

# Tustin Connect

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Tustin Connect
<b>Street</b>	1151 San Juan St.
<b>City, State, Zip</b>	Tustin, CA 92780
<b>Phone Number</b>	(714) 430-2052
<b>Principal</b>	Eric Kilian
<b>Email Address</b>	ekilian@tustin.k12.ca.us
<b>School Website</b>	<a href="https://tustinconnect.tustin.k12.ca.us/">https://tustinconnect.tustin.k12.ca.us/</a>
<b>Grade Span</b>	P-12
<b>County-District-School (CDS) Code</b>	30-73643-3030590

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

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

Tustin Connect caters to the needs of many different types of students. Some of these students include home-schooled students, elite athletes, musicians, actors, gifted children, students with health conditions that limit their ability to attend school

## 2025-26 School Description and Mission Statement

regularly, and other students and families who want a more personalized and flexible learning environment. Enrollment at Tustin Connect is over 300 students as of the fall of the 2025-26 school year. Enrollment figures have trended upwards in the high school, and continued growth is anticipated. Enrollment in the TK-8 levels remains stable. Students have many opportunities to participate in clubs at Tustin Connect as well as sports, or activities at another TUSD comprehensive high school. Students also have the opportunity to dual enroll at their resident TUSD high school or local community college for additional course offerings. Each student's learning plan is personalized to meet their needs.

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

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

**Engaging Students:** By Spring 2026, Tustin Connect staff will build upon improvements in chronic absenteeism by improving by 2% from 16.1% to 14.1% with SED 23.3% to 20.0%.

**Pupil Learning Outcomes:** By Spring 2026, Tustin Connect staff will educate families, communicate options, expand course offerings to improve the Graduation Rate to 92.5%, and increase CTE completers and Dual enrollment by at least 10% by the completion of the 24-25 school year.

**Pupil Learning Outcomes:** By Spring 2026, Tustin Connect staff will improve student outcomes in mathematics from a schoolwide percentage met and exceeded of 48.41% to 53% by the completion of the 25-26 school year as measured by the 2026 CAASPP.

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	2
Grade 2	8
Grade 3	4
Grade 4	7
Grade 5	10
Grade 6	9
Grade 7	14
Grade 8	14
Grade 9	24
Grade 10	26
Grade 11	63
Grade 12	82
<b>Total Enrollment</b>	<b>268</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	60.1
Male	39.6
Non-Binary	0.4
Asian	16
Black or African American	1.9
Filipino	0.4
Hispanic or Latino	39.9
Two or More Races	6.7
White	34.3
English Learners	3.4
Foster Youth	0.4
Homeless	1.9
Socioeconomically Disadvantaged	47.4
Students with Disabilities	9.7

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.4	61.51	705.9	84.01	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	12.7	1.51	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5	36.46	14.7	1.75	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.2	2.03	106.8	12.72	15831.9	5.67
<b>Total Teaching Positions</b>	13.7	100	840.2	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.3	59.73	735.3	87.93	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.7	0.21	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	2.6	0.32	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.4	38.7	19.9	2.39	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.1	1.46	76.4	9.15	14303.8	5.15
<b>Total Teaching Positions</b>	8.8	100	836.3	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.6	58.57	706.2	85.24	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.1	0.26	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	13.6	1.65	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.9	40.5	15.9	1.92	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0.83	90.4	10.92	13705.8	4.91
<b>Total Teaching Positions</b>	9.6	100	828.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	5.00	3.4	3.9
<b>Total Out-of-Field Teachers</b>	5.00	3.4	3.9

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 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 29, 2025, 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades TK-5 Benchmark: Ready to Advance (2022) Benchmark: Listos y Adelante (2022) Benchmark: Advance - My Reading and Writing -10 units (2022) Benchmark: Express ELD - My Language Buddy -2 volumes (2022) Benchmark: Adelante - Mi Lectura y Escritura - 10 units (2022) Benchmark: Advance - Texts for Close Reading -10 units (2022) Benchmark: Express - My Language Companion - 2 volume (2022) Benchmark: Adelante - Textos Para la Lectura Atenta (2022)  Students have access to classroom libraries containing both literature and non-fiction text.  Grades 6-8	0%

