

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Tustin Unified School District 87

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LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parents in the Tustin Unified School District have always been active and engaged stakeholders in the learning process. Prior to development of the LCAP goals, actions and expenditures, senior district staff met with various stakeholder groups to gather input. These groups included: Superintendent’s Parent Advisory Council, Superintendent’s Teacher Advisory Council, Tustin Educators Association, California School Employees Association, District GATE and Special Ed Advisory Council, District English Language Advisory Council, Coordinating Council, and the Tustin Public Schools Foundation Board. These meetings were	After discussions with parent, teacher, administrator and community stakeholders, input was evaluated, helping to guide the proposed priorities in section two. Once the priorities were developed in draft form, District data, proposed priorities, and action steps were again reviewed by several stakeholder groups. Additional input triggered further revisions which were presented to the Board at the opening of the public hearing. After the hearing, the Board formally adopted the LCAP at a public Board meeting.

Involvement Process	Impact on LCAP
<p>held on January 15, January 27, February 18, February 25, February 26, March 10, March 11, March 20, March 24, and March 25, 2014. In addition to group discussion, an online discussion board was open to gather comments, goals and priorities from a wide variety of stakeholders.</p> <p>Once the input was gathered and the plan written, each of these groups was revisited with meetings on April 22, April 24, May 13, May 14, May 19, May 20, and May 21, 2014. Data was presented (including achievement data for all students, EL subgroups and Special Education subgroups, school attendance rates, dropout rates, graduation rates, suspension rates, and A – G completion data), and proposed goals and action steps in response to the data were presented. In addition, each site principal shared the plan and gathered input from each school site council. Input was once again solicited both in person and via an online discussion board. After revision, the plan was presented to the Board of Education and a hearing for public comment was held. After the public comment period, the plan was formally adopted by the Board.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school

sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>All students need to demonstrate grade level proficiency and require highly qualified staff that use current state approved materials. Currently, not all students are proficient and an achievement gap exists within subgroups. Required state assessment will be collected in 2014-15 to establish a baseline with growth expected each year.</p> <p>See Appendix 1</p>	<p>Goal #1 <u>Highest Priority Student Achievement</u>—Continue research-based instructional improvement activities and high-quality professional development with staff leading all schools and subgroups (including special education and English learners) to meet or exceed their Academic Performance Index (API) and Adequate Yearly Progress (AYP) growth targets.</p>	All	All school site plans will reflect site specific actions relative to this goal.		<p>All students will experience improved teaching and learning in a "TUSD Connected" environment. This means that all classrooms will align to Common Core, will promote to 21st century skills and will connect to real life experiences and technology. Baseline data on State Assessments will be collected.</p>	<p>All students will experience improved teaching and learning in a "TUSD Connected" environment. This means that all classrooms will align to Common Core, will promote to 21st century skills and will connect to real life experiences and technology. Growth on state data and assessment is expected.</p>	<p>All students will experience improved teaching and learning in a "TUSD Connected" environment. This means that all classrooms will align to Common Core, will promote to 21st century skills and will connect to real life experiences and technology. Growth on state data and assessment is expected.</p>	<p>State Priority #1 State Priority #2 State Priority #4 State Priority #7 State Priority #8</p>
<p>All students require a safe and clean facility.</p>	<p>Goal #2 <u>Planning for Facilities</u>—Develop options, plans and agreements to</p>	All	All		<p>All students will continue to have opportunities to</p>	<p>All students will continue to have opportunities to</p>	<p>All students will continue to have opportunities to</p>	<p>State Priority #1</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Williams Report will be monitored annually and used to measure progress. See Appendix 1	provide adequate, safe and clean facilities on both a short- and long-term basis for our growing staff and student population.				learn in safe and clean facilities. Facility needs will be monitored to ensure student growth and quality classroom facility needs are met.	learn in safe and clean facilities. Facility needs will be monitored to ensure student growth and quality classroom facility needs are met.	learn in safe and clean facilities. Facility needs will be monitored to ensure student growth and quality classroom facility needs are met.	
All students require a strong cadre of staff with appropriate credentials and training to support rigorous instructional programs. Annual Williams report and SARC data will be used to measure progress. See Appendix 1	Goal #3 High Quality Employees— Recruit and retain people who exhibit positive attitudes, genuine caring and exceptional enthusiasm, and maintain the highest moral and ethical standards for all District employees.	All	All school site plans will reflect site specific actions relative to this goal.		Students will have access to CCSS aligned lessons and instruction by teachers who have participated in professional development and who have strong support in implementing Common Core. 100% of teachers will be appropriately assigned.	Students will have access to CCSS aligned lessons and instruction by teachers who have participated in professional development and who have strong support in implementing Common Core. 100% of teachers will be appropriately assigned.	Students will have access to CCSS aligned lessons and instruction by teachers who have participated in professional development and who have strong support in implementing Common Core. 100% of teachers will be appropriately assigned.	State Priority #2 State Priority #4 State Priority #5 State Priority #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>All students benefit from a financially sound District operating and maintaining fiscal solvency.</p> <p>This will be measured by a positive yearly financial certification.</p> <p>See appendix 1</p>	<p>Goal #4 <u>Financial Responsibility</u>—Closely monitor the budget and enrollment, making timely adjustments to staffing, services, programs and budgets to limit interruption to the instructional program and to keep the District fiscally solvent.</p>	All	All		<p>To ensure stability, provide time to plan for adjustments, and to limit disruption of instructional programs, the district will maintain adequate reserves and manage its budget decisions with care and thoughtful planning to safeguard both educational and financial solvency.</p>	<p>To ensure stability, provide time to plan for adjustments, and to limit disruption of instructional programs, the district will maintain adequate reserves and manage its budget decisions with care and thoughtful planning to safeguard both educational and financial solvency.</p>	<p>To ensure stability, provide time to plan for adjustments, and to limit disruption of instructional programs, the district will maintain adequate reserves and manage its budget decisions with care and thoughtful planning to safeguard both educational and financial solvency.</p>	<p>State Priority #1 State Priority #2 State Priority #3 State Priority #4 State Priority #5 State Priority #6 State Priority #7 State Priority #8</p>
<p>All students need a strong parent-school partnership in order to maximize student success. This will be measured by suspension rates, expulsion rates, and student and parent surveys.</p>	<p>Goal #5 Build a working home, school and community partnership that maximizes student success, builds strong families and promotes safe schools and homes.</p>	All	All school site plans will reflect site specific actions relative to this goal.		<p>Students will have improved access to schools and services, while promoting a strong home/school partnership. New parent and student surveys will be administered.</p>	<p>Students will have improved access to schools and services, while promoting a strong home/school partnership. Parent and student surveys are expected to show growth in</p>	<p>Students will have improved access to schools and services, while promoting a strong home/school partnership. Parent and student surveys are expected to show growth in</p>	<p>State Priority #3 State Priority #4 State Priority #5 State Priority #6</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
See appendix 1					Baseline data will be established.	satisfaction, participation, and access to resources.	satisfaction, participation, and access to resources.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 Create conditions of learning so that all students can demonstrate proficiency in math and literacy skills and have multiple options for college and careers.	State Priority #4 State Priority #7	District will reduce the overall class size for all students K – 12.	LEA		K – 12 class averages will be reduced by one student. Estimated costs – Base Funding \$2,871,363 Salaries & Benefits	K – 12 class averages will continue to be reduced by one student. Estimated costs – Base Funding \$2,976,754 Salaries & Benefits	K – 12 class averages will continue to be reduced by one student. Estimated costs – Base Funding \$3,092,259 Salaries & Benefits

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>State Priority #1 State Priority #2 State Priority #4</p> <p>State Priority #8</p>	<p>Every student will have current instructional materials and resources for implementation of the Common Core Standards in ELA, Mathematics and ELD as appropriate. In many cases, the new materials will be digital and accessible to students via technology.</p> <p>Increase teacher collaboration time by adding a teacher-release elementary music program in grades 4 and 5.</p>	<p>LEA EL Subgroup Special Education Subgroup</p> <p>LEA</p>		<p>Mathematics instructional materials will be provided K – 5.</p> <p>Estimated costs – Base Funding/ Common Core Funding \$2,841,600 Books and Supplies</p> <p>Elementary Music teachers will be hired to provide 45 minutes release time for teachers planning for each 4th and 5th grade teacher.</p> <p>Estimated costs – Supplemental Funding \$753,602 Salaries & Benefits and other supplies</p>	<p>English Language Arts instructional materials will be provided K – 5.</p> <p>Estimated costs – Base Funding \$2,500,000 Books and Supplies</p> <p>Elementary Music teachers will continue to provide 45 minutes release time for teachers planning for each 4th and 5th grade teacher.</p> <p>Estimated costs – Supplemental Funding \$771,861 Salaries & Benefits and other supplies</p>	<p>Supplemental Social Science and Science instructional materials will be provided K – 5.</p> <p>Estimated costs – Base Funding \$2,500,000 Books and Supplies</p> <p>Elementary Music teachers will continue to provide 45 minutes release time for teachers planning for each 4th and 5th grade teacher.</p> <p>Estimated costs – Supplemental Funding \$791,856 Salaries & Benefits and other supplies</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priority #2 State Priority #4 State Priority #5	Technology infrastructure and site support will be increased.	LEA		<p>Increase one Computer Technician position to assist in Infrastructure and equipment support which includes access points, switches, email support, network support, and Internet safety support.</p> <p>Estimated costs – Base Funding \$ 70,096 Salaries & Benefits</p> <p>Addition of five Computer Technician positions to ensure ongoing tech support to all sites within the district.</p> <p>Estimated Costs – Base Funding \$300,000</p>	<p>Continue an increase of one Computer Technician position to assist in Infrastructure and equipment support which includes access points, switches, email support, network support, and Internet safety support.</p> <p>Estimated costs – Base Funding \$73,291 Salaries & Benefits</p> <p>Continue an increase of five Computer Technician positions to ensure ongoing tech support to all sites within the district.</p> <p>Estimated Costs – Base Funding \$300,000</p>	<p>Continue an increase of one Computer Technician position to assist in Infrastructure and equipment support which includes access points, switches, email support, network support, and Internet safety support.</p> <p>Estimated costs – Base Funding \$76,836 Salaries & Benefits</p> <p>Continue an increase of five Computer Technician positions to ensure ongoing tech support to all sites within the district.</p> <p>Estimated Costs – Base Funding \$300,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Increase one full-time TOSA support position to provide curriculum support staff to assist teachers in the development of content knowledge, integration of technology and increased student engagement.				Increase one full-time TOSA support position Estimated costs – Base Funding \$108,848 Salaries & Benefits	Continue support of one full-time TOSA support position Estimated costs – Base Funding \$113,016 Salaries & Benefits
Goal #2 Planning for Facilities— Develop options, plans and agreements to provide adequate, safe and clean facilities on both a short- and long-term basis for growing staff and student population.	State Priority #1	Maintain and fund adequate, safe and clean facilities by continuously monitoring and adjusting the district’s Deferred Maintenance Master Plan to provide for a positive learning environment.	Various Sites as identified in the District deferred maintenance plan.		Approximately \$1.5 million in deferred maintenance costs over and above expected projects are projected to be expended. Estimated costs TBD Base Funding	To be determined based on projects of greatest need not incorporated into the district’s deferred maintenance plan. Estimated costs TBD Base Funding	To be determined based on projects of greatest need not incorporated into the district’s deferred maintenance plan. Estimated costs TBD Base Funding
Goal #3 Recruit, develop and compensate a strong cadre of certificated and classified staff who are supported in their	State Priority #1 State Priority #2 State Priority #4 State Priority #5	Provide Professional Development opportunities for teachers surrounding the implementation of the Common Core State Standards and Next Generation classroom instruction.	LEA		Provide up to three additional professional development days outside of the school year.	Continue to provide three additional professional development days outside of the school year.	Continue to provide three additional professional development days outside of the school year.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
ability to innovate, improve and adapt teaching methods and deepen pedagogical content knowledge and practices to improve outcomes for all students					Estimated costs – Common Core Funding \$1,288,975 Salaries & Benefits	Estimated costs – Supplemental Funding \$1,311,532 Salaries & Benefits	Estimated costs – Supplemental Funding \$1,334,484 Salaries & Benefits
		Provide curriculum support staff to support teachers in the development of content knowledge and pedagogical practice.	LEA Special Education subgroup EL subgroup		Provide after school professional learning opportunities for teachers. Provide Curriculum support staff at the District Office to include Special Education /Differentiation TOSA, STEM/CTE TOSA Estimated costs – Base Funding \$210,084 Salaries & Benefits	Provide after school professional learning opportunities for teachers. Continue to provide Curriculum support staff at the District Office to include: Special Education /Differentiation TOSA, STEM/CTE TOSA Estimated costs – Base Funding \$217,696 Salaries & Benefits	Provide after school professional learning opportunities for teachers. Continue to provide Curriculum support staff at the District Office to include: Special Education /Differentiation TOSA, STEM/CTE TOSA Estimated costs – Base Funding \$226,032 Salaries & Benefits

