

Guin Foss Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Guin Foss Elementary School
Street	18492 Vanderlip Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7552
Principal	Ray Hernandez
Email Address	rhernandez@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us/guin-foss
County-District-School (CDS) Code	30-73643-6030605

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

At Guin Foss Elementary, we are committed to providing an effective instructional program that promotes educational excellence for all students. Through rigorous standards, engaging strategies and the support of technology, we will encourage students to be independent thinkers and lifelong learners. In a safe, caring, and nurturing environment, Guin Foss students will develop responsibility for learning, as well as pride in self and school.

Guin Foss is a smaller school community with a huge welcoming feeling. With less than 500 students, the staff, students and parents all work together to make incredible strides in both academic and social areas. With a well rounded curriculum including a visual and performing arts focus, students are exposed to and encouraged to grow and learn as they explore and share in their surroundings. The Guin Foss staff is proud to offer a rigorous academic program in an environment that supports all learners individually as necessary. Data from annual and trimester site and state assessments reflect the strong teaching and learning taking place. Specifically, the school's goals are to increase, by 5%, the amount of students at or above standard based on their 2019 CAASPP scores in comparison to 2018 CAASPP scores in both ELA and Math. To support these goals, small groups of students from Kindergarten to fifth-grade are supported through a Mutli-Tiered System of Support teacher.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	68
Grade 2	71
Grade 3	67
Grade 4	68
Grade 5	73
Total Enrollment	443

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	5.9
Filipino	2
Hispanic or Latino	59.8
White	26.9
Two or More Races	4.3
Socioeconomically Disadvantaged	46.5
English Learners	14.9
Students with Disabilities	8.8
Foster Youth	0.2
Homeless	0.5

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	19	19	913
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	48

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

On September 9, 2019, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials</p> <p>Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials Core novels that connect literature to social studies content are provided to each grade level.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 school has recently been inspected and had no problems noted. In the summer of 2015, the school received the following maintenance and operations improvements: new air conditioning units for every building, new roof, new ceiling, lighting fixtures, new paint of the entire exterior. During the summer of 2016, additional renovations included new carpeting and painting for the interior of every building. During the summer of 2019, the school's library was converted into a brand new state-ran pre-school classroom in order to make room for new pre-school students. The school grounds are clean and well-groomed. The students and parents work in the school garden during recess and after school to help beautify the school grounds and increase hands-on learning. The colorful murals and many trees add to the welcome of the school and grounds. The school received a report of exemplary with 100% of all categories being noted. There is ongoing, routine maintenance and upkeep of all buildings and facilities to present a safe, clean and well-maintained learning environment.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/09/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	67	63	62	50	50
Mathematics (grades 3-8 and 11)	65	61	53	53	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	205	98.09	1.91	66.83
Male	101	97	96.04	3.96	58.76
Female	108	108	100.00	0.00	74.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	14	13	92.86	7.14	92.31
Filipino	--	--	--	--	--
Hispanic or Latino	119	118	99.16	0.84	52.54
Native Hawaiian or Pacific Islander					
White	64	62	96.88	3.12	90.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	117	115	98.29	1.71	59.13
English Learners	53	52	98.11	1.89	59.62
Students with Disabilities	29	26	89.66	10.34	15.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	205	98.09	1.91	61.27
Male	101	97	96.04	3.96	63.54
Female	108	108	100.00	0.00	59.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	14	13	92.86	7.14	92.31
Filipino	--	--	--	--	--
Hispanic or Latino	119	118	99.16	0.84	47.01
Native Hawaiian or Pacific Islander					
White	64	62	96.88	3.12	79.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	117	115	98.29	1.71	53.04
English Learners	53	52	98.11	1.89	46.15
Students with Disabilities	29	26	89.66	10.34	11.54
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.6	13.5	39.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Nestled in a quiet neighborhood, Guin Foss Elementary has been called one of Tustin's hidden treasures. With the high academic achievement of our students, Guin Foss is not as hidden as many have believed. Point in case, over the past few years, Guin Foss has been recognized as a California Distinguished School, and California Gold Ribbon School. We have truly come a long way since the school reopened in 1997. It was then that our campus, which for years had housed the district's instructional resource center and adult education classes, began its transformation into the high-achieving, outstanding elementary school that it is today. In the midst of the dirt, dust and paint of renovations, members of our staff and the parent community came together to lay the foundation for success. Parents are encouraged to be highly involved and active at Guin Foss. On a regular basis, one is able to see the many friendly faces of our parent volunteers on campus. Parents volunteer in many capacities such as room parents, classroom volunteers, lunch helpers, Red Ribbon Week Parent Representatives, Parents in Action, Marquee Coordinators, Authors Tea Volunteers, Spring Fling Coordinators, PTO Board Members, and a multitude of other student-centered support teams. Parents attend and participate in monthly PTO meetings, quarterly ELAC meetings and 4 times a year School Site Council meetings. Parents also attend Back to School night in the Fall and Open House in the Spring. The school employs a bilingual community liaison who supports parent involvement and provides interpretation support as needed. It's easy to see how parents are valued and welcomed at Guin Foss! Volunteers are always welcome and can contact the school Principal, Ray Hernandez, at (714) 730-7552 for opportunities to make a difference in the life of their child!!

