

# Tustin High 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.

<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 High School
<b>Street</b>	1171 El Camino Real
<b>City, State, Zip</b>	Tustin, CA 92780
<b>Phone Number</b>	(714) 730-7414
<b>Principal</b>	Heather Bojorquez, Ed.D.
<b>Email Address</b>	<a href="mailto:hbojorquez@tustin.k12.ca.us">hbojorquez@tustin.k12.ca.us</a>
<b>School Website</b>	<a href="https://ths.tustin.k12.ca.us/">https://ths.tustin.k12.ca.us/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	30-73643-3037553

### 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>	<a href="mailto:mjohnson@tustin.k12.ca.us">mjohnson@tustin.k12.ca.us</a>
<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 High School is a comprehensive high school serving approximately 1,626 students from central and southern regions of the City of Tustin. The student population demographics are 84.2% Hispanic, 7.1% White, 3.2% African American, 5.5% Asian, Filipino and Pacific Islander. The school's demographics closely reflect the city's demographics. Tustin High School's academic programs are highlighted by the T-Tech engineering CTE pathway, our Bio-Medical CTE pathway, multiple visual and media arts pathways, a Model United Nations program, and a robust AVID program. Additionally, a wide variety of extracurricular activities are offered as evidenced by 68% of the student population reporting they participate in an interscholastic athletic program and/or one of the many clubs and other extra-curricular activities at Tustin High School.

## 2025-26 School Description and Mission Statement

### Our Mission

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

### Our Vision

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

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

T - Think Critically

E - Effectively Communicate

A - Advance Literacy

M - Manage Time and Resources

In the Spring of 2024, Tustin High School is proud to have been awarded a 6-year WASC Accreditation Review and honored to have been recognized as a 2024 California Distinguished School by the California Department of Education.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	375
Grade 10	358
Grade 11	436
Grade 12	458
<b>Total Enrollment</b>	<b>1,627</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	52.9
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	4.4
Black or African American	2.7
Filipino	1.7
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.7
White	6.5
English Learners	23
Foster Youth	1.3
Homeless	3.9
Socioeconomically Disadvantaged	87.6
Students with Disabilities	15.8

### A. Conditions of Learning **State Priority: Basic**

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

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

## 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>	69.2	85.93	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>	3.1	3.88	12.7	1.51	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	14.7	1.75	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	8.2	10.18	106.8	12.72	15831.9	5.67
<b>Total Teaching Positions</b>	80.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	69.9	86.7	735.3	87.93	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.2	0.25	1.7	0.21	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	0.73	2.6	0.32	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.3	4.2	19.9	2.39	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	6.5	8.09	76.4	9.15	14303.8	5.15
<b>Total Teaching Positions</b>	80.6	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>	59.1	80.67	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>	4.8	6.56	13.6	1.65	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	15.9	1.92	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	9.3	12.76	90.4	10.92	13705.8	4.91
<b>Total Teaching Positions</b>	73.3	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>	3.10	0.5	4.8
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.10	0.5	4.8

## 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>	0.00	3.3	0
<b>Total Out-of-Field Teachers</b>	0.00	3.3	0

## 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)	7	1.2	9.6
<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)	0.6	0.4	1.2

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>	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) Bedford / St. Martins: The Language of Composition, 2nd edition (2008)  Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017), Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language & Writing Portfolio (2017) Houghton Mifflin Harcourt: English3D: Course C, Issues (2014) Houghton Mifflin Harcourt: English3D: Course C, Language & Writing Portfolio (2014)  Tustin Unified District created materials for ELD/ELDAS - Foundational Skills and Language Support Units of Study (2022)	0%

<b>Mathematics</b>	<p>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)  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>	0%
<b>Science</b>	<p>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>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)</p>	0%

	<p>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>	
<b>Foreign Language</b>	<p><b>CHINESE</b>          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><b>FRENCH</b>          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><b>LATIN</b>          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><b>SPANISH</b>          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>	0%
<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

## School Facility Conditions and Planned Improvements

(OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

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

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			
<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)	65	60	61	62	47	48
<b>Mathematics</b> (grades 3-8 and 11)	24	24	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	421	408	96.91	3.09	60.05
Female	207	200	96.62	3.38	63.50
Male	213	207	97.18	2.82	56.52
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	344	334	97.09	2.91	58.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	26	25	96.15	3.85	76.00
English Learners	99	87	87.88	12.12	14.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	223	96.12	3.88	57.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	73	97.33	2.67	21.92