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Negotiate using an interest based model to identify an appropriate total compensation level to attract and retain high quality teachers and support staff consistent with current market conditions	LEA		Estimated costs – Base Funding To be negotiated	In addition, provide three additional Digital Learning Coach positions Estimated costs – Supplemental Funding \$314,960 Salaries & Benefits Estimated costs – Base Funding To be negotiated	Continue to provide three additional Digital Learning Coach positions Estimated costs – Supplemental Funding \$327,261 Salaries & Benefits Estimated costs – Base Funding To be negotiated
Goal #4 Financial Responsibility— Closely monitor the budget and enrollment, making timely adjustments to staffing, services, programs and budgets to keep the District solvent.	State Priority #1 State Priority #2 State Priority #3 State Priority #4 State Priority #5 State Priority #6 State Priority #7 State Priority #8	Continue current decision making practices to maintain fiscal solvency for the current and two subsequent fiscal years	LEA		Plan for and develop multi-year budget projections that maintain fiscal solvency and establishes reserves to ensure fiscal stability for the current and two subsequent fiscal years	Plan for and develop multi-year budget projections that maintain fiscal solvency and establishes reserves to ensure fiscal stability for the current and two subsequent fiscal years	Plan for and develop multi-year budget projections that maintain fiscal solvency and establishes reserves to ensure fiscal stability for the current and two subsequent fiscal years

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #5 Build a working home, school and community partnership that maximizes student success, builds strong families and promotes safe school and homes.</p>	<p>State Priority #3 State Priority #4 State Priority #5 State Priority #6</p>	<p>In order to create conditions that support student social and emotional health so that all students can maximize academic success, District will provide one full-time Child Welfare and Attendance/Social Worker to assist families in connecting with community resources and partnerships supporting success for students in school.</p> <p>District will provide three educationally related mental health providers to provide social and emotional health for students.</p>	<p>LEA</p> <p>LEA</p>		<p>District will provide one full-time Child Welfare and Attendance/Social Worker.</p> <p>Estimated costs – Supplemental Funding \$131,193 Salaries & Benefits</p> <p>District will provide three mental health providers to support students at each high school and feeder middle and elementary school.</p> <p>Estimated costs – Medi-Cal Administrative Activities funding \$393,579 Salaries & Benefits</p>	<p>District will continue to provide one full-time Child Welfare and Attendance/Social Worker.</p> <p>Estimated costs – Supplemental Funding \$135,457 Salaries & Benefits</p> <p>District will continue to provide three mental health providers to support students at each high school and feeder middle and elementary school.</p> <p>Estimated costs – Funding source TBD \$406,370 Salaries & Benefits</p>	<p>District will continue to provide one full-time Child Welfare and Attendance/Social Worker.</p> <p>Estimated costs – Supplemental Funding \$140,090 Salaries & Benefits</p> <p>District will continue to provide three mental health providers to support students at each high school and feeder middle and elementary school.</p> <p>Estimated costs – Funding source TBD \$420,271 Salaries & Benefits</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		District will provide one additional nurse with the goal to reduce nurse-to- student ratios.	LEA		District will provide one additional nurse Estimated costs – Base Funding \$102,609 Salaries & Benefits	District will continue to provide one additional nurse Estimated costs – Base Funding \$106,373 Salaries & Benefits	District will continue to provide one additional nurse Estimated costs – Base Funding \$110,497 Salaries & Benefits

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 - Create conditions of learning so that all students can demonstrate proficiency in math and literacy skills and have multiple options for college and careers.	State Priority #4 State Priority #7	In order to create conditions of learning for English learners to receive differentiated support and access to rigorous courses at the secondary level, the	All secondary schools, all subgroups		Additional staffing sections will be provided to each site according to EL student populations.	Continue to provide additional staffing sections to each site according to EL student populations.	Continue to provide additional staffing sections to each site according to EL student populations.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		District will provide targeted ELD support sections for EL students. These courses will provide equally rigorous content and additional language acquisition support for EL students.			Estimated costs – Supplemental Funding <u>Beckman High School</u> \$118,637 <u>Foothill High School</u> \$67,500 <u>Hillview High School</u> \$37,227 <u>Tustin High School –</u> \$191,046 <u>Columbus Tustin Middle School</u> \$125,182 <u>Currie Middle School</u> \$119,864 <u>Hewes Middle School</u> \$19,227 <u>Orchard Hills K – 8</u> \$29,455 <u>Pioneer Middle School</u> \$23,727 <u>Utt Middle School</u> \$98,591	Estimated costs TBD	Estimated costs TBD

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Elementary at-risk students will participate in intervention support, an extended school year program and/or after school learning opportunities.	All elementary schools, all subgroups		<p>All elementary schools will provide intervention support for at-risk students. At-risk students will be provided additional extended school year and/or after school learning opportunities.</p> <p>Estimated Costs - Supplemental Funding <u>Arroyo Elementary</u> \$4,500 <u>Benson Elementary</u> \$42,137 <u>Beswick Elementary</u> \$175,501 <u>Estock Elementary</u> \$108,819 <u>Guin Foss Elementary</u> \$47,046 <u>Heideman Elementary</u> \$179,183 <u>Hicks Elementary</u> \$65,455</p>	<p>All elementary schools will provide intervention support for at-risk students. At-risk students will be provided additional extended school year and/or after school learning opportunities.</p> <p>Funding will be determined on a per pupil basis, based on enrollment for the 2015-16 school year.</p>	<p>All elementary schools will provide intervention support for at-risk students. At-risk students will be provided additional extended school year and/or after school learning opportunities.</p> <p>Funding will be determined on a per pupil basis, based on enrollment for the 2016-17 school year.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<u>Lambert Elementary</u> \$213,956 <u>Ladera Elementary</u> \$11,455 <u>Loma Vista Elementary</u> \$59,728 <u>Myford Elementary</u> \$49,500 <u>Nelson Elementary</u> \$105,546 <u>Red Hill Elementary</u> \$13,500 <u>Thorman Elementary</u> \$218,456 <u>Tustin Memorial Elementary</u> \$20,864 <u>Tustin Ranch Elementary</u> \$51,955 <u>Veeh Elementary</u> \$100,637		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		District will increase access to AP programs and courses for EL, low income, and foster youth students through the following: <ul style="list-style-type: none"> • Data review • Administrative coaching • PSAT for all students 	EL, low income, and foster youth students		Guide and coach administration in reviewing data to determine EL, low income, and foster youth students eligible to participate in AP courses. Provide Districtwide administration of PSAT and college counseling tools for all students. Estimated costs – Supplemental Funding \$90,000 Other Services	Will evaluate effectiveness of these activities and consider next steps	Will evaluate effectiveness of these activities and consider next steps

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Supplemental ELD Instructional Materials will be provided for ELD courses.	EL subgroup		Supplemental ELD Instructional Materials will be purchased for grades 6 -12 Estimated Costs – Supplemental Funding \$100,000	Supplemental ELD Instructional Materials will be purchased for grades K - 5 Estimated Costs TBD Supplemental Funding	Continue to provide ELD Instructional Materials for K-12
		Targeted Professional Development around the EL Common Core will be provided to all teachers through the support of an ELD TOSA.	LEA		Provide Curriculum support staff at the District Office through an ELD TOSA Estimated costs – Supplemental Funding \$105,042 Salaries & Benefits	Continue to provide Curriculum support staff at the District Office through an ELD TOSA Estimated costs – Supplemental Funding \$108,848 Salaries & Benefits	Continue to provide Curriculum support staff at the District Office through an ELD TOSA Estimated costs – Supplemental Funding \$113,016 Salaries & Benefits
		Classes for students new to the country (Newcomer classes) will be provided as needed K-5.	EL subgroup		Two full-time Teachers Estimated costs – Supplemental Funding \$202,494 Salaries & Benefits	Two full-time Teachers Estimated costs – Supplemental Funding \$209,973 Salaries & Benefits	Two full-time Teachers Estimated costs – Supplemental Funding \$218,174 Salaries & Benefits

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #5 Build a working home, school and community partnership that maximizes student success, builds strong families and promotes safe school and homes.</p> <p>Create conditions that support student social and emotional health and connect families to services for each significant subgroup, including students of poverty, English learners, foster youth and students with disabilities so that all students can maximize academic success.</p>	<p>State Priority #3 State Priority #5 State Priority #6</p> <p>State Priority #1 State Priority #3</p>	<p>District will ensure community liaison and translation services are provided to families of English learners to support and connect families to community resources</p> <p>District will provide additional interpretation services for families of EL students throughout the District.</p>	<p>EL, low income, and foster youth sub groups</p> <p>EL subgroup</p>		<p>District will provide three full-time Community Liaisons to support EL, low income, and foster youth students.</p> <p>Estimated costs – Supplemental Funding \$172,307 Salaries & Benefits</p>	<p>District will continue to provide three full-time Community Liaisons to support EL, low income, and foster youth students.</p> <p>Estimated costs – Supplemental Funding \$181,227 Salaries & Benefits</p>	<p>District will continue to provide three full-time Community Liaisons to support EL, low income, and foster youth students.</p> <p>Estimated costs – Supplemental Funding \$191,187 Salaries & Benefits</p>
					<p>Estimated costs – Supplemental Funding \$200,000 Salaries & Benefits</p>	<p>Estimated costs TBD Supplemental Funding Salaries & Benefits</p>	<p>Estimated costs TBD Supplemental Funding Salaries & Benefits</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		District EL Center will maintain the K – 12 ELD program including the coordination of instructional materials and professional development.	EL subgroup		Estimated costs – Supplemental Funding \$564,856 Salaries, Benefits, and other supplies	Estimated costs – Supplemental Funding \$584,798 Salaries, Benefits, and other supplies	Estimated costs – Supplemental Funding \$606,861 Salaries, Benefits, and other supplies

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

One of the guiding values of the Tustin Unified School District is the belief that a strong CORE educational program supports all students, including students with high need. TUSD has chosen to use our proportionate share of the total LCFF increase currently estimated at \$6,212,039 in supplemental funding to strengthen the CORE program. This point is illustrated in the expenditure to lower class size. When class sizes are reduced, teachers have a greater ability to meet the diverse needs in the classroom. This benefits at-risk students, but also benefits all students. In addition to a strong and solid CORE program, the TUSD community requests that students and families have stronger connections with the school and more access to needed services. This is also an expenditure that will primarily benefit the most at-risk students, but will be value added to all students in the District. Tustin Unified School District has chosen to utilize additional LCFF funding in the following ways:

- Decreasing class size
- Purchasing new instructional materials
- Providing structured 4th and 5th grade teacher collaboration through a release-time music program
- Support Technology infrastructure

- Complete Deferred Maintenance priorities
- Provide Professional Development opportunities
- Improve services for English learner, low income, and foster youth students
- Increase social, emotional, and health services for all students

After consultation with teacher, parent, and community groups, we believe that the above services provide the most effective use of additional funding in meeting the needs of students.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

In addition, we recognize the need to improve achievement outcomes for the most at-risk learners, low income pupils, foster youth and English learners. The following actions substantially outpace the TUSD proportionality requirement of 4.02%. English learner, low income, and foster youth student subgroups will be addressed in more and different ways by the following actions:

1. Targeted funding to provide additional sheltered English sections to the most rigorous courses in all secondary schools. (New next year – 100% increase)
2. Provide targeted literacy intervention strategies and personnel at each elementary school. (Increased/improved next year)
3. Provide PSAT and college counseling opportunities for all students. (New next year – 100% increase)
4. Purchase new ELD materials (New next year – 100% increase)
5. Provide EL Common Core training for all teachers. (New next year – 100% increase)
6. Create two “newcomer” elementary classes for students new to the country. (New next year – 100% increase)
7. Provide three new Community Liaison positions to support EL, low income, and foster youth students at the school site. (New next year – 100% increase)
8. Provide additional and stronger professional translation services to families at the school site. (New next year – 100% increase)
9. Continue to provide a robust EL Center for parents and teachers. (Ongoing resource)

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Appendix

Data Analysis: State Priority Areas

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A. Conditions of Learning

Priority Area 1: Basic Services

Basic Services refers to the degree to which teachers are appropriately assigned pursuant to Education Code Section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code Section 60119; and school facilities are maintained in good repair pursuant to Education Code Section 17002(d).