	<p>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)</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017),  Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language &amp; Writing Portfolio (2017)  District Created Materials for ELD/ELDAS - Foundational Skills and Language Support Units of Study (2022)</p> <p>Students have access to classroom libraries containing both literature and non-fiction text.</p> <p>Grades 9-12  Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000)  Bedford / St. Martins: The Language of Composition, 2nd edition (2008)</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017),  Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language &amp; Writing Portfolio (2017)  Houghton Mifflin Harcourt: English3D: Course C, Issues (2014)  Houghton Mifflin Harcourt: English3D: Course C, Language &amp; Writing Portfolio (2014)</p> <p>Tustin Unified District created materials for ELD/ELDAS - Foundational Skills and Language Support Units of Study (2022)</p>	
<p><b>Mathematics</b></p>	<p>Grades TK-5  Tara West: PreK Math Curriculum Units (2022)  Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2015)  Houghton Mifflin Harcourt: Math Expressions Common Core K-5, Spanish Edition (2015)</p> <p>Grades 6-8  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)</p> <p>Grades 9-12  Glencoe: Algebra 1, Algebra 2, Geometry (eText) (2018)  Addison Wesley Longman, Inc: Calculus and its Applications, 9th Edition (2007)  Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016)  Cengage: Single Variable Calculus- Early Transcendentals, 8th Edition (eText) (2016)</p>	<p>0%</p>

	<p>YouCubed/Stanford University: Explorations in Data Science (digital resource) (2019)  Oxford University Press: Mathematics - Analysis and Approaches, Standard and Higher Level (2019)  Bedford, Freeman &amp; Worth: Statistical Reasoning in Sports, 2nd Edition (eText) (2019)  Bedford, Freeman &amp; Worth: Practice of Statistics, 7th Edition (eText) (2024)</p> <p>Tustin Unified District created Units of Study: Algebra 1 (2024), Algebra 2 (2024), Business Statistics &amp; Data Trends (2023), Computer Science (2023), Geometry (2024)</p>	
<b>Science</b>	<p>Grades TK-5  Twig Education Inc: Twig Science, K-5 (2020)</p> <p>This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p> <p>District created Materials: Guided Language Acquisition Design (GLAD) (TK) (2022)</p> <p>Grades 6-8  Savvas: Elevate Science: Segments 1-4 (eText) California Edition (2020)</p> <p>Grades 9-12  Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018)  Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008)  PLTW (Project Lead the Way): Biomedical Innovations, Principles of Bio Medicine, Research &amp; Development, and Human Body Systems (digital resources) (2023)  Pearson/Benjamin Cummings: Chemistry: The Central Science, AP Edition, 14th Edition (2018)  Bedford Freeman Worth: Environmental Science for AP, 4th Edition (2023)  Prentice Hall: Forensic Science: An Introduction (2008)  Pearson/Prentice Hall: Essentials of Anatomy &amp; Physiology (2006)  McGraw-Hill: Marine Biology, 6th Edition (2006)  Cengage Publishing: College Physics, AP Edition, 12th Edition (2024)</p> <p>Tustin Unified District developed Units of Study NGSS; Biology (2020), Chemistry, Chemistry Honors, Chemistry &amp; Engineering Design (2020), Physics and Physics and Engineering (2020). Consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.</p>	0%
<b>History-Social Science</b>	<p>Grades TK-5  Committee for Children: Second Step Social Emotional Curriculum (TK) (2016)  Savvas: myWorld Interactive, K-5 (2019)  Savvas: myWorld Interactive, K-5, Spanish Edition (2019)</p>	0%

