

Hewes Middle School

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.

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/>.

2025-26 School Contact Information

School Name	Hewes Middle School
Street	13232 Hewes Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7348
Principal	Sahra Tanikawa
Email Address	stanikawa@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/hewes
Grade Span	6-8
County-District-School (CDS) Code	30-73643-6030621

2025-26 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/

2025-26 School Description and Mission Statement

Hewes's Mission is to maximize student learning and personal responsibility through a rigorous curriculum, a respectful environment, and the collaborative efforts of staff, students, and parents to acquire 21st-century skills necessary to prepare our students for a global community. With over 50 years in the community, Hewes embraces the mantra: Rich Past. Bold Future. At Hewes Middle School, our vision is grounded in our understanding that middle school students are unique and are undergoing significant changes in all aspects of their development. We believe that a positive experience at Hewes Middle School is vital to a child's desire to continue in education, the development of their self-esteem, and the achievement of their full potential. It is with this philosophy that Hewes Middle School employs a comprehensive and multifaceted process for developing and communicating a shared vision for our students. Hewes is a California Gold Ribbon School and was

2025-26 School Description and Mission Statement

recognized in 2022 as a California Pivotal Practice School.

Our primary focus at Hewes this year is to further advance the use of Depth and Complexity icons while implementing Tier 1 units of instruction, with an ongoing emphasis on supporting our English Language Learners and students with disabilities. The school will offer intervention classes in math, reading, study skills, and organization for students identified based on grades and assessment data. Multiple sources of data, including grades, CAASPP scores, ELPAC scores, and STAR Assessment results in both reading and math, will be used to monitor progress and identify interventions for all students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	308
Grade 7	320
Grade 8	301
Total Enrollment	929

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Asian	6.6
Black or African American	1.1
Filipino	1.4
Hispanic or Latino	41.3
Two or More Races	9
White	39.9
English Learners	5.3
Foster Youth	0.1
Homeless	1
Socioeconomically Disadvantaged	40.7
Students with Disabilities	13.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.2	61.38	705.9	84.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	0.95	12.7	1.51	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	3.37	14.7	1.75	11953.1	4.28
Unknown/Incomplete/NA	11.8	34.21	106.8	12.72	15831.9	5.67
Total Teaching Positions	34.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.8	74.26	735.3	87.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	0.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	3.56	19.9	2.39	11746.9	4.23
Unknown/Incomplete/NA	7.7	22.15	76.4	9.15	14303.8	5.15
Total Teaching Positions	34.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.1	77.63	706.2	85.24	230039.4	100
Intern Credential Holders Properly Assigned	0.3	0.91	2.1	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	0.83	13.6	1.65	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	3.67	15.9	1.92	12112.8	4.34
Unknown/Incomplete/NA	6.1	16.9	90.4	10.92	13705.8	4.91
Total Teaching Positions	36.2	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
Permits and Waivers	0.00	0	0
Misassignments	0.30	0	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	0	0.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.10	1.2	1.3
Total Out-of-Field Teachers	1.10	1.2	1.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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
Reading/Language Arts	<p>Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2017)</p> <p>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),</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language & Writing Portfolio (2017)</p> <p>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>	0%

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)	0%
Science	Savvas: Elevate Science: Segments 1-4 (eText) California Edition (2020)	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)	0%
Foreign Language	District Created Materials – World Languages Level 1 – Spanish Units of Study (2022) District Created Materials – World Languages Level 1 – French Units of Study (2022)	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).	0%
Visual and Performing Arts	Not applicable.	N/A
Science Laboratory Equipment (grades 9-12)	Not applicable	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.

The Hewes facility, although over fifty-five years old, reflects a caring and nurturing environment. Often compared to a Hacienda, classrooms encircle the central quad areas where students, staff, and parent volunteers gather outside of instructional periods. Though protected from outside intrusion, the campus in itself provides a sense of openness that invites interaction and involvement.