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.2	1.9	0.4	2.8	2.7	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Reviewed by School Site Council (SSC): 10/29/19

Date Updated and Approved by SSC: 10/29/19

Date Discussed with Staff: 8/8/19

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	6	1		16	6	1		16	6	1	
1	25		2		26		2		26		2	
2	18	1	3		23		3		24		3	
3	27		3		28		2		31		2	
4	24	1		2	29		3		29		2	
5	35			2	32		1	1	30		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,900	\$2,673	\$8,227	\$89,923
District	N/A	N/A	\$7,934	\$86,495.00
Percent Difference - School Site and District	N/A	N/A	3.6	7.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	0.4	13.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Guin Foss Elementary School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's 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 Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Categorical funds are used to provide interventions for at-risk students, professional development, instructional materials, and technology resources. With a school-wide goal of increasing literacy achievement of all students, professional development was provided by Momentum in Teaching consulting group to help teachers execute productive reading and writing workshop lessons. To support teachers in the teaching of mathematical mindsets, professional development through Jo Boaler in the specific area of Mathematical mindsets was made available to staff members. Additional Title I funding is used purchase instructional technology (including software subscriptions) to deliver scientifically-based, personalized instruction to improve the achievement of students in the areas of reading and mathematics.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$83,297	\$74,676

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$110,872	\$99,791
Average Principal Salary (Elementary)	\$139,850	\$125,830
Average Principal Salary (Middle)	\$158,854	\$131,167
Average Principal Salary (High)	\$162,561	\$144,822
Superintendent Salary	\$329,796	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

For the past three years, the teachers of Guin Foss have implemented researched-based teaching practices based on their on-going study of best practices for reading and writing strategies. Teachers worked to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student's writing skills and the Teacher's College Units of Study. Our teachers vigorously pursued professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer's Workshop. Guin Foss teachers have also partnered with Benson Elementary School in TUSD for professional development through an organization called Momentum which was focused on writing. At-risk students are supported through the site's MTSS program as well as after-school homework/tutoring support.

Our dedicated teachers continue their weekly collaborative planning with the support of a District provided Instructional Coach. The principal provided staff development meetings have focused on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction, differentiated instruction, and behavior support for inclusion students. Teachers continue to meet weekly in Professional Learning Communities to plan and target instructional practices and spiral review, discuss technology integration, and student behavior supports. Teachers continue to participate in district-wide professional development throughout the school year. The school leadership team meets monthly to discuss school-wide timelines, data, and systems to support student learning. Professional development continues in the area of GATE certification where teachers are working towards their GATE certification. New teachers are supported through our District provided Induction Program that includes mentoring and on-going professional development.