## 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
<b>All Students</b>	421	413	98.10	1.90	23.97
<b>Female</b>	207	203	98.07	1.93	21.18
<b>Male</b>	213	209	98.12	1.88	26.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	22	22	100.00	0.00	40.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	344	336	97.67	2.33	20.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	41.67
<b>White</b>	26	26	100.00	0.00	38.46
<b>English Learners</b>	99	95	95.96	4.04	3.16
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	232	226	97.41	2.59	20.80
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	75	72	96.00	4.00	1.39

## 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
<b>Science</b> (grades 5, 8 and high school)	29.58	30.14	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>	880	863	98.07	1.93	30.71
<b>Female</b>	412	403	97.82	2.18	30.52
<b>Male</b>	467	459	98.29	1.71	30.72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	49	48	97.96	2.04	54.17
<b>Black or African American</b>	24	23	95.83	4.17	21.74
<b>Filipino</b>	19	19	100.00	0.00	52.63
<b>Hispanic or Latino</b>	704	691	98.15	1.85	27.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100.00	0.00	36.84
<b>White</b>	60	58	96.67	3.33	43.10
<b>English Learners</b>	183	176	96.17	3.83	1.14
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	482	472	97.93	2.07	26.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	138	132	95.65	4.35	7.58

## 2024-25 Career Technical Education Programs

Tustin Unified School District's CTE Pathways offer an exciting opportunity to blend core academic knowledge with hands-on technical and occupational skills, setting students on a path to a fulfilling and lucrative career. The combination of engaging academics, Career Technical Education (CTE), early college credit opportunities, and a variety of real-world experiences supports all students in becoming college and career-ready. Tustin Unified has an extensive list of CTE committee members, including staff and students from our high school, TUSD district-level administrators, parents, and representatives from marketing, HR, engineering, environmental, health, manufacturing, graphic design, film, and business development industries. For more information about Tustin Unified's college and career readiness programs, please visit:

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

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

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

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

## 2024-25 Career Technical Education Programs

Other college courses offered to our students include American Sign Language and Dance History.

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

1. Engineering - Introduction to Engineering
2. Product Design and Engineering, Principles of Engineering
3. Engineering Design and Development

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

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

The Graphic Design CTE Pathway includes two levels of Graphic Design with an optional internship focused on providing real-world experience in the industry. The pathway prepares students to be portfolio-ready using comprehensive Adobe software while receiving client-based experiences. Students who complete both CTE courses before the end of their high school years also have the option of enrolling in AP 2D Art.

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

The THS Visual Imagery CTE Pathway is a two-course CTE pathway. Students explore photography techniques and the elements of design as they learn storytelling through the science of digital and media art. Students engage in a variety of marketing, design, and sports photography, and many are active participants in creating the Tustin High School digital presence and yearbook. Students who complete both CTE courses before the end of their high school years also have the option of enrolling in AP 2D Art.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	574
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	90

## 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	94.49
Graduates Who Completed All Courses Required for UC/CSU Admission	53.1

## 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 9	97.6%	98.4%	98.1%	97.6%	97.3%

## 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 and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs can provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parents to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at Tustin High School participate in activities such as Title I Parent Meetings, School Site Council, English Language Advisory Committee, PTO Meetings, Community Engagement Initiative, Booster Club meetings among a variety of sports and programs, and our highly attended Hispanic Heritage Event. Our Community Schools Specialist works to increase community engagement in all school activities. Our Tiller Community Room is a resource for parents and students to come and participate

## 2025-26 Opportunities for Parental Involvement

in school meetings and/or receive daily support through resources contained in the classroom. During the 2023-24 school year, a student wellness center opened as another resource for students in support of their socio-emotional well-being. The Tiller Reset Room is open daily during passing periods and breaks for students to access counseling support or to simply find a quiet place on campus. Tustin High School hosts a monthly food distribution and farmers market in collaboration with First Harvest. Tiller students and families can engage with our community through either volunteering to support the food distribution events, or they can also access the free resources, as it is open to the entire Tustin community.

