

Jeane Thorman 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	Jeane Thorman Elementary School
Street	1402 Sycamore Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7364
Principal	Deanna Parks
Email Address	dparks@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us/thorman
County-District-School (CDS) Code	30-73643-6085369

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)

Our mission statement:
At Thorman, we empower GRIT

Gratitude
Resilience
Innovation
Thinking Critically

Again during the 2019-20 school year, Jeane Thorman Elementary School we focus on rigorous standards, engaging strategies supported by technology leading to increased student learning and a comprehensive learning experience. Students continue to learn the importance of being ALERT- attentive, likable, eager and reliable.

To help accomplish our mission, the administration, students, staff and parents are encouraged to instill five core values that best represent Jeane Thorman Elementary. Those five core values are Attentive, Likable, Eager, Reliable, and Thoughtful (ALERT). We believe in the importance of developing resilience within our school community of using grit during tough times to work through the difficulties our students face on a daily basis. We are accountable to ourselves, as staff, students, parents and community members to prioritize, embrace challenges, set goals, practice, take risks, compete and finish strong in all we endeavor. We will work in unity toward common goals with consistency in learning and behavioral expectations, instructional strategies, and supports to aid all students in meeting high levels of achievement. Our students will develop the courage and personal integrity to take academic risks, to achieve high levels of achievement by setting goals and stretching beyond their comfort levels.

We believe a promising strategy for achieving the mission of Jeane Thorman Elementary School is to develop our capacity to function as a professional learning community. Teachers meet weekly to develop common assessments based on essential standards. Together they analyze data and share strategies and plans for intervention when needed. In addition to teacher-created assessments, data from District formative and summative assessments are used to monitor progress and plan instruction. Students At Thorman, all stakeholders have high expectations for all and we accept no excuses for below standard work. With the implementation and reinforcement of our core values, as well as the data that is collected to help drive our instruction, we are confident that all students will work at the highest of levels.

This year the Spanish Dual Immersion Program joined us and aligns seamlessly to mission and vision of GRIT.

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	82
Grade 2	101
Grade 3	95
Grade 4	94
Grade 5	98
Total Enrollment	543

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	0.6
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.2
White	1.5
Two or More Races	0.2
Socioeconomically Disadvantaged	81.6
English Learners	54.7
Students with Disabilities	9
Foster Youth	0.7
Homeless	8.1

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	22	21	30	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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
Science	<p>State-Adopted Textbooks</p> <p>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</p> <p>This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	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.	Yes	0%
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.

A complete modernization of Thorman was completed in September of 2016. Included in the project are all new classrooms and new exterior doors, classroom furniture, interior casework, lighting, windows/solar tubes and a brand new library. Thorman Elementary School provides a safe, clean environment for students, staff, and volunteers. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are adequately maintained. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Regular monitoring of school grounds before, during and after school is performed by assigned staff. The school's large, grass-covered sports fields serve as a hub of school and community athletic events after school and on weekends.

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: 08/13/19

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)	39	36	63	62	50	50
Mathematics (grades 3-8 and 11)	27	21	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	295	293	99.32	0.68	36.18
Male	136	135	99.26	0.74	32.59
Female	159	158	99.37	0.63	39.24
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	276	274	99.28	0.72	34.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	249	248	99.60	0.40	33.47
English Learners	225	224	99.56	0.44	36.16
Students with Disabilities	26	26	100.00	0.00	3.85
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	32.00

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	295	295	100.00	0.00	21.36
Male	136	136	100.00	0.00	27.21
Female	159	159	100.00	0.00	16.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	276	276	100.00	0.00	19.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	249	249	100.00	0.00	20.88
English Learners	225	225	100.00	0.00	20.89
Students with Disabilities	26	26	100.00	0.00	7.69
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	16.00

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	12.1	21.2	31.3

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.