Highly Qualified Teachers. The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers (HQT), defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Teacher Credentials

This table provides information about the degree to which teachers are fully credentialed in the subject areas and for the pupils they are teaching pursuant to Education Code section 60119.

Number of...	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	859	799	N/A
Total Teacher Misassignments	0	0	N/A
Vacant Teacher Positions	47	46	N/A

*Source: School Accountability Report Cards (SARCs) published 2013-14

2013-14 Williams Schools

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

This table provides information about the degree to which teachers are fully credentialed in the subject areas and for the pupils they are teaching pursuant to Education Code section 60119.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Estock	100.0	0.0
Heideman	100.0	0.0
Lambert	100.0	0.0
Thorman	100.0	0.0
Veeh	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

*Source: School Accountability Report Cards (SARCs) published 2013-14

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Teacher Assignments

This table provides information about the degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9.

Number of...	2011-12	2012-13	2013-14
Missassignments of Teachers of English Learners	9	9	1
Total Teacher Misassignments	45	41	1
Vacant Teacher Positions	0	0	0

*Source: School Accountability Report Cards (SARCs) published 2013-14

**2013-14 Williams Schools
Teacher Misassignments and Vacant Teacher Positions**

This table provides information about the degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9 (SARC data)

Indicator	Teacher Misassignments and Vacant Teacher Positions					
	District	Estock	Heideman	Lambert	Thorman	Veeh
Misassignments of teachers of English Learners	1	0	0	0	0	1
Total Teacher Misassignments	1	0	0	0	0	1
Vacant Teacher Positions	0	0	0	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. *Source: School Accountability Report Cards (SARCs) published 2013

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14). The following table provides a description of whether the textbooks and instructional materials used at each of the District's Williams schools are from the most recent adoption, and whether there are sufficient textbooks and instructional materials for each student.

On October 14, 2013, the Tustin Unified School District Board of Education verified by resolution that each student **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.**

Student Access to Standards-Aligned Instructional Materials

This table provides information about the degree to which pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 (SARC data)

Subject Area	Percent of Students Lacking Own Assigned Textbook/Instructional Materials		
	2011-12	2012-13	2013-14
Reading/Language Arts	0	0	0
Mathematics	0	0	0
Science	0	0	0
History-Social Science	0	0	0
Foreign Language	0	0	0
Health	0	0	0
Visual and Performing Arts	0	0	0
Science Laboratory Equipment (grades 9 – 12)	0	0	0

*Source: School Accountability Report Cards (SARCs) published 2013-14

**2013-14 Williams Schools
Student Access to Standards-Aligned Instructional Materials**

This table provides information about the degree to which pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 (SARC data)

System Inspected	Percent of Students Lacking Own Assigned Textbook/Instructional Materials				
	Estock	Heideman	Lambert	Thorman	Veeh
Reading/Language Arts	0	0	0	0	0
Mathematics	0	0	0	0	0
Science	0	0	0	0	0
History-Social Science	0	0	0	0	0
Foreign Language	0	0	0	0	0
Health	0	0	0	0	0
Visual and Performing Arts	0	0	0	0	0
Science Lab. Equipment (gr. 9-12)	N/A	N/A	N/A	N/A	N/A

*Source: School Accountability Report Cards (SARCs) published 2013-14

A Williams textbook site review was conducted on September 27, 2013, and all Williams schools received a positive review with all textbooks and instructional materials found to be sufficient.

Williams Textbook Site Review

Estock Elementary School

**Williams Site Review 2013-2014
Instructional Materials Preliminary Report**
Prepared by the Orange County Department of Education

Page 1 of 1

District: Tustin Unified School: Estock Elem Date of Review: 9/27/13
Classrooms Visited: E1, E2, B1, B2, A1

Total Classrooms Visited: 5 Classrooms in Session: 10 Uniform Complaint Procedure Notice (UCP) posted in all classrooms? Yes No
 All textbooks and instructional materials were found to be sufficient. *Please post UCP in classroom(s):

Subject	Course	Instructional Materials	Grade	Period	Room	Enrollment	Materials Needed	Notes
E1A, Math, HSS, SCI, Foreign Lang, Health		/						

Prepared by: Aracely Chastain Signature: [Signature]

Identified instructional material deficiencies must be corrected by noon on the fourth (4th) business day from the date on this report. Please submit all corrections in writing to: Aracely Chastain, Project Manager, at achastain@ocde.us.

Instructional material deficiencies not remedied by the fourth business day will require OCDE to send a Five Day Instructional Materials Insufficiency Report to the district superintendent. Instructional material deficiencies not remedied by the end of the second month of the school term will require OCDE to send a Notice of Insufficiency pursuant to Education Code section 17409.4(a)(3) to the State Superintendent of Public Instruction at the California Department of Education (CDE).

If you have any questions about this report, contact Aracely Chastain, Project Manager, at achastain@ocde.us or (714) 566-4377.

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Heideman Elementary School

**Williams Site Review 2013-2014
Instructional Materials Preliminary Report**
Prepared by the Orange County Department of Education

Page 1 of 1

District: Tustin Unified School: Heideman Elem Date of Review: 9/27/13
Classrooms Visited: 21, 15, 2, 1, 8, 10

Total Classrooms Visited: 6 Classrooms in Session: 20 Uniform Complaint Procedure Notice (UCP) posted in all classrooms? Yes No
 All textbooks and instructional materials were found to be sufficient. *Please post UCP in classroom(s):

Subject	Course	Instructional Materials	Grade	Period	Room	Enrollment	Materials Needed	Notes
E1A, Math, HSS, SCI, Foreign Lang, Health		/						

Prepared by: Aracely Chastain Signature: [Signature]

Identified instructional material deficiencies must be corrected by noon on the fourth (4th) business day from the date on this report. Please submit all corrections in writing to: Aracely Chastain, Project Manager, at achastain@ocde.us.

Instructional material deficiencies not remedied by the fourth business day will require OCDE to send a Five Day Instructional Materials Insufficiency Report to the district superintendent. Instructional material deficiencies not remedied by the end of the second month of the school term will require OCDE to send a Notice of Insufficiency pursuant to Education Code section 17409.4(a)(3) to the State Superintendent of Public Instruction at the California Department of Education (CDE).

If you have any questions about this report, contact Aracely Chastain, Project Manager, at achastain@ocde.us or (714) 566-4377.

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Williams Textbook Site Review

Lambert Elementary School

Thorman Elementary School

Veeh Elementary School

Williams Site Review 2013-2014
Instructional Materials Preliminary Report
Prepared by the Orange County Department of Education

District: Tustin Unified School: Lambert Elem Date of Review: 9/27/13
Classrooms Visited: 20, 17, 6, 14, 12, 5, 20

Total Classrooms Visited: 75 Classrooms in Session: 19 Uniform Complaint Procedure Notice (UCP) posted in all classrooms? Yes No
 All textbooks and instructional materials were found to be sufficient. *Please post UCP in classroom(s):

Subject	Course	Instructional Materials	Grade	Period	Room	Enrollment	Materials Needed	Notes
ELA, Math, HSS, SCI, Foreign Lang, Health								

Prepared by: Anacely Chastain Signature: [Signature]

Identified instructional material deficiencies must be corrected by noon on the fourth (4th) business day from the date on this report. Please submit all corrections in writing to: Anacely Chastain, Project Manager, at achastain@ocde.us.
Instructional material insufficiencies not remedied by the fourth business day will require OCDE to send a Five Day Instructional Materials Insufficiency Report to the district superintendent. Instructional material insufficiencies not remedied by the end of the second month of the school term will require OCDE to send a Notice of Insufficiency pursuant to Education Code section 12400(a)(3) to the State Superintendent of Public Instruction at the California Department of Education (CDE).
If you have any questions about this report, contact Anacely Chastain, Project Manager, at achastain@ocde.us or (714) 966-4377.
Distribution: OCDE - WHITE SCHOOL - CANARY 06/20/11

Williams Site Review 2013-2014
Instructional Materials Preliminary Report
Prepared by the Orange County Department of Education

District: Tustin Unified School: Thorman Date of Review: 9/27/13
Classrooms Visited: 30, 24, 20, 13, 5

Total Classrooms Visited: 5 Classrooms in Session: 20 Uniform Complaint Procedure Notice (UCP) posted in all classrooms? Yes No
 All textbooks and instructional materials were found to be sufficient. *Please post UCP in classroom(s):

Subject	Course	Instructional Materials	Grade	Period	Room	Enrollment	Materials Needed	Notes
ELA, Math, HSS, SCI, Foreign Lang, Health								

Prepared by: Anacely Chastain Signature: [Signature]

Identified instructional material deficiencies must be corrected by noon on the fourth (4th) business day from the date on this report. Please submit all corrections in writing to: Anacely Chastain, Project Manager, at achastain@ocde.us.
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If you have any questions about this report, contact Anacely Chastain, Project Manager, at achastain@ocde.us or (714) 966-4377.
Distribution: OCDE - WHITE SCHOOL - CANARY 06/20/11

Williams Site Review 2013-2014
Instructional Materials Preliminary Report
Prepared by the Orange County Department of Education

District: TUSTIN UNIFIED School: VEEH ELEM Date of Review: 9/27/13
Classrooms Visited: 1, 8, 11, 13, 15

Total Classrooms Visited: 5 Classrooms in Session: 15 Uniform Complaint Procedure Notice (UCP) posted in all classrooms? Yes No
 All textbooks and instructional materials were found to be sufficient. *Please post UCP in classroom(s):

Subject	Course	Instructional Materials	Grade	Period	Room	Enrollment	Materials Needed	Notes
ELA, Math, HSS, SCI, Foreign Lang, Health								

Prepared by: ANACELY CHASTAIN Signature: [Signature]

Identified instructional material deficiencies must be corrected by noon on the fourth (4th) business day from the date on this report. Please submit all corrections in writing to: Anacely Chastain, Project Manager, at achastain@ocde.us.
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If you have any questions about this report, contact Anacely Chastain, Project Manager, at achastain@ocde.us or (714) 966-4377.
Distribution: OCDE - WHITE SCHOOL - CANARY 06/20/11

School Facility Conditions and Planned Improvements (School Year 2013-14). The following table provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness and adequacy of the school facility
- Description of any needed maintenance to ensure good repair
- Determination of repair status for systems listed
- The year and month in which the data were collected
- The Overall Rating

A. Conditions of Learning

School Facilities

This table provides information about the degree to which school facilities are maintained in good repair pursuant to Education Code section 17002(d).

Subject Area	Percent of Markings on Most Recent Annual Facilities Inspection			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	100	0	0	
Interior: Interior Surfaces	100	0	0	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	100	0	0	
Electrical: Electrical	100	0	0	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	100	0	0	
Safety: Fire Safety, Hazardous Materials	100	0	0	
Structural: Structural Damage, Roofs	100	0	0	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	100	0	0	
	Exemplary	Good	Fair	Poor
Overall Rating	100	0	0	0

*Source: School Accountability Report Cards (SARCs) published 2013-14

**2013-14 Williams Schools
Facilities in Good Repair Report**

This table provides information about the degree to which school facilities are maintained in good repair pursuant to Education Code section 17002(d).