As a result of the passage of TUSD's 2004 Measure G, Hewes Middle School underwent major renovations. During this renovation, Hewes received a new roof, exterior doors, drinking fountains, concrete walkways, paint, handicap railings, upgraded staff facilities, and new student and physical education bathrooms. Also, with the passage of TUSD's 2008 Measure L, Hewes Middle School constructed a new gym that opened in November of 2012. This facility is an Activity Center, approximately 13,000 square feet in size, and includes a lobby, gymnasium/multipurpose area, sports flooring, retractable bleachers, storage space, restrooms, a performance area, and two adjoining classrooms. The Hewes PTA has also funded many projects, including new signage, water bottle filling stations, and collaborative furniture. As a result of Measure S, Hewes underwent renovations to 5 science classrooms during the summer of 2014 to make them more modern. New electrical systems, technology stations, and all new student furniture and teacher storage were added, making the rooms look like new. During the summer of 2024, a roofing project commenced, and over half of the buildings on campus received new roofs, with

School Facility Conditions and Planned Improvements

the remaining roofs completed in the summer of 2025.

Hewes's physical environment is a priority to all members of this learning community. Each year, Hewes PTA's Campus Beautification program and ASB raise thousands of dollars to add trees, benches, seating areas, umbrellas, drought-tolerant planters, and bottle-filling water fountains. Several Eagle Scout projects have also added to the overall enhancement of the campus grounds. These ongoing beautification efforts have greatly enhanced the Hewes campus.

Year and month of the most recent FIT report

June 2025

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 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
English Language Arts/Literacy (grades 3-8 and 11)	55	60	61	62	47	48
Mathematics (grades 3-8 and 11)	49	53	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
All Students	933	901	96.57	3.43	60.27
Female	444	421	94.82	5.18	63.42
Male	489	480	98.16	1.84	57.50
American Indian or Alaska Native	0	0	0	0	0
Asian	63	63	100.00	0.00	76.19
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	71.43
Hispanic or Latino	387	373	96.38	3.62	45.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	93	90	96.77	3.23	84.44
White	366	351	95.90	4.10	66.38
English Learners	52	50	96.15	3.85	6.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	206	196	95.15	4.85	40.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	112	94.92	5.08	17.86

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	933	904	96.89	3.11	53.21
Female	444	424	95.50	4.50	49.53
Male	489	480	98.16	1.84	56.46
American Indian or Alaska Native	0	0	0	0	0
Asian	63	63	100.00	0.00	82.54
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	387	373	96.38	3.62	36.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	93	91	97.85	2.15	75.82
White	366	353	96.45	3.55	59.77
English Learners	52	52	100.00	0.00	3.85
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	206	197	95.63	4.37	35.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	112	94.92	5.08	13.39

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	43.57	46.34	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
All Students	294	287	97.62	2.38	46.34
Female	140	133	95.00	5.00	45.11
Male	154	154	100.00	0.00	47.40
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	63.16
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	113	97.41	2.59	37.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	32	96.97	3.03	68.75
White	119	116	97.48	2.52	45.69
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	61	96.83	3.17	27.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	16.67

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 7	97.9%	97.6%	97.9%	97.6%	98.2%

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 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, events, available resources, training opportunities, and other relevant details.

In addition to district-wide efforts, our school believes that parent involvement is crucial to driving 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 as 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 twofold: to provide feedback and advice on the School Plan for Student Achievement, as well as to offer suggestions and ideas for improving the school's educational programs; and to uphold the school's mission and contribute to its success. 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, ongoing parental collaboration and support are provided to ensure that their 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.

One of the strongest elements of Hewes's culture is the connection between school and community. Hewes has an inviting climate where students, families, and staff are frequently invited to become meaningful contributors to the school's learning environment. Hewes PTA excels in supporting school-wide academic and enrichment programs through thousands of volunteer hours and fundraising events. Hewes PTA opens its doors to hundreds of parents by offering over forty board and chair positions on the PTA. Parent programs are offered multiple times a year, featuring parent education speakers, as well as social and student showcase events. We encourage all parents to volunteer and participate in some capacity during their student's time at Hewes Middle School.

