Columbus Tustin 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	Columbus Tustin Middle School
Street	17952 Beneta Way
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7352
Principal	Megan Galindo
Email Address	mgalindo@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/ct
Grade Span	6-8
County-District-School (CDS) Code	30-73643-6030589

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

Columbus Tustin Middle School is a positive and supportive learning community where we empower students with the skills and knowledge to become inquisitive, principled learners who create a more peaceful world through global awareness, critical thinking, and a commitment to action and service. At Columbus Tustin Middle School, we believe that all students will become leaders of the P.A.C.K. by demonstrating:

Pride - in themselves, their learning, our school, and the community.
Achievement - by being organized and putting forth their best effort.

2024-25 School Description and Mission Statement

Character - by being principled and acting with compassion.
Knowledge - through independent and creative thinking

At Columbus Tustin, in order to monitor student progress, we regularly meet as Professional Learning Community teams to review state assessment data, as well as local data such as teacher and district level common formative and summative assessments. Analysis of state and local assessment data indicates an ongoing need to target support for our achievement gap subgroups. To that end, targeted support for our English learner students will continue to be a school-wide focus. Grade-level teams of teachers utilize weekly early out Wednesday time in the afternoon to collaboratively analyze the results of common assessments and use that data to provide students additional time and support towards meeting grade-level standards. The teams also utilize their data analysis to revise curriculum in a cycle of continuous improvement.

Columbus Tustin is a National AVID Demonstration School and offers a comprehensive Pre-International Baccalaureate Magnet Program. We provide a school-wide tutorial period embedded in our weekly schedule to provide both intervention and enrichment opportunities to all students. Additional school-wide programs include Reading Intervention Classes, Systematic ELD instruction, Study Skills Classes, Homework and Math Academy, as well as Catalyst Kids, which provides after-school academic support and enrichment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	196
Grade 7	200
Grade 8	208
Total Enrollment	604

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Asian	6.3
Black or African American	1.8
Filipino	1.5
Hispanic or Latino	78.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.6
White	6.5
English Learners	33.1
Foster Youth	1
Homeless	5
Socioeconomically Disadvantaged	83.3
Students with Disabilities	15.9

A. Conditions of Learning

State Priority: Basic

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

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

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)	21.60	78.36	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)	0.10	0.58	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	5.80	20.98	56.70	6.61	18854.30	6.86
Total Teaching Positions	27.60	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)	13.70	52.00	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)	1.80	6.87	12.70	1.51	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.78	14.70	1.75	11953.10	4.28
Unknown/Incomplete/NA	9.80	37.31	106.80	12.72	15831.90	5.67
Total Teaching Positions	26.40	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)	20.80	79.68	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)	0.80	3.17	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	4.40	17.11	76.40	9.15	14303.80	5.15
Total Teaching Positions	26.10	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	1.00	0
Misassignments	0.10	0.80	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	1.80	0.8

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	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	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)	0.60	3.3	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	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.

Columbus Tustin Middle School is located on 21.85 acres within the city of Tustin and was established in 1959 as the first intermediate school in the Tustin Unified School District. Students and staff are proud of Columbus Tustin Middle School and take good care of the facility. The school is attractive, clean, and well-maintained by a conscientious custodial staff. All buildings and portable classrooms are in good working condition. The facilities include a multipurpose room and activities center where many District, community, and site performances, workshops, parent and student meetings, special assemblies, and concerts take place. The school's large, grass-covered sports fields serve as a hub of school and community athletic events after school and on weekends. During the 2017-18 school year, a solar project was completed which included the installation of solar panels on two covered parking lots. In 2018 and 2020 two large murals were completed in the lunch quad and blacktop areas to promote our school mascot and motto.

Year and month of the most recent FIT report	September 2024

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)	45	44	60	61	46	47
Mathematics (grades 3-8 and 11)	32	34	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	608	580	95.39	4.61	43.97
Female	292	272	93.15	6.85	46.32
Male	316	308	97.47	2.53	41.88
American Indian or Alaska Native	0	0	0	0	0
Asian	40	37	92.50	7.50	70.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	476	455	95.59	4.41	38.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	72.41
White	40	38	95.00	5.00	65.79
English Learners	196	180	91.84	8.16	10.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	44	42	95.45	4.55	40.48
Socioeconomically Disadvantaged	331	313	94.56	5.44	32.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	105	95.45	4.55	11.43

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	609	597	98.03	1.97	33.56
Female	292	282	96.58	3.42	29.08
Male	317	315	99.37	0.63	37.58
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	65.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	477	465	97.48	2.52	25.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	68.97
White	40	40	100.00	0.00	57.50
English Learners	197	194	98.48	1.52	4.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	44	42	95.45	4.55	33.33
Socioeconomically Disadvantaged	332	324	97.59	2.41	22.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	105	95.45	4.55	9.52

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)	26.56	35.68	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	212	202	95.28	4.72	35.15
Female	113	106	93.81	6.19	33.96
Male	99	96	96.97	3.03	36.46
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	164	155	94.51	5.49	24.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	90.91
White	15	15	100.00	0.00	60.00
English Learners	63	61	96.83	3.17	1.64
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	27	25	92.59	7.41	24.00
Socioeconomically Disadvantaged	103	97	94.17	5.83	21.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	35	85.37	14.63	5.71

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	94.5%	94.0%	94.5%	93.5%	94.5%

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 Columbus Tustin Middle School (CTMS) participate in activities such as...