System Inspected	Repair Status / Repair Needed or Action Taken or Planned				
	Estock	Heideman	Lambert	Thorman	Veeh
Date of Inspection	8/13/13	11/14/13	10/21/13	8/16/13	10/21/13
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Good	Good	Good	Good
Interior: Interior Surfaces	Good	Good	Good	Good	Good
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Good	Good	Good	Good
Electrical: Electrical	Good	Good	Good	Good	Good
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Good	Good	Good	Good
Safety: Fire Safety, Hazardous Materials	Good	Good	Good	Good	Good
Structural: Structural Damage, Roofs	Good	Good	Good	Good	Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Good	Good	Good	Good
Overall Rating	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

*Source: School Accountability Report Cards (SARCs) published 2013-14

2013-14 Williams Inspection Reports

The Orange County Department of Education conducts Williams Inspections of selected schools. The following are the inspection reports and follow-up work orders generated to remedy facility conditions identified on the inspection reports.

Williams Facilities Inspection Report – Estock Elementary



**Williams Site Review 2013-2014
Facility Inspection Report**
Prepared by the Orange County Department of Education

Page 1 of 1

District:	Tustin Unified School District	School:	Estock Elementary	Date of Review:	11/12/2013
Classrooms Visited:	A2, B3, C3, E4, K1				
Prepared by:	Ted Norman, Maintenance and Operations Supervisor, OCDE				
Total Classrooms Visited:	5	Classrooms in Session:	17		
Room/Area/Location	Facility Conditions Identified	D = Deficiency X = Extreme Deficiency			
Computer Lab	Improper use of extension cord	D			
Multi-Purpose Room	Stage right rear exit door does not open properly	D			

If you have any questions about this report, contact Aracely Chastain, Williams Project Manager, at achastain@ocde.us or (714) 966-4377.

09232013

Williams Facilities Inspection Generated Work Orders – Estock Elementary

WORK ORDER SYSTEM

Home Work Orders ▶ Reports ▶ Manage ▶ Jump ▶ [LOGOUT](#)

WORK ORDER

Work Order No.: FY13-14-02536

Contact Info: Email:
Property: ESTOCK
Room/Location: MPR

Description: Exit door on stage left is stuck and does not open easily. Please fix, per William's review.

Scheduled Date:
Status: Closed/Completed Status Note:

[Show Files \(0\)](#)

Work order is read-only once processed.

WORK ORDER SYSTEM

Home Work Orders ▶ Reports ▶ Manage ▶ Jump ▶ [LOGOUT](#)

Work Order: FY13-14-02537 [Modify Work Order](#)

Property: ESTOCK Date Submitted: 11/13/2013 11:22 AM
Location: Computer lab- room D-1

Description: The wiring for multimedia projector is daisy chained with an extension cord and surge protector. Per Williams Review walk through 11/13, this must be removed and properly wired.

Action Taken: Removed extension cords and installed 15 foot surge protectors

Purpose	Priority	Requested By	Date	Scheduled Date
Williams Inspection	Williams			

Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Pinola, Mark	Closed/Completed	1/7/2014

[Show Detail](#) [Show Files \(0\)](#)

[Print WO](#) [Update](#) [Quiet Update](#)

A. Conditions of Learning

Williams Facilities Inspection Report – Thorman Elementary



**Williams Site Review 2013-2014
Facility Inspection Report**
Prepared by the Orange County Department of Education

Page 1 of 1

District:	Tustin Unified School District	School:	Thorman Elementary	Date of Review:	11/12/2013
Classrooms Visited:	K, 2, P4, 10, 20, 30				
Prepared by:	Ted Norman, Maintenance and Operations Supervisor, OCDE				
Total Classrooms Visited:	6	Classrooms in Session:	25		
Room/Area/Location	Facility Conditions Identified			D = Deficiency X = Extreme Deficiency	
Library	Ceiling tiles – stained; Termite droppings; Exterior siding and skirting of building – termite damage and wood rot			D	
Kindergarten Playground	Tree roots – trip hazard			D	
Playground	Play equipment along edge of playground – taped off due to age and condition			D	
Room 20	Termite damage to exterior wood trim around windows			D	
Room 10	Rear exit door blocked			D	
Room P4	Exterior siding and skirting of building – extensive termite damage and wood rot			D	
Room P5	Rain gutters damaged			D	
P42	Exterior wall siding – extensive damage from termites and/or wood rot			D	
P43	Exterior wall siding – extensive damage from termites and/or wood rot			D	

If you have any questions about this report, contact Aracely Chastain, Williams Project Manager, at achastain@ocde.us or (714) 966-4377.

09232013

Williams Facilities Inspection Generated Work Orders – Thorman Elementary

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: **FY13-14-00081** Modify Work Order

Property: THORMAN Date Submitted: 8/16/2013 4:49 PM

Location: RM 20 but was RM 23

Description: Replace missing light defuser. WILLIAMS

Action Taken: Replaced diffuser

Purpose	Priority	Requested By Date	Scheduled Date
Williams Inspection	Williams		

Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Pinola, Mark	Closed/Completed	8/23/2013 Close

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: **FY13-14-00082** Modify Work Order

Property: THORMAN Date Submitted: 8/16/2013 4:52 PM

Location: 30 BLG. RR

Description: 1 Hand dryer is not working WILLIAMS

Action Taken: Cleaned up push button

Purpose	Priority	Requested By Date	Scheduled Date
Williams Inspection	Williams		

Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Pinola, Mark	Closed/Completed	8/23/2013 Close

Show Detail

Undo Typing Print WO Update Quiet Update

A. Conditions of Learning

Williams Facilities Inspection Generated Work Orders
Thorman Elementary and Currie Middle School

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-00083 Modify Work Order

Property: THORMAN Date Submitted: 8/16/2013 4:54 PM

Location: 30 BLG. RR Girls

Description: Far left faucet is not working
Williams

Action Taken:

Purpose	Priority	Requested By Date	Scheduled Date
Williams Inspection	Williams		
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Rice, Dan	Closed/Completed	8/19/2013

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-00085 Modify Work Order

Property: THORMAN Date Submitted: 8/16/2013 4:58 PM

Location: Lower grade play equipment

Description: Play equipment needs wood chips
WILLIAMS

Action Taken: 12 yards of wood chips job complete.

Purpose	Priority	Requested By Date	Scheduled Date
Williams Inspection	Williams		
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Cruz, Alfredo	Closed/Completed	10/2/2013

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-02554 Modify Work Order

Property: THORMAN Date Submitted: 11/13/2013 2:25 PM

Location: fence next to P-42

Description: Please repair link fence located between P-42 and building 30, recommended by Williams inspection.

Action Taken: Plumed and Installed 6' x 2 3/8" post sleeves. Installed new chain link fence. Replaced chain link on gate!

Purpose	Priority	Requested By Date	Scheduled Date
Routine Repair & Mainte	Desirable	11/13/2013	
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Denney, Mike	Closed/Completed	3/31/2014

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-00084 Modify Work Order

Property: THORMAN Date Submitted: 8/16/2013 4:57 PM

Location: Outside 30 BLG. girls RR

Description: lower drinking fountain is not working
Williams

Action Taken: corrected

Purpose	Priority	Requested By Date	Scheduled Date
Williams Inspection	Williams		
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Lee, Ken	Closed/Completed	8/19/2013

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-01236 Modify Work Order

Property: CURRIE MIDDLE Date Submitted: 9/19/2013 1:15 PM

Location: Thorman/Currie

Description: Exit lights inside the buildings are not lit, please replace burnt out small lights, fire marshal/Williams inspection soon. mostly in the entry ways of buildings 10, 20, and 30.

Action Taken: Changed out exit sign lamps

Purpose	Priority	Requested By Date	Scheduled Date
Routine Repair & Mainte	Desirable		
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Austin, Jim	Closed/Completed	2/20/2014

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-02555 Modify Work Order

Property: CURRIE MIDDLE Date Submitted: 11/13/2013 2:30 PM

Location: Room 2

Description: Please repair threshold located bottom of doorway of room 2, Williams inspector pioned it. it's very loose, screws are stripped.

Action Taken: Repaired 11/15/13

Purpose	Priority	Requested By Date	Scheduled Date
Routine Repair & Mainte	Desirable	11/13/2013	
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Rajo, Victor	Closed/Completed	11/15/2013

Show Detail

Undo Typing Print WO Update Quiet Update

A. Conditions of Learning

Williams Facilities Inspection Generated Work Orders
Thorman Elementary and Currie Middle School

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-02706 Modify Work Order

Property: THORMAN Date Submitted: 11/20/2013 10:46 AM

Location: Room 28

Description: Please replace broken ceiling tiles pointed out by Williams inspection, room 28....see Art

Action Taken: Complete

Purpose	Priority	Requested By Date	Scheduled Date
Routine Repair & Mainte	Williams	11/20/2013	
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Schmit, Robert	Closed/Completed	11/25/2013

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-02765 Modify Work Order

Property: THORMAN Date Submitted: 11/22/2013 12:16 PM

Location: Room P4

Description: Please install a metal strip in the center of the carpet in room P4, seams need to be covered, causing a tripping hazard, pointed out by Williams.

Action Taken: Complete

Purpose	Priority	Requested By Date	Scheduled Date
Routine Repair & Mainte	Williams	11/22/2013	
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Schmit, Robert	Closed/Completed	11/25/2013

Show Detail

Undo Typing Print WO Update Quiet Update

Work Order System

Home Work Orders Reports Manage Jump LOGOUT

Work Order: FY13-14-02768 Modify Work Order

Property: THORMAN Date Submitted: 11/22/2013 12:27 PM

Location: Library

Description: Please check for termites in the Thorman Library, found lots of droppings in corners...pointed out by Williams. Address: 1402 Sycamore Ave. Tustin 92780

Action Taken: 12/20-Date 1/17 approved by C.Matos,jm12/20-email to C.Matos to schedule time to set up fumigation on F

Purpose	Priority	Requested By Date	Scheduled Date
Williams Inspection	Desirable		
Assign/Update Worker	Assigned Worker	Current Status	Closed Date
--Select--	Martin, Jill	Closed/Completed	1/23/2014

Show Detail

Undo Typing Print WO Update Quiet Update

Priority Area 2: Implementation of Common Core State Standards

Implementation of State Standards refers to the implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

Implementation Plan for All Students

Implementation of the Common Core State Standards (CCSS) began in 2011-2012 by providing learning opportunities for principals focused on the CCSS and instructional shifts in English Language Arts (ELA) and Mathematics. Principals then shared this information with their staffs. In addition to the new learning, we supported principals and their sites in the process of reflection and refinement of their RtI² framework to ensure that ALL learners would have opportunities to access Tier 1 core content and Tier 2 differentiated support. Another focus was training on our new Data Assessment system Illuminate DnA as the analysis of data is crucial to support all learners. In the spring of 2012 each site determined a signature practice or performance tasks to utilize as a vehicle to delve deeper into the Common Core State Standards.

During the 2012-2013 school year, elementary signature practices included: Cognitively Guided Instruction (CGI), Writers Workshop, and Thinking Maps. Middle schools were trained in Thinking Maps and Expository Reading and Writing Course (ERWC). High schools were focused on developing, implementing, and analyzing performance tasks in every subject that mirrors those provided by the Smarter Balanced Assessment Consortium (SBAC). All trainings address the importance of differentiation and scaffolding the learning for our English Language Learners, special education students and at-risk students.

During the 2013-2014 school year, each school site has continued with the second year implementation of CCSS through their signature practices, including performance tasks. This year has included the following trainings and development of CCSS documents, all with the emphasis of access for all learners:

- High school teachers viewed and discussed “First Generation” to improve access to A-G and four years of math
- Course Progression Guide for CCSS Math to help guide students through four years of math, and A-G capability
- Hired thirteen Digital Learning Coaches to support sites with CCSS implementation utilizing technology as a tool to enhance instruction
- Developed a Districtwide K-12 Common Core Haiku Resource that all leaders and educators can access for implementation support which include current professional

development modules, implementation tools, and instructional resources to support the shifts in classroom practice.