For more information on how to become involved at the school, please contact our PTA at www.Hewespta.org or call our front office at 714-730-7348.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	953	947	59	6.2
Female	453	448	26	5.8
Male	500	499	33	6.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	64	3	4.7
Black or African American	--	--	--	--
Filipino	14	14	0	0.0
Hispanic or Latino	396	395	36	9.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	86	86	4	4.7
White	377	374	16	4.3
English Learners	68	66	9	13.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	396	394	38	9.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	133	16	12.0

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
5.01	3.12	1.15	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	1.15	0.00
Female	0.88	0.00
Male	1.40	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	2.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.53	0.00
English Learners	1.47	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.76	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): 11/03/2025

Date Updated and Approved by SSC: 11/03/2025

Date Discussed by Staff: 8/08/2025

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.

Hewes Middle School works continually to maintain a safe environment for students and staff. We have a School Safety Committee that annually updates the School Safety Plan and runs annual school safety drills for all students and staff. The committee consists of administrators, certificated and classified staff, and may also include parents or students. We conduct regular drills and collaborate closely with our Student Services department to ensure that we have up-to-date procedures and practices in place to maintain school-wide safety. The Hewes nurse conducts annual training with all staff on stop-the-bleed procedures, Narcan and EpiPen use, and other first aid skills.

Through regular safety committee meetings with campus supervisors, custodians, academic counselors, and the assistant principal, potential concerns and evaluations of campus safety are practiced routinely. Ongoing staff discussions regarding classroom safety, supervision, and the Hewes progressive discipline program for students are revisited annually and revised as necessary.

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	23	11	7	10
Mathematics	24	6	17	2
Science	27	5	6	11
Social Science	26	6	7	10

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	20	14	11	7
Mathematics	25	7	10	8
Science	31	2	3	14
Social Science	26	5	11	7

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	23	11	6	12
Mathematics	26	6	11	8
Science	33	1	4	14
Social Science	27	6	5	12

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	454

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

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	\$14,825	\$5,121	\$9,704	\$110,690
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	-9.7	-1.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-13.8	9.8

Fiscal Year 2024-25 Types of Services Funded

In addition to the base per-pupil funding, Hewes 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 administered local assessments three times a year, and more frequently if they are 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 receive class-based or small-group sessions that 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, and Lexia English. 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
Beginning Teacher Salary	\$62,965	\$60,863
Mid-Range Teacher Salary	\$101,573	\$93,575
Highest Teacher Salary	\$135,199	\$125,548
Average Principal Salary (Elementary)	\$167,692	\$157,645
Average Principal Salary (Middle)	\$177,563	\$165,341
Average Principal Salary (High)	\$196,379	\$182,580
Superintendent Salary	\$402,443	\$357,064
Percent of Budget for Teacher Salaries	32.36%	30.36%
Percent of Budget for Administrative Salaries	4.8%	4.88%

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 current instructional or organizational professional learning needs at the time.

Schools also provide professional development opportunities tailored to the school-wide needs of students, informed by an analysis of student data and funded by site-specific categorical or supplemental allocations. Staff development opportunities can occur before, during, or after school, as well as during release time, throughout the school year. All new teachers participate in the Induction Program through OCDE, which provides ongoing support throughout the first two years of teaching.

Hewes Middle School faculty members attend district-wide professional development days and are offered optional training, which is self-selected from a wide range of content. These professional development opportunities are provided annually for all teachers, with input from teachers serving as the focus for the topics. Educational Services coordinates all district-level training, facilities, and speakers. In addition to TUSD's professional development, Hewes Middle School provides ongoing professional development opportunities that support the school's overall vision. Hewes faculty members receive staff development in the areas of Tier 1 instruction, Depth and Complexity, AVID, ELD Instruction, Data Analysis, and technology.

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

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