	<p>Grades 6-8  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)</p> <p>Grades 9-12  TCI: Government Alive! Power, Politics and You (eText) (2019)  Pearson: American Government: Roots and Reform, AP Edition, 15th Edition (2026)  TCI: Econ Alive! The Power to Choose (eText) (2020)  Bedford Freeman Worth: Krugman's Economics AP Course, 4th Edition (2023)  Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019)  Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014)  Houghton Mifflin Harcourt: Psychology (eText) (2018)  Bedford, Freeman &amp; Worth: Myers' Psychology for the AP Course, 4th edition (eText) (2024)  Houghton Mifflin Harcourt: Sociology: (eText) (2018)  TCI: History Alive! Pursuing American Ideals (eText) (2019)  Cengage: The American Pageant, 18th Edition (eText) (2025)  TCI: History Alive! World Connections (eText) (2020)  Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021)</p> <p>Tustin Unified District developed Units of Study - Marketing &amp; Advertising (2023)</p>	
<p><b>Foreign Language</b></p>	<p>Grades 6-8  District Created Materials – World Languages Level 1 – Spanish Units of Study (2022)  District Created Materials – World Languages Level 1 – French Units of Study (2022)</p> <p>Grades 9-12  CHINESE  Cheng and Tsui:  Integrated Chinese Level 2, Part 1 - Textbook, Simplified and Traditional Characters, 3rd Edition (2010),  Integrated Chinese Level 2, Part 1 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010),  Integrated Chinese Level 2, Part 2 – Textbook, Simplified and Traditional Characters, 3rd Edition (2010),  Integrated Chinese Level 2, Part 2 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010)</p> <p>FRENCH  Glencoe/McGraw-Hill: Tresors du Temps (1997)  Prentice Hall: Allons Au-Dela! (2012)  Pearson Education: AP French, Preparing for the Language and Culture Examination (2012)</p> <p>LATIN  Scott Foresman &amp; Co.: Ecce Romani 1, 3rd edition (2000)  Scott Foresman &amp; Co.: Ecce Romani 2, 3rd edition (2000)  Scott Foresman &amp; Co.: Ecce Romani 3, 3rd edition (2000)  Harper Collins: Wheelock's Latin 6th edition (2000)</p>	<p>0%</p>

	<p>SPANISH</p> <p>Prentice Hall: Abriendo Paso Gramatica (2007),  Prentice Hall: Abriendo Paso Temas y Lecturas (2014),  Vista Higher Learning: AP Spanish: Language and Culture Exam Preparation (2014)  Prentice Hall: AP Spanish: Preparing for the Language and Culture Examination (2014)  McDougal Little: Tu Mundo: La Ciberedicion (2002)  Pearson/Prentice Hall: Sendas Literarias, Level 2 (2001)  Heath, D.C.: Nuestro Mundo (2002)</p> <p>Tustin Unified District created Supplemental Units of Study; Chinese, French, Spanish level 1 (2022), Chinese, French, Spanish levels 2-3 (2024)</p>	
<b>Health</b>	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)	0%
<b>Visual and Performing Arts</b>	Supplemental Materials provided as needed	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Supplemental Materials provided as needed	0%

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.

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

**Year and month of the most recent FIT report**

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	71	74	61	62	47	48
<b>Mathematics</b> (grades 3-8 and 11)	48	49	52	53	35	37

## 2024-25 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
<b>All Students</b>	130	119	91.54	8.46	73.95
<b>Female</b>	74	65	87.84	12.16	80.00
<b>Male</b>	56	54	96.43	3.57	66.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	17	89.47	10.53	88.24
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	48	96.00	4.00	70.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	47	40	85.11	14.89	62.50
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	28	93.33	6.67	67.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	14	93.33	6.67	64.29

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	130	119	91.54	8.46	48.74
<b>Female</b>	74	65	87.84	12.16	43.08
<b>Male</b>	56	54	96.43	3.57	55.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	17	89.47	10.53	88.24
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	48	96.00	4.00	43.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	47	40	85.11	14.89	30.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	30	28	93.33	6.67	46.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	14	93.33	6.67	35.71

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	45.27	44.83	47.17	47.64	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	172	146	84.88	15.12	45.89
<b>Female</b>	104	84	80.77	19.23	44.05
<b>Male</b>	66	60	90.91	9.09	48.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	24	20	83.33	16.67	70.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	69	65	94.20	5.80	35.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	63	45	71.43	28.57	44.44
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	47	42	89.36	10.64	40.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	19	86.36	13.64	36.84