- Developed and implementing K-12 CCSS Pacing Guides, Check Points, TK-5 report cards
- Piloting CCSS math textbooks for K-8 and ELD materials for 6-12
- EL trainers are providing site-based overview of new ELD Standards
- BTSA and GATE trainers are supporting the implementation of CCSS and the use of technology by merging and infusing them into the GATE/BTSA training design and delivery.
- To support parents with CCSS, a link has been placed on the TUSD website to OCDE Parent Resources: Common Core Standards that are in English and Spanish.

Implementation Plan for English Learners

During the 2013-2014 school year, each school site has continued with the second year implementation of CCSS through their signature practices, including performance tasks. This year has included the following trainings and development of CCSS documents, all with the emphasis of access for English learners:

- Piloting ELD materials for 6-12
- EL trainers are providing site-based overview of new ELD Standards

Priority Area 7: Course Access

Course access refers to pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

**2012-13 School Year
Percent of Grade 12 Students Who Completed High School with All Required Courses**

Descriptor	Tustin Unified High Schools			
	Beckman	Foothill	Hillview	Tustin
Percent of Grade 12 Students	98.3%	99.3%	100%	97.5%

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**2012-13 School Year
Number of Students Taking 2013 AP Tests**

Descriptor	Tustin Unified High Schools			
	Beckman	Foothill	Tustin	District Total
Number of students taking AP Tests	771	492	256	1519
Number of AP tests taken	1704	935	393	3034

*Source: College Board AP Central

**2012-13 School Year
Number/Percent of Students Taking 2013 Advanced Placement (AP) Tests by Subgroup**

Subgroups	Scores of 3, 4, or 5		Scores of 1 or 2		Total # of Tests Taken
	# of Tests with Score of 3, 4, or 5	% of Tests with Score of 3, 4, or 5	# of Tests with Score of 1 or 2	% of Tests with Score of 1 or 2	
All Students	2,414	29.7%	616	20.3%	3,030
American Indian or Alaska Native	5	62.5%	3	37.5%	8
Asian American, or Pacific Islander	982	80.9%	232	19.1%	1,214
Black or African American	45	86.5%	7	13.5%	52
Hispanic/Latino	395	71.4%	156	28.2%	553
White	798	82.9%	163	16.9%	963
Other Race/Ethnicity	160	78.4%	43	21.1%	204
Decline to State	29	74.4%	10	25.6%	39
Socioeconomically Disadvantaged	321	71.8%	126	28.2%	447

*Source: College Board AP Central. Ethnicities reported are determined by the College Board

**2013-14 School Year
Participation in AP/IB Courses by Ethnicity**

Subgroups	Total Population	Number of Students in AP/IB Courses	Percent of Total AP/IB Enrollment
All Students	7422	1900	25.6
Black or African American	182	35	19.2
American Indian or Alaska Native	27	5	18.5
Asian	1169	591	50.6
Filipino	151	48	31.8
Hispanic or Latino	3432	459	13.4
Native Hawaiian or Pacific Islander	54	4	7.4
White	2322	733	31.6
Two or More Races	56	20	35.7
Socioeconomically Disadvantaged	2996	392	13.1
English Learners	1600	125	7.8
Students with Disabilities	358	7	2.0

*Source: Aeries (Unduplicated Counts)

**2013-14 School Year
Number of AP Courses Offered / Enrollment**

Subject	Beckman		Foothill		Tustin		District	
	# Courses Offered	# Enrolled	# Courses Offered	# Enrolled	# Courses Offered	# Enrolled	# Courses Offered	# Enrolled
Computer Science	0	62	1	13	0	0	1	75
English	1	203	4	250	2	82	7	535
Fine and Performing Arts	2	59	1	7	2	41	5	107
Foreign Language	1	75	2	35	1	63	4	173
Mathematics	3	265	4	207	3	137	10	609
Science	4	354	5	328	4	114	13	796
Social Science	5	1032	7	640	6	254	18	1926
All Courses	16	2050	24	1480	18	691	58	4221

*Source: Aeries (4/4/14)

Tustin Unified School District Career Technical Pathways (High School)

Students in Tustin Unified School District high schools have a wide variety of career technical pathways from which to choose. The following is a list of courses and pathways available to students.

Arts and Communication		
<p>Graphic Arts Graphic Design 1 Graphic Design 2 Graphic Design 3</p> <p>Media Arts Dramatic Production Digital Filmmaking Independent Film Projects</p>	<p>Print/Media Arts Journalism 1 Journalism 2 Journalism 3</p> <p>Visual Arts Graphic Design 1 / Exploration of Art Visual Imagery Advanced Visual Imagery</p> <p>Ceramic Art Exploration of Art Ceramics Ceramics Studio</p>	<p>Print/Media Arts Yearbook 1 Yearbook 2 Yearbook 3</p> <p>Fine Arts Exploration of Art Drawing and Painting Advanced Drawing and Painting</p>
Performing Arts		
(Select 3 courses from a pathway. Courses may repeat if student is at the highest level offered.)		
<p>Instrumental Music Symphonic Band Symphonic Orchestra Jazz Ensemble (Sem) Wind Ensemble Guitar</p>	<p>Vocal Music Madrigals Bass Choir Treble Choir Mixed Chorus Concert Choir Treble Choir Advanced</p>	<p>Drama Drama Production Drama Workshop Theater Arts Advanced</p>
Science, Technology, Engineering, and Mathematics		
<p>Pure Math Algebra 2 Pre-Calculus AP Calculus AB/BC</p> <p>Bio-Medical Biomedical Science Human Body Systems Medical Interventions</p> <p>Production Art / Broadcasting Media Arts And Technology Digital Filmmaking Digital Video Production/ Broadcasting</p>	<p>Pure Science AP Biology AP Chemistry AP Physics</p> <p>Bio-Medical Biomedical Science Human Body Systems Medical Interventions</p> <p>Automotive Auto 1/Auto Tech 1 (ROP) Auto Tech 2 (ROP) Automotive Technology Internship</p>	<p>Engineering Intro. to Engineering Principles of Engineering Engineering Design & Development</p> <p>Manufacturing Technology Intro To Engineering Computer Integrated Manufacturing Advanced Manufacturing Technology</p>

**2013-14 School Year
Vocational Education Courses Offered**

Course	Beckman		Foothill		Hillview		Tustin		District	
	# Courses Offered	# Enrolled	# Courses Offered	# Enrolled	# Courses Offered	# Courses Offered	# Courses Offered	# Enrolled	# Courses Offered	# Enrolled
All Vocational Education Courses	17	1102	25	1312	4	89	14	650	60	3153

*Source: Aeries (4/4/14)

**2013-14 School Year
Vocational Education Courses Enrollment by Course**

Course	Beckman	Foothill	Hillview	Tustin	District
Auto 1		75			75
Auto 2		15			15
Auto Tech 1 ROP		33			33
Auto Tech 2 ROP		10			10
Bass Choir		22			22
Biomed Sci PLTW	30				30
Comp Sci A (AP)	62	13			75
Concert Choir		40		35	75
Culinary Arts 1B		105			105
Culinary Arts 2B		4			4
Dgtl Video Prod	16	27			43
Drama	39	65		46	150
Drama Workshop	26	17			43
Engr Dsgn Dvlmnt		20		20	40
Engr Dsgn PLTW		41		59	100
Entrprnshp ROP			3		3
Fashion Dsgn 1B		28			28
Fashion Dsgn 2		6			6
Forensic Sci	188	147			335
Graphic Dsgn 2	17	19			36
Graphic Dsgn 1	227	315			542
Grphc Cmptr ROP			18	113	131
Human Body PLTW	29				29
Indpt Living		35		6	41
Intro Robo Engr	26				26
Med Art/Tch Adv	11				11

Course	Beckman	Foothill	Hillview	Tustin	District
Media Arts/Tech	152	30		64	246
Micrsft Tls ROP			51		51
Mktg Prncpl ROP			17		17
Music Tech ROP				30	30
Photography 1				80	80
Prin Engr PLTW		25		50	75
Stagecraft	40				40
Studio Art (AP)	19			19	38
Theatre Art Adv	31	22		30	83
Treble Choir Adv	23	39		32	94
Visual Imagery	166	159		66	391
Total Enrollment	1102	1312	89	650	3153

*Source: Aeries (4/4/14)

**2013-14 School Year
Total Elective Courses Offered (Middle Schools)**

	Columbus Tustin	Currie	Hewes	Orchard Hills	Pioneer	Utt
Total Courses Offered	20	6	23	23	33	17

*Source: Aeries (4/4/14)

**2013-14 School Year
Total Elective Courses Offered (High Schools)**

	Beckman	Foothill	Hillview	Tustin
Total Courses Offered	79	75	12	69

*Source: Aeries (4/4/14)

B. Pupil Outcomes

Priority Area 4: Pupil Achievement

Pupil achievement refers to performance on standardized tests, score on the Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index (API) 3-Year Performance by Major Subgroups

API Growth	All Students			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Growth API	857	868	867	761	770	767	769	783	788	689	683	690
Base API	850	856	868	751	759	770	757	768	783	692	685	684
Growth	7	12	-1	10	11	-3	12	15	5	-3	-2	6

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

2013 API by Subgroup All District Students

Groups	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth
LEA-wide	17,870	--	867	868	-1
Black or African American	364	Yes	829	814	15
American Indian or Alaska Native	43	No	888	857	N/A
Asian	2,997	Yes	961	966	-5
Filipino	343	Yes	901	919	-18
Hispanic or Latino	8,147	Yes	795	792	3
Native Hawaiian or Pacific Islander	76	No	774	818	N/A
White	5,480	Yes	921	924	-3
Two or More Races	354	Yes	907	925	-18
Socioeconomically Disadvantaged	7,809	Yes	788	783	5
English Learners	5,528	Yes	767	770	-3
Students with Disabilities	1,577	Yes	690	684	6

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**Performance on Standardized Tests
2013 AYP by Subgroup – English-Language Arts**

English-Language Arts	All Students			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
% At or Above Proficient	70.5	72.2	71.2	47.5	49.8	48.0	49.8	52.7	52.6	48.5	48.3	46.8
Met AYP Criteria	Yes	No	No	No	No	No	No	No	No	No	No	No

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**Performance on Standardized Tests
2013 AYP by Subgroup – Mathematics**

Mathematics	All Students			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
% At or Above Proficient	70.7	73.2	73.5	53.7	57.3	55.5	52.3	56.2	56.9	49.8	49.2	48.9
Met AYP Criteria	Yes	No	No	No	No	No	No	No	No	No	No	No

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**2013 STAR Results by Student Group
Percent of Students Scoring Proficient or Advanced**

Group	Percent of Students Scoring at Proficient or Advanced					
	English-Language Arts	Math	Science (Gr. 5, 8, 10)	End of Course Science (Gr. 9-11)	History-Social Science (Gr. 8)	World History
All Students	69	65	75	61	62	56
Black or African American	62	55	68	49	50	39
American Indian or Alaska Native	70	68	80	60	50	43
Asian	89	91	92	80	82	84
Filipino	79	74	83	70	73	65
Hispanic or Latino	52	48	61	45	46	39
Native Hawaiian or Pacific Islander	57	46	61	39	50	23
White	84	77	88	76	80	73
Two or More Races	80	81	85	72	69	74
Socioeconomically Disadvantaged	49	47	59	44	43	37
English Learners	44	48	49	31	32	29
Students with Disabilities	39	40	50	33	34	35

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**3-Year English Learner Progress
Annual Measurable Achievement Objectives (AMAO 1)**

AMAO 1 is the percentage of ELs making annual progress in learning English.

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	4984	5106	4964
Percent with Prior Year Data	99.5	98.8	99.8
Number in Cohort	4961	5044	4955
Number Met	2872	3302	3146
Percent Met	57.9	65.5	63.5
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>. 2013-14 results will be available in June 2014.

**3-Year English Learner Progress
Annual Measurable Achievement Objectives (AMAO 2)**

AMAO 2 is the percentage of ELs attaining the English Proficient level on the CELDT.

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	3583	2129	3588	2246	3435	2235
Number Met	891	1085	1009	1359	914	1336
Percent Met	24.9	51.0	28.1	60.5	26.6	59.8
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>. 2013-14 results will be available in June 2014.