1. School Site Council (SSC): CTMS's SSC is a body of parents, and school staff that collaborates on issues that drive culture, professional development, and academic objectives. In addition, our S.S.C. serves as an advisory board for overall school

2024-25 Opportunities for Parental Involvement

improvement.
2. English Language Advisory Council (ELAC): CTMS's ELAC is a group of parents representing our second language earners. These parents provide a wealth of information and support in reaching the overall school goals.
3. Pre-International Baccalaureate Magnet Program: CTMS's Magnet Program has solid parental backing for this “school within a school” program. Magnet Parents are encouraged to volunteer their time and resources to continue the strong showing of this high performance program. Parents have established an academic booster club (Magnet Excellence Committee) to support extended learning opportunities for our Magnet students.
4. Parent Teacher Organization (PTO): CTMS's PTO is committed to making a difference by recognizing students, teachers, and staff, and supporting Columbus Tustin Middle School by sponsoring events such as the “Bulldog of the Month” luncheon, Dino Dash, the art and music program, the Tustin Tiller Days Parade, and numerous fundraisers throughout the course of the year.
5. Family Nights: CTMS parents, students, and family members may participate in a variety of parent/family nights, which include technology training, guest speakers and family fun nights.
6. Community Specialists: CTMS has a community specialist who oversees attendance. English learners, Foster Youth, homeless and low socio-economic families.
7. Community Liaison: CTMS has a wonderful community room where parents can receive assistance with school-related technology, access to computers, assistance with basic needs, and a variety of other resources to support their families.
8. Social Worker: CTMS has a full time social worker who provides direct support to foster youth and our most vulnerable students. She also facilitates group work, parent trainings, and community outreach.

In addition to the above specialized activities, CTMS hosts an annual Back-to-School Night where teachers meet with parents and present their programs and expectations, and a Showcase Evening in April where parents can visit select classrooms and observe various student projects. Any parent interested in receiving more information about ways to become involved at CTMS may contact our Principal, Megan Galindo, at 714-730-7352.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	655	645	166	25.7
Female	319	314	93	29.6
Male	336	331	73	22.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	39	3	7.7
Black or African American	11	11	3	27.3
Filipino	--	--	--	--
Hispanic or Latino	514	507	144	28.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	5	22.7
White	46	44	6	13.6
English Learners	237	235	69	29.4
Foster Youth	--	--	--	--
Homeless	46	45	23	51.1
Socioeconomically Disadvantaged	554	547	157	28.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	119	118	50	42.4

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
8.57	10.26	6.41	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
0.15	0	0	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	6.41	0.00
Female	7.52	0.00
Male	5.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	10.00	0.00
Black or African American	27.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.64	0.00
White	4.35	0.00
English Learners	8.02	0.00
Foster Youth	0.00	0.00
Homeless	8.70	0.00
Socioeconomically Disadvantaged	7.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.13	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): 12/10/2024
Date Updated and Approved by SSC: 12/10/2024
Date Discussed by Staff: 08/09/2024

2024-25 School Safety Plan

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.

Columbus Tustin Middle School's School Safety Committee annually updates the School Safety Plan and holds annual school safety drills for all students and staff. The committee is made up of administrators, certificated and classified staff, and may include parents or students.

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

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	25	5	13	2
Mathematics	24	4	13	3
Science	28	2	6	7
Social Science	25	4	11	2

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	19	13	12	1
Mathematics	21	6	11	2
Science	25	4	8	2
Social Science	26	2	13	1

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	17	15	8	1
Mathematics	21	7	9	3
Science	27	2	9	4
Social Science	26	3	8	1

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	335.56

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)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	7

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	$16,435	$5,795	$10,640	$103,155
District	N/A	N/A	$10,145	$106,526
Percent Difference - School Site and District	N/A	N/A	4.8	-3.2
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-1.2	8.6

Fiscal Year 2023-24 Types of Services Funded

In addition to the base per-pupil funding, Columbus Tustin 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 ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, Orton-Gillingham, iXL and TransMath intervention programs.

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.

As a school, we focus on providing ongoing professional development opportunities that are aligned with our student's needs. At Columbus Tustin Middle School, staff 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. The areas of focus for staff development are engaging and rigorous instructional strategies for English Learners, technology integration, and increasing instructional and formative assessment methods to align with Common Core State Standards. These areas were determined based on student achievement data and teacher survey data. In an effort to meet our goals with Professional Development, we have integrated tailored Professional Development opportunities before, during, and after school throughout the year. These efforts include teachers attending the AVID Summer Institute, TUSD summer trainings, ELD training, and technology training seminars.

An administrator or district TOSA supports teachers during implementation and supports the facilitation of alternative forms of tailored Professional Development that include Achievement Team Visits for teachers to visit each other's classrooms throughout the year and Quarterly Planning Days for each Content Area to unpack standards, participate in data-driven dialogues, and create common assessments collectively. A Positive Behavior Intervention and Supports team was established in 2015-16 and is trained annually to further support student achievement and narrow the achievement gap. Over the past four years, 93% of staff participated in two full days of training on the theory and implementation of Restorative Practices. We will continue to offer training throughout the school year so that 100% of staff is trained in Restorative Practices. CTMS's science and algebra teachers were trained in Rigorous Curriculum Design (RCD) during the 2023-2024 school year. This specialized training will be extended to all content areas for the 2024-2025.

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

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	11	12	11