## 2024-25 Career Technical Education Programs

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

Tustin Connect is a small independent study school and most CTE pathways and opportunities are available via outside opportunities, through other TUSD comprehensive high schools, local community colleges, and Coastline ROP. For the 2024-25 school year, Tustin Connect added two additional pathways on top of the existing Mental and Behavioral Pathway. Those pathways include Graphic Design and Child Development. The initial class provides a foundation for success in the area of focus while year two is a capstone project that involves work and hands-on experience in the pathway. In addition, the flexible nature of independent study allows students to procure valuable work experience through part-time employment. Tustin Connect students meet with their guidance counselor upon enrollment and are encouraged to enroll in either in-house or outside CTE opportunities. With the introduction of the Behavior and Mental Health Pathway at TC and continued additions, students now have on-site and dual enrollment CTE course offerings. For the current year and moving forward, there are measurable outcomes to evaluate or measure the number of students that participate in CTE courses or opportunities. As part of the 2021 WASC visit and the ongoing efforts of the Tustin Connect administration and staff, Tustin Connect has made great

## 2024-25 Career Technical Education Programs

inroads with CTE pathway course offerings as progress is being made to make more students College and Career-ready.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	98
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	80

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	63.16
Graduates Who Completed All Courses Required for UC/CSU Admission	57.65

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 5	100%	100%	100%	100%	100%
Grade 7	28.6%	28.6%	28.6%	28.6%	28.6%
Grade 9	82.8%	79.3%	82.8%	82.8%	82.8%

## 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.

#### 2025-26 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 increase parental involvement in our schools continuously. 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 can 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 can always communicate with the administrative team, teachers, counselors, and other school support staff when needed.

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 can provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For special education students, ongoing parental collaboration and support are provided to the parents to ensure that their students' needs are met as part of the individualized education program. Parents have access to special education support providers as well as special education department administration.

Parents at Tustin Connect School participate in activities such as monthly Principal/Counselor Coffees with topics identified from the quarterly Needs Assessment completed by parents, students, and teachers. There is also a regular Newsletter and Mental Health Website that is site-specific to address the unique structure and needs of the Tustin Connect program. Tustin Connect's counselor completes a series of classes for each grade level that focus on specific executive functioning skills critical to maximizing student learning. Tustin Connect collaborates with other TUSD sites to offer additional mental health workshops throughout the district and county, as well as post-secondary preparatory workshops to support students transitioning to college, the military, or vocational options. There are also small group opportunities for students throughout the school year.

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	2.5	2.2	1.3	1.1	1	8.2	8.9	8
Graduation Rate	89.7	91.1	94.4	95.7	95.5	96	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	89	84	94.4
Female	55	53	96.4
Male	34	31	91.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	13	12	92.3
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	34	33	97.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	36	33	91.7
English Learners	--	--	--
Foster Youth	0	0	0.00
Homeless	--	--	--
Socioeconomically Disadvantaged	47	46	97.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	11	84.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	321	21	6.5
Female	203	196	14	7.1
Male	127	124	7	5.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	1	2.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	131	13	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	1	5.0
White	117	113	6	5.3
English Learners	15	14	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	162	158	13	8.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	43	5	11.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.33	1.74	1.67	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.02	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

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

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.

## 2025-26 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 12/12/2025

Date Updated and Approved by SSC: 12/12/2025

Date Discussed by Staff: 08/13/2025

Our School Safety Plan includes comprehensive measures designed to promote a secure and orderly learning environment. Key components of the plan include child abuse reporting procedures; routine and emergency disaster procedures; suspension, expulsion, and mandatory expulsion recommendations; procedures for notifying teachers of dangerous pupils; discrimination and harassment policies; provisions for any school-wide dress code; procedures for safe ingress and egress; standards for maintaining a safe and orderly environment; school discipline rules and dress code expectations; hate crime reporting protocols; and clearly defined school safety goals and objectives, which include an Instructional Continuity Plan.