**3-Year English Learner Progress
Annual Measurable Achievement Objectives (AMAO 3)**

AMAO 3 is Adequate Yearly Progress (AYP) for the EL student group at the District level.

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>. 2013-14 results will be available in June 2014.

**2012-13 School Year
 AMAO 2 – CELDT Performance
 by Length of Time in Language Instruction Programs in the U.S.**

Length of Time in U.S. Schools	# %	Early Advanced or Advanced: English Proficient	Early Advanced or Advanced: Not English Proficient	Intermediate	Early Intermediate	Beginning	Total (by Time)
		#	934	69	743	176	124
	%	45.7%	3.4%	36.3%	41.0%	6.1%	40.5%
6 or more years	#	105	4	245	47	28	429
	%	24.5%	0.9%	57.1%	11.0%	6.5%	8.5%
5 years	#	105	5	275	151	52	588
	%	17.9%	2.6%	46.8%	25.7%	9.4%	11.6%
4 years	#	182	82	640	460	625	1989
	%	9.2%	4.1%	32.2%	23.1%	31.4%	39.4%
3 years or less	#	1326	160	1903	834	829	5052
	%	26.2%	3.2%	37.7%	16.5%	16.4%	

*Source: ELSSA Report (IlluminateEd)

**2012-13 School Year
 AMAO 2 – CELDT Performance
 by Length of Time in Language Instruction Programs in TUSD**

Length of Time in U.S. Schools	# %	Early Advanced or Advanced: English Proficient	Early Advanced or Advanced: Not English Proficient	Intermediate	Early Intermediate	Beginning	Total (by Time)
		#	621	42	455	97	69
	%	48.4%	3.3%	35.4%	7.6%	5.4%	25.3%
6 or more years	#	138	7	215	47	28	435
	%	31.7%	1.6%	49.4%	10.8%	6.4%	8.6%
5 years	#	165	15	356	140	55	731
	%	22.6%	2.1%	48.7%	19.2%	7.5%	14.4%
4 years	#	404	96	886	551	685	2622
	%	15.4%	3.7%	33.8%	21.0%	26.1%	51.7%
3 years or less	#	1328	160	1912	835	837	5072
	%	26.2%	3.2%	37.7%	16.5%	16.5%	

*Source: ELSSA Report (IlluminateEd)

**CELDT Results
3-Year by CELDT Level**

Assessment	Total # Tested			% Advanced			% Early Advanced			% Intermediate			% Early Intermediate			% Beginning		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Initial	1023	1084	1009	8	10	10	12	13	10	15	15	15	15	12	15	51	50	50
Annual	4978	5099	4963	10	13	12	31	36	35	39	34	34	13	12	13	6	6	6
All Assessments	6001	6183	5972	10	13	12	28	32	31	35	31	31	13	12	13	14	13	14

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>. 2013-14 results will be available in June 2014.

**2013-14 School Year
CELDT Results – Fall 2013 Annual Assessments (Preliminary Data)**

Grade	CELDT Performance Level										TOTAL Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	
K	1	2.2%	11	23.9%	14	30.4%	12	26.1%	8	17.4%	46
1	35	6.0%	144	24.7%	249	42.7%	115	19.7%	40	6.9%	583
2	30	4.7%	149	23.5%	266	42.0%	126	19.9%	63	9.9%	634
3	43	8.1%	130	24.6%	223	42.2%	93	17.6%	40	7.6%	529
4	61	11.0%	178	32.0%	223	40.1%	53	9.5%	41	7.4%	556
5	86	19.7%	192	43.9%	119	27.2%	25	5.7%	15	3.4%	437
6	26	8.2%	134	42.0%	119	37.3%	24	7.5%	16	5.0%	319
7	42	14.0%	152	50.5%	74	24.6%	21	7.0%	12	4.0%	301
8	34	14.8%	110	48.0%	61	26.6%	8	3.5%	16	7.0%	229
9	19	9.5%	96	48.0%	56	28.0%	17	8.5%	12	6.0%	200
10	29	12.9%	105	46.9%	69	30.8%	7	3.1%	14	6.3%	224
11	44	20.4%	109	50.5%	45	20.8%	9	4.2%	9	4.2%	216
12	71	35.9%	70	35.4%	31	15.7%	14	7.1%	12	6.1%	198
ALL	521	11.7%	1580	35.3%	1549	34.6%	524	11.7%	298	6.7%	4472

*Source: CELDT data (Educational Data Systems)

**Tustin Unified School District
3-Year English Learner Reclassification Rates**

	2010-11	2011-12	2012-13
District Enrollment	23,093	23,507	23,771
English Learners	5,381 (23.3%)	5,257 (22.4%)	5,084 (21.4%)
Fluent-English Proficient	5,188 (22.5%)	5,544 (23.6%)	5,836 (24.6%)
Student Redesignated FEP	463 (7.9%)	680 (12.6%)	742 (14.1%)

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**2012-13 California High School Exit Exam (CAHSEE Results)
Mathematics and English Language Arts (ELA) for Grade 10 by Subgroup**

Subgroup	English-Language Arts		Mathematics	
	# Tested	% Passing	# Tested	% Passing
All Students	1876	91	1871	92
Black or African American	44	95	44	86
American Indian or Alaska Native	5	*	5	*
Asian	282	96	282	99
Filipino	37	95	37	92
Hispanic or Latino	845	85	841	85
Native Hawaiian or Pacific Islander	11	64	11	64
White	630	98	629	98
Two or More Races	22	95	22	95
Socioeconomically Disadvantaged	769	84	764	84
English Learners	268	59	265	66
Students with Disabilities	108	54	107	50

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**2012-13 School Year
Early Assessment Program (EAP) – English Language Arts Grade 11**

Subgroups	Total Tested	Not College Ready		College Ready		Conditional College Ready	
		#	%	#	%	#	%
All Students	1595	704	44.1	609	38.2	282	17.7
Black or African American	41	20	48.8	10	24.4	11	26.8
American Indian or Alaska Native	8	2	25.0	4	50.0	2	25.0
Asian	289	71	24.6	177	61.2	41	14.2
Filipino	29	14	48.3	11	37.9	4	13.8
Hispanic or Latino	683	425	62.2	135	19.8	123	18.0
Native Hawaiian or Pacific Islander	12	8	66.7	3	25.0	1	8.3

Subgroups	Total Tested	Not College Ready		College Ready		Conditional College Ready	
		#	%	#	%	#	%
White	533	164	30.8	267	50.1	102	19.1
Two or More Races	0	0	0.0	0	0.0	0	0.0
Socioeconomically Disadvantaged	168	124	73.8	19	11.3	25	14.9
English Learners	131	126	96.2	0	0.0	5	3.8
Students with Disabilities	37	32	86.5	3	8.1	2	5.4

*Source: EAP Data File / Aeries

**2012-13 School Year
Early Assessment Program (EAP) – Mathematics Grade 11**

Subgroups	Total Tested	Not College Ready		College Ready		Conditional College Ready	
		#	%	#	%	#	%
All Students	1238	282	22.8	319	25.8	631	51.0
Black or African American	32	9	28.1	5	15.6	18	56.3
American Indian or Alaska Native	7	0	0.0	1	14.3	6	85.7
Asian	273	22	8.1	142	52.0	109	39.9
Filipino	27	6	22.2	4	14.8	17	63.0
Hispanic or Latino	460	183	39.8	46	10.0	227	49.3
Native Hawaiian or Pacific Islander	10	5	50.0		0.0	5	50.0
White	429	58	13.5	118	27.5	251	58.5
Two or More Races	0	0	0.0	0	0.0	0	0.0
Socioeconomically Disadvantaged	119	53	44.5	5	4.2	58	48.7
English Learners	57	37	64.9	9	15.8	9	15.8
Students with Disabilities	15	9	60.0	3	20.0	2	13.3

*Source: EAP Data File / Aeries

**Advanced Placement Exams
Number and Percent of Students with Scores of 3 or Higher**

Subgroups	2010-11	2011-12	2012-13
Number of students with a score of 3 or higher	1013	1158	1279
Percentage of exams passed with a score of 3 or higher	71.4%	78.9%	79.5%

*Source: College Board AP Central.

**2012-13 School Year
Percent of Graduates Meeting CSU/UC A-G Requirements**

Subgroups	Beckman	Foothill	Tustin
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	83.6	79.7	75.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	59.8	52.9	36.8

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/>

**2012-13 School Year
Number and Percent of Graduates Meeting CSU/UC A-G Requirements by Subgroup**

Subgroups	Total Graduates	# of Students Completing A-G	% of Students Completing A-G
All Students	1625	887	54.6
Black or African American	47	24	51.1
American Indian or Alaska Native	4	2	50.0
Asian	255	221	86.7
Filipino	35	24	68.6
Hispanic or Latino	710	238	33.5
Native Hawaiian or Pacific Islander	12	5	41.7
White	549	370	67.4
Two or More Races	11	3	27.3
Socioeconomically Disadvantaged	642	197	30.7
English Learners	319	57	17.9
Students with Disabilities	113	12	10.6

*Source: Aeries (4/4/14)

**2012-13 School Year
California Golden State Seal Merit Diploma Recipients by Subgroup**

Subgroups	Total Graduates	# of Students Receiving the CA Golden State Seal Merit Diploma	% of Students Receiving the CA Golden State Seal Merit Diploma
All Students	1625	522	32.1
Black or African American	47	10	21.3
American Indian or Alaska Native	4	1	25.0
Asian	255	163	63.9
Filipino	35	19	54.3
Hispanic or Latino	710	94	13.2
Native Hawaiian or Pacific Islander	12	4	33.3
White	549	228	41.5
Two or More Races	11	3	27.3

Subgroups	Total Graduates	# of Students Receiving the CA Golden State Seal Merit Diploma	% of Students Receiving the CA Golden State Seal Merit Diploma
Socioeconomically Disadvantaged	642	64	10.0
English Learners	319	7	2.2
Students with Disabilities	113	2	1.8

*Source: Aeries (4/4/14)

**2013 SAT
Number of Test Takers and Mean Scores by Race/Ethnicity**

Race/Ethnicity	# Tested	Critical Reading	Mathematics	Writing
		Mean Score	Mean Score	Mean Score
American Indian or Alaska Native	7	487	461	487
Asian, Asian-American or Pacific Islander	236	576	619	596
Black or African American	30	510	483	507
Puerto Rican	---	--	----	----
Other Hispanic, Latino, or Latin American	87	472	486	483
White	323	546	559	557
Other	43	562	586	581
No Response	23	515	501	508

*Source: 2013 District Highlights - College Bound Seniors (College Board)

**2013 ACT
Percent and Average Composite Score by Race/Ethnicity**

Race/Ethnicity	Number Tested	Percent of Total	Average (Composite) Score
All Students	403	100	25.2
Black/African American	10	2	---
American Indian/Alaska Native	1	0	---
White	148	37	25.3
Hispanic/Latino	79	20	23.5
Asian	85	21	26.7
Native Hawaiian/Other Pacific Islander	3	1	---
Two or more races	18	4	26.2
Prefer not to respond/No response	59	15	25.5

*Source: ACT Profile Report

**2013 College Readiness Benchmark (CRB) Percent
and Average ACT Scores by Overall High School Curriculum**

Student Group	Curriculum Taken ¹	#	English		Mathematics		Reading		Science		Composite ³	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg
District	Core or More ²	374	93	25.1	82	25.9	72	25.0	63	24.1	53	25.2
	Less than Core	28	93	25.0	89	27.3	82	26.2	82	25.9	75	26.2

*Source: ACT Profile Report

1. **Curriculum Taken** reflects overall high school curriculum.
2. **Core or More** results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
3. **Composite CRB%** results reflect students who met all four subject area benchmarks.

