and administrator goals. The areas of focus for staff development are engaging and rigorous instructional strategies, Tier 1 small-group instruction, and Tier 2 intervention systems. Additionally, our math, core, science, and PE teachers receive district-led training regarding Tier 1 instruction.

In an effort to meet our goals with Professional Development, we have integrated tailored Professional Development opportunities before, during, and after school throughout the year. These efforts include teachers attending our UMS Summer Institute, Writing and Reading Workshop sessions throughout the year, TransMath, Big Ideas trainings, Restorative Practices, and technology training seminars. Teachers participate in six PLC cycles for each content area to participate in data-driven dialogues, and create common assessments collectively. Our Middle School Academic Support Teachers work collaboratively with our administrative and counseling team and classroom teachers to help identify students who need additional assistance, attention, and support toward academic achievement.

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	11