At Tustin Connect School, we also maintain a School Safety Committee that annually reviews and updates the School Safety Plan and coordinates annual safety drills for all students and staff. The committee includes administrators, certificated and classified staff, and may also include parent or student representatives. During the 2023–24 school year, all TUSD schools participated in Stop the Bleed training, which prepares school sites to respond to a bleeding emergency before professional help arrives. In the 2025–26 school year, we conducted a review of Stop the Bleed procedures and completed annual health and safety trainings. Staff also received Narcan training, which teaches participants to recognize the signs of an opioid overdose and administer the reversal medication Narcan.

Additionally, in collaboration with our Student Services Department, we continuously practice emergency response procedures for fire, earthquake, lockdown, and shelter-in-place scenarios. These drills ensure that district-wide expectations for school safety are being met and safety teams are familiar with their roles and responsibilities and with the location and use of emergency supplies and equipment. This year, the Principal is working with a district team to enhance safety features at the high school campus, as a proactive move.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	8	11	0	0
Other	32	0	1	1

## 2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	0	0	0	0
<b>1</b>	0	0	0	0
<b>2</b>	0	0	0	0
<b>3</b>	0	0	0	0
<b>4</b>	0	0	0	0
<b>5</b>	0	0	0	0
<b>6</b>	7	12	0	0
<b>Other</b>	15	2	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>6</b>	6	11		
<b>Other</b>	18	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
<b>English Language Arts</b>	17	12	1	2
<b>Mathematics</b>	13	10	1	1
<b>Science</b>	19	7	2	1
<b>Social Science</b>	21	8	2	2

## 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	15	10	1	2
Mathematics	11	9	2	
Science	17	7	2	1
Social Science	18	9	1	2

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	12		2
Mathematics	10	10	2	
Science	18	6	2	2
Social Science	20	9		2

## 2024-25 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	243

## 2024-25 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$16,637	\$5,005	\$11,631	\$114,177
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	8.4	2.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	4.3	12.9

## Fiscal Year 2024-25 Types of Services Funded

In addition to the base per-pupil funding, Tustin Connect 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.

## Fiscal Year 2024-25 Types of Services Funded

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 the district and school-wide programs include Lexia, Freckle, Lexia English, IXL, Mystery Science, Actively Learn, Brisk, BrainPop, EdPuzzle, Breakout Edu, PearDeck, Acellus, Gizmos, UC Scout, eDynamics and FlexPoint curriculum. 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$62,965	\$60,863
<b>Mid-Range Teacher Salary</b>	\$101,573	\$93,575
<b>Highest Teacher Salary</b>	\$135,199	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$167,692	\$157,645
<b>Average Principal Salary (Middle)</b>	\$177,563	\$165,341
<b>Average Principal Salary (High)</b>	\$196,379	\$182,580
<b>Superintendent Salary</b>	\$402,443	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	32.36%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	4.8%	4.88%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

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

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. The Tustin Connect staff participates in ongoing professional development aligned to our students' needs' available throughout the year from district coaches and during staff meetings. Staff members also attend regional conferences, district workshops, and ongoing training.

The Tustin Connect staff meets twice a month as a PLC in Achievement Teams to discuss best practices and student data and once a month for professional development. At the high school level, teachers receive year 4 training in Rigorous Curriculum Design that works with teacher teams to systemically evaluate the curriculum in providing common Tier 1; Skills-based instruction to all students, Standards-based & skills-based instruction through the content as the vehicle, Assessments that are based on learning targets & success criteria, and Instruction that provides student voice & choice. Students read, write, speak, listen, and think with protected time to practice skills with teacher support and feedback. Teacher clarity with skills, criteria/targets, assessments, and resources all turn out to be a guarantee of what each student will walk out with. Our middle school teachers have begun their training this year in the Rigorous Curriculum Design process mentioned above. Additionally, paraprofessionals attend staff/PD meetings and training to support small group instruction and training throughout the year. Teachers and counselors participate in professional development sponsored by the California Consortium of Independent Study Schools to share best practices and remain up to date on any changes to the law surrounding Independent Study.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	11	11