Teachers, parents, and students work together as a team to achieve the common vision of motivating lifelong learners in a safe and well-organized environment. Our parent community is served by a full-time bilingual community liaison and all stakeholders work in partnership to support student learning at Thorman Elementary. Through our community liaison, parents volunteer hours in and out of the classroom to support our school goals, multiple family nights, parent education programs, Principal Coffees, Panther Playground Parents and our safe school environment Jean Thorman Elementary has multiple opportunities for parents to become involved. Our parent community is involved in advisory and decision making positions through participation in the School Site Council and English Learner Advisory Committee. These members work together with the administration to monitor the annual plan and make adjustments throughout the academic year in order to meet or exceed our annual academic achievement goals. Family Nights are held to familiarize parents with the curriculum and to strengthen the home-school connection. We are working with Western Youth Services to coordinate speakers to present on topics important to our parents at our Coffee with the Principal events. Parents can volunteer for our Panther Play program to facilitate organized games during lunch recess time. Teachers communicate student progress in all curricular areas and social development on a regular basis via teacher Haiku or Google webpages, parent/teacher conferences, and our monthly newsletter in order to keep parents current on the latest activities at Thorman Elementary. To help parents see what goes on in classrooms and make them feel more comfortable, all teachers plan and host an activity that parents are invited to participate in. Additionally, the parents and teachers have come together to establish a PTA where both teachers and parents collaborate to improve the educational opportunities and collaboration between teachers, parents, and students. Thorman hosts several fun family evenings each year such as Family Game Night, Ceramics Night, and Family Fitness Night. All events are advertised and shared on social media as well through Aeries Communication.

For more information on how to become involved at the school, please contact our community liaison, Patricia Sanchez, at 714-730-7364.

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	1.1	0.2	0.0	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): 11-20-2019

Date Updated and Approved by SSC: 11-20-2019

Date Discussed with Staff: 10-23-19

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.

The safety of students and staff is a primary concern of Jeane Thorman Elementary School. Monthly emergency drills are held to practice various situations the school may face including fire, earthquake and other emergency drills. A comprehensive school plan with teams of staff members trained for specific duties is in place and a mock disaster drill is implemented on an annual basis for practice and continued training. Emergency radios with district-wide connections and the Titan app has been implemented for swift and clear communication in case of an emergency. The school is a closed campus and all visitors and volunteers must sign in at the front office and wear a "visitor" badge or lanyard while on campus as a form of identification.

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	15	6			15	6			17	4	1	
1	25		4		25		4		24		3	
2	25		3		25		4		25		4	
3	29		4		30		3		30		3	
4	32		2		32		2	1	33		1	2
5	31		4		30		3		33		2	1
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*	2715.0

*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)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	\$10,564	\$2,745	\$7,819	\$86,827
District	N/A	N/A	\$7,934	\$86,495.00
Percent Difference - School Site and District	N/A	N/A	-1.5	3.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-4.8	9.8

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)

Thorman 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. All categorical expenditures are monitored and approved for appropriate alignment to the SPSA and program guidelines by multiple centralized support personnel within Tustin Unified School District. Rationales for expenditures must be provided, aligned, and approved prior to purchase and use. These safeguards of fiscal support allow us to provide the necessary and appropriate support for our under-performing students in all areas.

The majority of site categorical funding is used for student interventions, staff development, and personnel costs. Staff development is focused on targeting skill instruction and providing in-services on research-based best practices in the core instructional areas including the dual immersion program. Personnel costs include instructional aides who provide classroom support during reading instruction, a part-time School Counselor, and a Community Liaison. Supplemental materials to address needs were also purchased to support reading, math, computers, software, as well as staff development.

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.

All professional development is driven by student achievement results. Frequent, regular assessments are shared throughout grade levels to increase understanding of student learning and the effectiveness of our teaching. Based on both, professional development needs are identified.

Our site-level Professional Development Plan aligns to our School Plan for Student Achievement. Our professional development plan is also aligned to the California Standards of the Teaching Profession. Based on the teacher's annual professional goals and objectives, professional development opportunities are identified to meet the standards. The professional teaching standards promote student access to grade level and content area standards. Thorman also employs a full-time Instructional Coach coach who plans and works with teachers to improve instruction in Writing Workshop, English Language Development, CGI Math, Digital Storytelling and social-emotional learning to ensure success for all students and support for the dual immersion program.

In addition to our teachers, our administrators and counselors also attend a variety of professional in-services dealing with many different issues that affect our school. The Jeane Thorman Elementary School signature practice is Balanced Literacy. All teachers have been trained on the implementation of the practice and use site-level professional developments and our Instructional Coach to continue to refine and build on these skills. Additional professional development focus has been placed in the areas of implementing classroom technology and arranging the curriculum to meet the needs of the 21st-century learner.

The school Leadership Team meets to discuss school-wide timelines, data, and systems to support student learning.

Every Wednesday afternoon, students are dismissed at 1:09, providing staff with nearly 90 minutes of collaboration time. The meetings are formatted for professional development in-services and/or Professional Learning Community time. our dedicated teachers engage in collaborative planning for two Wednesdays each month. The principal and the District provide staff professional development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction in Math (CGI), differentiating instruction, data interpretation and analysis, and best first instruction. In addition to our banking minutes collaboration time, the Thorman has to instructional coaches that provide 10 days of professional development throughout the year as well as coaching support for teachers in the classroom.