

# **Tustin Memorial Academy**

## **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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Tustin Memorial Academy
<b>Street</b>	12712 Browning Ave.
<b>City, State, Zip</b>	Santa Ana, CA 92705
<b>Phone Number</b>	(714) 730-7546
<b>Principal</b>	Sharon Maeda
<b>Email Address</b>	smaeda@tustin.k12.ca.us
<b>Website</b>	<a href="https://www.tustin.k12.ca.us/tustin-memorial">https://www.tustin.k12.ca.us/tustin-memorial</a>
<b>County-District-School (CDS) Code</b>	30-73643-6030696

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

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

As a National Blue Ribbon and California Distinguished Fundamental and GATE Magnet School, Tustin Memorial Academy passionately believes that by focusing on the foundations of literacy through readers and writers workshop and mathematics through CGI (Cognitively Guided Instruction) in a character-building environment, we will produce strong readers, writers, problem solvers, thinkers, innovators, and responsible citizens. All students are provided with STEAM opportunities and experiences that promote critical thinking, collaboration, creativity, and communication as 21st-century learners. All students engage in learning in the iTeam Headquarters Innovation Lab throughout the year and actively participate in school-wide events such as STEAM challenges to support their creativity and learning. GATE strategies deepen critical thinking by focusing on depth and complexity of the grade-level standards. The fundamental aspect of the school also holds high expectations for student achievement, critical thinking, development, and growth. Local and state progress indicators and the CA Dashboard results provide ongoing data that drives instruction at all grade levels throughout the year. The school-wide theme of "Making the Difference" encourages students to make connections between what students learn and how they can impact others and the world around them. There is a strong focus on the social-emotional needs of its students through mindfulness, social thinking practices, and the implementation of a social-emotional curriculum and its connection to academic achievement. Growth and innovative mindsets continue to be school-wide themes, and students are taught responsible and respectful behavior as outlined in the TMA Commitment Agreement. Our established garden, service-learning, and student-led activities are integral aspects of the school and school community. Our unwavering commitment and devotion to our students as leaders of tomorrow is represented by our school STAR logo depicting "Special, Talented, and Responsible" and motto "Helping Children Reach for the Stars".

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

Grade Level	Number of Students
<b>Kindergarten</b>	83
<b>Grade 1</b>	97
<b>Grade 2</b>	101
<b>Grade 3</b>	95
<b>Grade 4</b>	99
<b>Grade 5</b>	109
<b>Total Enrollment</b>	584

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	43.7
Filipino	1.2
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.2
White	33.2
Two or More Races	7.2
Socioeconomically Disadvantaged	8.6
English Learners	1
Students with Disabilities	6.7
Homeless	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	24	24	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
<b>Reading/Language Arts</b>	<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%
<b>Mathematics</b>	<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
<b>Science</b>	<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%
<b>History-Social Science</b>	<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: Time for Kids, Scholastic News, Storyworks, Scope magazines</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.

Beautifully maintained TMA was built in 1956 and retains its charm as part of an older and established neighborhood of ranch-style homes. School-wide beautification efforts by the school community and the district include extensive landscaping, resurfacing, and gardening to enhance curb appeal. In the summer of 2019, TMA received new carpet in every room throughout the campus and rooms were also freshly painted. Visitors to TMA are welcomed by caring staff members and a well-maintained, inviting campus.

### 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:** 09/17/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	88	88	63	62	50	50
<b>Mathematics (grades 3-8 and 11)</b>	82	84	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	302	298	98.68	1.32	87.92
Male	154	154	100.00	0.00	88.96
Female	148	144	97.30	2.70	86.81
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	130	128	98.46	1.54	96.88
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	68.89
Native Hawaiian or Pacific Islander					
White	104	102	98.08	1.92	86.27
Two or More Races	17	17	100.00	0.00	88.24
Socioeconomically Disadvantaged	25	24	96.00	4.00	75.00
English Learners	17	17	100.00	0.00	82.35
Students with Disabilities	24	22	91.67	8.33	54.55
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	302	298	98.68	1.32	83.89
Male	154	154	100.00	0.00	87.66
Female	148	144	97.30	2.70	79.86



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	130	128	98.46	1.54	93.75
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	73.33
Native Hawaiian or Pacific Islander					
White	104	102	98.08	1.92	77.45
Two or More Races	17	17	100.00	0.00	82.35
Socioeconomically Disadvantaged	25	24	96.00	4.00	66.67
English Learners	17	17	100.00	0.00	82.35
Students with Disabilities	24	22	91.67	8.33	40.91
Students Receiving Migrant Education Services					
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	3.7	20.2	71.6

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, GATE, DELAC and district-level advisory committees with the superintendent. Parents at Tustin Memorial Academy participate in activities such as Parent/Teacher conferences and School Site Council Meetings.