2013 Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Race/Ethnicity	Number of Students Tested	Percent Taking Core or More*	Average ACT Composite Score	
			Core or More	Less than Core
All Students	403	93	25.2	26.2
Black/African American	10	100	22.8	
American Indian/Alaska Native	*	100	*	
White	148	93	25.3	27.4
Hispanic/Latino	79	92	23.2	26.8
Asian	85	92	26.7	26.6
Native Hawaiian/Other Pacific Islander	*	100	*	
Two or more races	18	78	27.2	22.5
Prefer not/No Response	59	97	25.5	25.0

*Source: ACT Profile Report

*Core or More results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

2013 Average ACT Scores by Race/Ethnicity

Subgroup	English	Mathematics	Reading	Science	Composite
All Students	25.1	26.0	25.1	24.3	25.2
Black/African American	23.3	22.1	23.1	21.4	22.8
American Indian/Alaska Native	21.0	20/0	22.0	17.0	20.0
White	25.5	25.8	25.1	24.4	25.3
Hispanic/Latino	22.9	24.0	23.6	22.0	23.5
Asian	26.3	28.6	25.8	25.3	26.7
Native Hawaiian/Other Pacific Islander	24.3	25.3	23.7	24.7	24.7
Two or more races	25.9	26.1	27.4	24.8	26.2
Prefer not/No Response	25.5	26.2	25.6	24.2	25.5

*Source: ACT Profile Report

2013 Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: All Four Subjects

Subgroup	Number of Students	Percent Ready
All Students	403	55
Black/African American	10	30
American Indian/Alaska Native	*	*
White	148	57
Hispanic/Latino	79	41
Asian	85	60
Native Hawaiian/Other Pacific Islander	*	*
Two or more races	18	72

*Source: ACT Profile Report

2013 IB Score Distribution and Averages

Measure	Scoring Range							# of Tests	Avg. Score	
	7	6	5	4	3	2	1			Not Tested
Totals Per Score	14	65	70	49	9	0	0	1	207	5.13
Percent of Scores	9.9	45.8	49.3	34.5	6.3	0	0	0	100	

*Source: IB School Summary Report

C. Engagement

Priority Area 3: Parent Involvement

Efforts to Seek Parent/Community Input 2014 Parent/Community Group LCAP Meetings

Date	Time	Location	Group	Staff
1/15/2014	11:30 AM	District Board Room	Supt Parent Advisory	Superintendent / Chief Academic Officer
1/15/2014	3:15 PM	District Board Room	Supt Teachers Advisory	Superintendent / Chief Academic Officer
1/27/2014	3:30 PM	District Board Room	Board Study Session	Chief Academic Officer
2/18/2014	6:30 PM	District Board Room	Coordinating Council	Chief Academic Officer
2/25/2014	6:00 PM	District Board Room	GATE CAC	Chief Academic Officer
2/26/2014	6:00 PM	District Board Room	TPSF	Chief Academic Officer
3/10/2014	2:30 PM	Superintendent's office	Peters Canyon PTO Co-Presidents	Superintendent / Chief Academic Officer
3/11/2014	3:30 PM	District Board Room	Supt Classified Advisory	Superintendent / Chief Academic Officer
3/20/2014	5:30 PM	District Board Room	CSEA	Chief Personnel Officer
3/24/2014	6:00 PM	District Board Room	TUSD Board Meeting	Chief Academic Officer
3/25/2014	6:00 PM	Lambert MPR	DELAC	Chief Academic Officer
3/25/2014	4:00 AM	TEA Office	TEA	Chief Academic Officer
3/25/2014	6:30 PM	Red Hill MPR	Special Ed CAC	Superintendent
4/22/2014	6:30 PM	Red Hill MPR	Special Ed CAC	Assistant Superintendent - Special Education
4/22/2014	4:00 PM	TEA Office	TEA	Chief Academic Officer
4/24/2014	5:00 PM	District Board Room	CSEA	Chief Academic Officer
5/13/2014	3:30 PM	District Board Room	Supt Classified Advisory	Superintendent / Chief Academic Officer
5/13/2014	6:30 PM	District Board Room	Coordinating Council	Chief Academic Officer
5/14/2014	11:30 AM	District Board Room	Supt Parent Advisory	Superintendent / Chief Academic Officer
5/14/2014	3:15 PM	District Board Room	Supt Teachers Advisory	Superintendent / Chief Academic Officer
5/20/2014	6:00 PM	Lambert	DELAC	Chief Academic Officer
5/21/2014	6:00 PM	Pioneer MPR	GATE CAC	Chief Academic Officer

Superintendent's Parents Advisory Council

The Superintendent's Parents Advisory Council comprises at least one parent from each of the District's 29 schools. Meetings for the 2013-14 School Year are as follows: November 13, 2013, and January 15, March 12, and May 14, 2014.

District English Language Advisory Committee (DELAC)

Representatives from each of the District's schools serve on the District English Language Advisory Committee (DELAC). The DELAC advises the District's Board of Education on English learner programs and services, including compliance procedures and forms. Meetings for the 2013-14 School Year are as follows: October 2 and November 21, 2013, and January 28, March 25, May 20, and June 5, 2014.

Special Education Community Advisory Committee

The Special Education Community Advisory Committee serves in an advisory capacity to the Board of Education and Special Education administration on the priorities in the Special Education Local Plan Area (SELPA). Responsibilities include parent education and advocacy training, review and development of the special education local plan, and addressing concerns regarding special education programs that support students with Individualized Education Plans (IEPs). Meetings for the 2013-14 School Year are as follows: September 24, October 15 (Parent Training), and November 19, 2013, January 21 (Parent Training), February 18, March 25 (Parent Training), April 22, May 20 (Recognition Event), and June 24, 2014.

GATE Parent Advisory Committee

The District's GATE Parent Advisory Committee meets three times each year. The Committee advises on issues related to parent and community involvement; program evaluation; program planning; parent, teacher, administrator input and feedback; state/national program updates; District updates; and addressing concerns and issues. Meetings for the 2013-14 School Year are as follows: September 16, 2013, and February 25 and May 21, 2014.

Title I School-Level Parent Involvement Policy and Parent Compacts

Tustin Unified School District Title I schools convene annual meetings to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Schools offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Schools involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent involvement policy. During the annual meeting, parents are provided with timely information about Title I programs, the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

School-parent compacts are jointly developed with parents at each of the Title I schools, and outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compacts describe specific ways the schools and families will partner to help children achieve the State's high academic standards. They address the school's responsibility to provide high-quality curriculum and instruction, the ways parents will be responsible for supporting their children's learning, and the importance of ongoing communication between parents and teachers.

Title I School-Level Parent Involvement Policies and Parent Compacts are reviewed each year by the School Site Council, and they are included in the Single Plan for Student Achievement. Copies of parent policies and compacts are available at Title I school sites.

TUSD Parent Survey (Spring 2014)

The Tustin Unified School District 2014 Parent Survey was deployed as a web-based survey available to all parents of District students in March 2014. Schools also received paper copies of the survey to distribute upon request to parents. Principals sent automated telephone messages announcing the survey to parents at the beginning and toward the end of the survey window. Information regarding the survey was also included in PTA/PTO newsletters, Principals' newsletters, and on the District website. Links to the survey, in English and Spanish, were available on the District's website. The following is a summary of responses:

Survey Questions	Strongly Agree (4)	Agree (3)	TOTAL Agree (3) + (4)	Disagree (2)	Strongly Disagree (1)	TOTAL Disagree (1) + (2)	Don't Know / Not Applicable
Teachers show a genuine concern and respect for my child	43.0%	47.3%	90.3%	6.4%	2.0%	8.4%	1.3%
Teachers provide a challenging instructional program for my child.	39.1%	50.9%	90.0%	6.0%	2.1%	8.1%	1.9%
Teachers communicate with me about my child's progress.	30.9%	44.6%	75.5%	17.9%	5.1%	23.0%	1.5%
Teachers give extra assistance to my child when needed.	29.8%	42.0%	71.8%	13.5%	3.3%	16.8%	11.3%
The amount of time my child needs to spend on homework assignments is reasonable.	27.2%	54.7%	81.9%	11.5%	5.6%	17.1%	0.9%
Teachers apply a consistent grading system to evaluate my child.	29.7%	54.1%	83.8%	7.1%	2.3%	9.4%	6.8%
My child's teacher uses technology as a tool to support classroom activities.	40.7%	48.3%	89.0%	3.2%	0.9%	4.1%	6.8%
School programs and activities promote and recognize student successes.	33.9%	51.5%	85.4%	7.2%	1.7%	8.9%	5.7%
The school communicates with parents about programs and events in a timely manner.	41.1%	49.5%	90.6%	6.2%	2.4%	8.6%	0.8%
Various opportunities for parent participation are provided.	39.6%	48.9%	88.5%	6.8%	1.5%	8.3%	3.2%
Instructional materials and textbooks are made available to my child.	43.9%	50.9%	94.8%	2.5%	1.1%	3.6%	1.5%
I feel my child is safe at school.	41.4%	52.6%	94.0%	3.7%	1.1%	4.8%	1.3%
Discipline at school is fair, consistent, and effective.	29.9%	48.8%	78.7%	6.5%	3.2%	9.7%	11.7%
School grounds, classrooms, and other areas of the school are kept clean and orderly.	39.3%	53.5%	92.8%	3.1%	1.3%	4.4%	2.8%
Administrators are strong, positive, educational leaders who are visible and available.	38.9%	47.8%	86.7%	6.2%	2.6%	8.8%	4.5%
Administrators show a genuine concern and respect for my child.	37.2%	47.7%	84.9%	5.5%	2.4%	7.9%	7.1%
Administrators listen to what parents have to say, treat them with respect, and consider them team members.	34.5%	45.8%	80.3%	6.6%	2.7%	9.3%	10.3%
Support staff (counselors, secretaries, etc.) act in a professional manner.	29.3%	50.3%	89.6%	4.2%	2.1%	6.3%	4.1%
The District effectively communicates budget information to parents.	16.9%	40.2%	57.1%	17.4%	3.8%	21.2%	21.8%
The Tustin Unified School Board transforms the needs, wishes, and desires of the community into policies that direct the community's schools	16.4%	43.7%	60.1%	10.7%	3.1%	13.8%	26.1%

Promotion of Parent Participation

Parent involvement is a priority in our schools. Examples of parent involvement strategies employed by Tustin Unified schools include:

- Joyce Epstein's Six Keys to Parent Involvement
- Title I Policies and Home/School Compacts
- Community Liaisons
- Community Outreach
- Dental Screening (Tustin Assistance League)
- Operation School Bell
- Reading is Fundamental
- Providing transportation for parents to attend school events and meetings
- During the day classroom visits
- Child care
- Principal newsletters
- Grade level newsletters

C. Engagement

- Connect Ed communication system
- School counselors
- School nurses
- Supplemental Educational Services (Program Improvement Year 2-5 schools)
- Translators and interpreters
- Aeries Browser Interface Parent Portal
- Haiku Learning Management System
- School Site Council
- English Learner Advisory Committee
- GATE Advisory Committee
- Superintendent’s Parents Advisory Council
- Listserv Email Servers
- Parent Teacher Organization
- Parent conferences
- Classroom volunteers
- Library and computer lab volunteers
- Lunch supervision
- Field trip supervision
- Small group instruction
- Physical Education volunteers
- Curriculum Nights (Literacy, Math, CGI, Writers Workshop, Science)
- Movie Nights
- Read Across America
- Back-to-School Night
- Open House
- Parent Institute for Quality Education (PIQE)
- Art Masters Volunteers
- Family Nights
- Class Act
- Running Club
- Jr. Great Books Coaches
- Book Fair Family Night
- Garden Volunteers
- Talent Show Volunteers
- Outdoor Education Volunteers
- Twitter
- School Websites
- Pioneer Day Volunteers
- At-risk Parent Conferences
- Awards Assemblies
- Commandments of Parenting
- Conflict Resolution (OCDE)
- Common Core Institutes
- Education Foundation
- Booster Clubs
- Principal’s Roundtable
- Principal’s Coffee
- Parenting Classes
- Bilingual office support
- Astronomy Night

**Tustin Unified School District
Gallup Student Results 2013**

	Grade Level Averages							
	5th	6th	7th	8th	9th	10th	11th	
Hope (out of 5)	4.39	4.45	4.46	4.44	4.35	4.34	4.34	
Engaged (out of 5)	4.42	4.36	4.30	4.19	4.07	3.95	3.93	
Well-being (out of 10)	8.44	8.67	8.71	8.64	8.52	8.35	8.38	