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

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 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	2.2	1	1.8	1.3	1.1	1	8.2	8.9	8
Graduation Rate	96.1	96.5	95.8	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	456	437	95.8
Female	207	201	97.1
Male	249	236	94.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	28	27	96.4
Black or African American	14	14	100.0
Filipino	--	--	--
Hispanic or Latino	354	342	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	36	32	88.9
English Learners	156	143	91.7
Foster Youth	--	--	--
Homeless	47	43	91.5
Socioeconomically Disadvantaged	418	402	96.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	71	66	93.0

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	1719	1699	245	14.4
Female	807	797	132	16.6
Male	909	899	112	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	78	7	9.0
Black or African American	45	44	6	13.6
Filipino	30	30	1	3.3
Hispanic or Latino	1403	1387	209	15.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	31	4	12.9
White	116	115	17	14.8
English Learners	469	462	81	17.5
Foster Youth	32	29	11	37.9
Homeless	86	83	18	21.7
Socioeconomically Disadvantaged	1522	1505	231	15.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	283	278	62	22.3

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
3.35	3.41	3.08	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	0.06	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	3.08	0.06
Female	2.11	0.12
Male	3.96	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.75	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.85	0.07
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.31	0.00
English Learners	3.41	0.00
Foster Youth	15.63	0.00
Homeless	2.33	0.00
Socioeconomically Disadvantaged	3.22	0.07
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.13	0.35

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): 11/13/2025

Date Updated and Approved by SSC: 11/13/2025

Date Discussed by Staff: 8/11/2025

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 High 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 training. 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.

A Tustin/Irvine Police Department/OC Sheriff School Resource Officer works in partnership with our school and the Tustin Unified School District to provide a safe school campus. School Resource Officers are sworn Police Officers assigned to school sites to act as a resource for students, parents and school administration. Through enforcement of the law and education on many topics, the School Resource Officer is a direct link between the Tustin/Irvine youth community and the local Police Department

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	18	22	37
Mathematics	30	12	16	34
Science	30	10	14	30
Social Science	30	11	14	30

## 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	26	27	19	38
Mathematics	30	11	17	28
Science	29	11	11	25
Social Science	30	14	9	32

## 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	33	25	26
Mathematics	29	9	19	21
Science	30	6	16	20
Social Science	28	12	19	20

## 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	455

## 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	6

## 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	\$16,512	\$5,333	\$11,180	\$113,747
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	4.5	1.7
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	0.3	12.5

## Fiscal Year 2024-25 Types of Services Funded

In addition to the base per-pupil funding, Tustin High 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 categorical funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources. Some specific ways these funds are allocated include an intervention counselor, social worker, intervention lead teacher, and extra hours for office personnel to support communication with parents in support of improving attendance. Academic intervention sections are possible because of this

## Fiscal Year 2024-25 Types of Services Funded

additional funding. Site funding is also utilized to help increase school A-G completion through credit recovery efforts both during the school day as well as beyond the school day on Saturdays. Beyond the addition of key personnel to support our students in a variety of ways, we also use the funds for instructional materials and supplies, instructional technology, guest motivational speakers, and professional development. 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.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided with class-based or small-group intervention sessions that target their specific performance level, focusing on ELA or Math standards. In addition, using categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from. Some of these district and school-wide technology programs include Gizmos, Quill, Classtime, and Delta Math.

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

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

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

## Fiscal Year 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>	20.4
------------------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	6
Foreign Language	3
Mathematics	4
Science	5
Social Science	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	29

## Professional Development

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

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

As a school, we focus on providing ongoing professional development opportunities that are aligned with our students' needs and align with TUSD and school site goals. At Tustin High School, three Wednesdays a month are scheduled as a late start for students to allow for PD opportunities for teachers. Students start an hour and a half later and various configurations of PD, focused on responding to data and learning about how to better support our students are implemented each Late Start Wednesday.

Our Wednesdays include the following formats for delivery:

- 1) Whole faculty PD - Schoolwide data drives professional learning that connects to school-wide goals and implementation, specifically **VISIBLE LEARNING** strategies that focus on Teacher Clarity through the clear use of Learning Targets and Success Criteria. Additional PD on schoolwide Literacy strategies to improve listening, speaking, reading, and writing skills across all content areas.
- 2) Department PD - Department and individual teacher classroom data is reviewed multiple times throughout the year in teacher Achievement Teams. Teachers use the data to adjust instruction based on student needs
- 3) Cross Content Collaborative PD - PD focused on the school-wide implementation of practices to support student learning to align with the structures associated with WASC and schoolwide literacy goals.
- 4) Course Alike Professional Development - Teams of teachers meet on-site to plan, develop standards-based lessons and common assessments, and prepare for upcoming units guided by the TUSD Tier 1 Units of Study.

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

## Professional Development

Teachers are offered opportunities to attend off-site conferences and professional development opportunities that directly pertain to classroom instruction. Examples of additional training attended by teaching staff in the 2025-26 school year include: various AVID trainings, AP Instruction training, CAASPP, and best instructional practices

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