Parents and families are involved throughout the campus on a daily basis at Tustin Memorial Academy. Parents participate in our Parent Teacher Organization (PTO), School Site Council, Gifted and Talented Community Advisory Committee, and Superintendent's Advisory Committee. Our school has built a unique culture that includes strong parent partnerships. Every family signs a Commitment Agreement each year which encourages at least 10 hours of volunteer work. We utilize our volunteers in various capacities including in classrooms, in the garden, during PE, in our iTeam innovation lab, the library, the office, at school events, or on the playground. Parents are actively involved in school activities such as Mother Daughter Tea, Guys Night, Family Reading and Movie Nights, Son Appreciation Night, Family Art Night, Family Lunches, and other evening community events. Our school-wide communication to parents provides a multitude of ways for every family to be involved in some way. Our unique dad's group HEROES (Helping Enrich Resources of Every Student) emphasizes getting fathers, uncles, and grandparents involved in school activities. The HEROES have been recognized by the Orange County Department of Education for their unique program and received a Golden Bell Award from the California School Boards Association for their innovative techniques of getting fathers, uncles, grandparents, and other male relatives involved in school and providing additional resources for students. Communication among parents, students, and teachers is a high-priority at TMA and we strive to build a strong support system in order to help our students to be successful. A weekly e-blast, the All-Star News, goes out to families each week with updates, an upcoming calendar of events, and parent strategies. Parents receive specialized parent education training throughout the year at the school, as well as through the district and county levels. TMA prides itself on its strong collaboration with parents to provide a unique and supportive culture and environment for all students.

For more information on how to become involved at the school, please contact Sharon Maeda at (714) 730-7546.

## 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
<b>Suspensions</b>	0.3	0.2	0.3	2.8	2.7	2.1	3.6	3.5	3.5
<b>Expulsions</b>	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): 2/25/19 (Pending 2/11/20)

Date updated and approved by SSC: 2/25/19 (Pending 2/11/20)

Date discussed by staff: 08/08/19

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+
<b>K</b>	15	6			14	6			14	6		
<b>1</b>	24		4		26		4		24		4	
<b>2</b>	26		4		25		4		25		4	
<b>3</b>	31		3		30		3		28		3	
<b>4</b>	30		4		30		4		28		4	
<b>5</b>	27		4		27		4		27		4	
<b>Other**</b>												

\*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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8

\*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	\$10,460	\$2,492	\$7,968	\$95,204
District	N/A	N/A	\$7,934	\$86,495.00
Percent Difference - School Site and District	N/A	N/A	0.4	11.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-6.8	17.3

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)

In addition to base funding, Tustin Memorial Academy receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO 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 base and supplemental 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.

Our Parent Teacher Organization (PTO) provides extensive funding to support enrichment programs in art, music, math, science, performing arts, and STEAM, as well as resources to support technology, the Organic Garden and Nature Center, the library, Gifted and Talented Education (GATE), MTSS paraeducators, and Physical Education personnel.

## 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
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.

Each year, TMA teachers participate in Professional Learning Communities regularly with their grade levels to analyze data and plan collaboratively based on school-wide accountability, district goals, and Common Core Standards. Grade level teams analyze student performance data and adjust curriculum and long-range lesson plans to meet the needs of all students throughout the year. In the past 3 years, major areas of professional development have been provided for all teachers in CGI math, readers and writers workshop, GATE strategies, social-emotional learning, and technology. Teachers also have the opportunity to pursue independent projects for growth, as well as participating in school/district training, and coaching. Professional development is selected based on student achievement data, teacher input, and district goals. It is provided afterschool, during the school day through in-class coaching, conference attendance, through individual monitoring (independent study), and online workshops. Leadership Team, PBIS Team, and STEAM Team meet monthly to discuss school-wide data, practices, and systems to support learning. New teachers and mentor teachers are provided with specific professional development through the District's Induction Program, which is directed to their specific needs. All teachers participate in lab day coaching cycles provided by District coaches. Paraprofessionals are trained onsite by the Principal and with District support. Non-Instructional staff receives professional development relevant to their roles through the District Office. Teachers are supported through grade-level and cross-grade level collaboration, cross-site collaboration, in-class coaching, and teacher-principal meetings.