Priority Area 5: Pupil Engagement

**Tustin Unified School District
2011-12 Graduation and Dropout Rates by Subgroup**

Groups	Cohort Students	Cohort Graduates	Graduation Rate	Dropout Rate
Districtwide	1,609	1,532	95.21%	4.1%
Black or African American	45	40	88.9%	6.7%
American Indian or Alaska Native	*	*	66.7%	33.3%
Asian	272	263	96.7%	3.3%
Filipino	37	36	97.3%	2.7%
Hispanic or Latino	675	626	92.7%	6.4%
Native Hawaiian or Pacific Islander	12	11	91.7%	8.3%
White	548	537	98.0%	1.5%
Two or More Races	17	17	100.0%	0.0%
Socioeconomically Disadvantaged	686	623	90.8%	8.0%
English Learners	277	245	88.5%	10.1%
Students with Disabilities	125	113	90.4%	7.2%

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/> (most recent data)

**Tustin Unified School District
2011-12 Annual Adjusted Dropout Rate by Subgroup (High School)**

Groups	Grade 9-12 Enrollment Total	Adjusted Grade 9-12 Dropout Total	Annual Adjusted Grade 9-12 Dropout Rate
Districtwide	7,133	79	1.1%
Black or African American	188	3	1.6%
American Indian or Alaska Native	14	0	0%
Asian	1,077	9	0.8%
Filipino	134	1	0.7%
Hispanic or Latino	3,187	47	1.5%
Native Hawaiian or Pacific Islander	44	1	2.3%
White	2,390	16	0.7%
Two or More Races	80	1	1.3%
Socioeconomically Disadvantaged	2,836	54	1.9%
English Learners	1,706	33	1.9%
Students with Disabilities	N/A	N/A	N/A

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/> (most recent data)

**Tustin Unified School District
2011-12 Annual Adjusted Dropout Rate by Subgroup (Middle School)**

Groups	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts
Districtwide	1	1
Black or African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic or Latino	1	1
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
Socioeconomically Disadvantaged	0	0
English Learners	0	0
Students with Disabilities	0	0

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/> (most recent data)

**2012-13 School and District Attendance Rates
Percentage of Actual Attendance**

SCHOOL	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Average (Through Month 7)
Arroyo	98.5%	98.0%	97.3%	96.9%	95.3%	95.4%	96.2%	96.8%
Benson	97.8%	97.3%	96.8%	95.6%	94.2%	95.8%	95.0%	96.1%
Beswick	98.2%	97.5%	96.3%	95.8%	94.6%	95.3%	95.7%	96.2%
Estock	97.5%	97.0%	95.5%	94.9%	93.5%	94.7%	95.1%	95.4%
Guin Foss	97.8%	97.6%	96.6%	96.0%	95.0%	95.9%	95.9%	96.4%
Heideman	97.8%	97.5%	96.6%	96.0%	95.5%	95.3%	96.3%	96.4%
Hicks Canyon	97.9%	98.2%	97.3%	96.8%	95.5%	94.2%	96.4%	96.6%
Ladera	98.4%	98.3%	97.1%	96.9%	95.5%	97.3%	97.5%	97.3%
Lambert	98.4%	97.8%	97.3%	95.9%	94.6%	96.2%	96.3%	96.6%
Loma Vista	97.8%	97.3%	96.2%	95.8%	94.8%	96.1%	96.2%	96.3%
Myford	98.0%	98.2%	97.4%	97.2%	95.4%	96.5%	96.5%	97.0%
Nelson	97.9%	97.4%	96.9%	95.6%	95.0%	94.4%	95.9%	96.1%

SCHOOL	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Average (Through Month 7)
Orchard Hills (Elementary)	98.7%	98.3%	97.8%	97.6%	97.3%	95.5%	97.7%	97.6%
Peters Canyon	98.5%	98.5%	96.9%	96.8%	96.4%	96.2%	96.7%	97.2%
Red Hill	98.5%	97.7%	96.6%	96.3%	96.0%	95.9%	96.4%	96.8%
Thorman	97.8%	97.5%	99.1%	95.6%	94.7%	96.0%	96.1%	96.7%
Tustin Memorial Academy	99.0%	98.5%	97.9%	97.8%	96.0%	95.8%	97.0%	97.4%
Tustin Ranch	97.4%	97.6%	96.5%	95.8%	95.3%	95.6%	94.9%	96.2%
Veeh	96.9%	96.4%	95.3%	94.4%	93.9%	95.8%	94.9%	95.4%
Elementary Monthly Average	98.0%	97.7%	96.9%	96.2%	95.2%	95.7%	96.1%	96.5%
Columbus Tustin	98.2%	98.0%	97.2%	96.1%	95.2%	96.0%	96.5%	96.7%
Currie	97.9%	97.5%	97.2%	96.3%	95.5%	95.6%	97.0%	96.7%
Hewes	98.2%	97.9%	96.9%	96.7%	95.8%	96.4%	96.9%	97.0%
Orchard Hills (Middle School)	98.5%	98.1%	96.8%	96.5%	95.8%	95.7%	96.7%	96.9%
Pioneer	98.5%	98.3%	97.8%	97.1%	96.6%	96.9%	96.9%	97.4%
Utt	98.3%	97.9%	97.4%	96.7%	95.8%	96.2%	97.0%	97.0%
Middle School Monthly Average	98.3%	97.9%	97.2%	96.6%	95.8%	96.1%	96.8%	97.0%
Beckman	98.2%	97.4%	96.9%	97.2%	95.3%	96.6%	96.6%	96.9%
Foothill	98.2%	96.7%	95.8%	96.4%	96.1%	95.9%	96.3%	96.5%
Tustin	97.9%	96.8%	96.2%	96.0%	95.6%	96.2%	96.0%	96.4%
High School Monthly Average	98.1%	97.0%	96.3%	96.5%	95.7%	96.2%	96.3%	96.6%
District Average	98.1%	97.7%	96.9%	96.3%	95.4%	95.8%	96.3%	96.6%

*Source: Aeries (4/4/14)

**Tustin Unified School District
2012-13 Truancy Rate**

Groups	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Districtwide	23,771	25,112	5,379	21.42%

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/> (most recent data)

Definition of Truancy = Students who were reported as being truant at least one time during the academic year. Per Education Code Section 48260, a truant is defined as “a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 20-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant.”

Priority Area 6: School Climate

2012-13 Suspension and Expulsion Rates

This report provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school. For the purposes of calculating suspension and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories.

Group	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Districtwide	23,771	25,112	797	3.2%	44	0.2%

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/> (most recent data)

2012-13 Suspension and Expulsion Report: Total Offenses Committed

This report provides a total count of California Education Code section violations committed by students and reported to CALPADS for all incidents¹ during the academic year, not just the **most severe** offense each student committed within a given incident. This report also includes a student-level disciplinary outcome (suspension or expulsion²) associated with the incidents in which these offenses occurred.

EdCode Section	Offense Description	Total Number of Offenses Involved in Expulsions	Total Number of Offenses Involved in Suspensions	Total Number of Offenses Involved in Other Actions
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	0	285	17
48900(a)(2)	Used Force or Violence	0	74	5
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	1	72	8
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	22	102	0
48900(d)	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	0	3	0
48900(f)	Property Damage	2	47	10
48900(g)	Property Theft	1	89	1
48900(h)	Possession or Use of Tobacco Products	0	28	1
48900(j)	Obscene Acts, Profanity, and Vulgarity	3	102	68
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	2	13	2
48900(k)	Disruption, Defiance	1	141	9
48900(l)	Received Stolen Property	0	3	0
48900(m)	Possession of an Imitation Firearm	3	9	0
48900(o)	Harassment, Intimidation of a Witness	1	3	0

EdCode Section	Offense Description	Total Number of Offenses Involved in Expulsions	Total Number of Offenses Involved in Suspensions	Total Number of Offenses Involved in Other Actions
48900(r)	Bullying	0	76	0
48900(t)	Aided or Abetted Physical Injury	0	1	0
48900.4	Harassment or Intimidation	2	34	8
48900.7	Made Terrorist Threats	0	1	0
48915(a)(1)	Caused Physical Injury	2	1	0
48915(a)(2)	Possession of a Knife or Dangerous Object	5	1	0
48915(a)(3)	Possession of Controlled Substance	10	1	0
48915(a)(4)	Robbery or Extortion	0	4	0
48915(a)(5)	Committed Assault or Battery on a School Employee	2	39	6
48915(c)(3)	Sale of Controlled Substance	8	0	0
48915(c)(4)	Sexual Assault	0	2	0
48915(c)(5)	Possession of an Explosive	0	8	2
Total # of Offenses Involved in Expulsions		65	1,139	137

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

²Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

2012-13 Suspension Counts by Ethnicity

This report provides a count of students involved in one or more incidents¹ during the academic year who were subsequently suspended from school. Although a student may have committed multiple offenses as part of a single incident; each student is only counted once per incident for which they were suspended. For reporting purposes, suspended students are counted within the Federal Offense Category corresponding to the **most severe** offense each student committed within a given incident.

In this report, suspended students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are counted under the "Other Reason for Suspension" categories. DataQuest Report 48900(k) Defiance Suspensions and Expulsions displays counts of students suspended for violating California Education Code Section 48900(k).

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

Ethnicity	Weapons Possession (In School)	Weapons Possession (Out of School)	Illicit Drug Related (In School)	Illicit Drug Related (Out of School)	Violent Incident, Physical Injury (In School)	Violent Incident, Physical Injury (Out of School)	Violent Incident, No Physical Injury (In School)	Violent Incident, No Physical Injury (Out of School)	Other Reason For Suspension (In School)	Other Reason For Suspension (Out of School)	Total Suspensions (In School)	Total Suspensions (Out of School)	Total Suspensions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	52	0	75	12	55	44	275	15	165	71	622	693	535
American Indian Or Alaska Native, Not Hispanic	0	0	0	0	0	2	0	0	0	1	0	3	3	2
Asian, Not Hispanic	0	4	0	2	1	9	6	26	2	22	9	63	72	55
Pacific Islander, Not Hispanic	0	0	0	1	0	0	0	4	0	2	0	7	7	5
Filipino, Not Hispanic	0	2	0	0	0	0	0	0	1	1	1	3	4	4
African American, Not Hispanic	0	4	0	2	1	9	1	27	2	16	4	58	62	47
White, Not Hispanic	0	16	1	24	4	19	11	58	2	50	18	167	185	135
Two Or More Races, Not Hispanic	0	1	0	3	1	0	1	5	0	3	2	12	14	11
None Reported	0	0	0	0	0	1	0	2	0	0	0	3	3	3
TOTAL for Tustin Unified	0	79	1	107	19	95	63	397	22	260	105	938	1043	797

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/> (most recent data)

2012-13 Expulsion Counts by Ethnicity

This report provides a count of students involved in one or more incidents¹ during the academic year who were subsequently expelled² from school. Although a student may have committed multiple offenses as part of a single incident; each student is only counted once per incident for which they were expelled. For reporting purposes, expelled students are counted within the Federal Offense Category corresponding to the **most severe** offense each student committed within a given incident.

In this report, expelled students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are counted under the "Other Reason for Expulsion" category. DataQuest Report *48900(k) Defiance Suspensions and Expulsions* displays counts of students expelled for violating California Education Code Section 48900(k).

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

²Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

Ethnicity	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	4	16	3	2	4	29	29
Asian, Not Hispanic	0	2	0	0	0	2	2
Pacific Islander, Not Hispanic	0	1	0	0	0	1	1
African American, Not Hispanic	1	2	0	0	0	3	3
White, Not Hispanic	1	6	1	1	0	9	9
TOTAL for Tustin Unified	6	27	4	3	4	44	44

*Source: CDE DataQuest <http://dq.cde.ca.gov/dataquest/> (most recent data)

Character Education Programs

Schools implement a variety of character education programs. The following are examples of programs in place in Tustin Unified schools:

- Pyramid of Success (John Wooden)
- PBIS model for behavior
- Monthly Awards Assemblies
- Character Trait of the Month
- Tru Blue: 13 Character Traits
- Life Skills
- Manner of the Month
- Team Kids
- Tustin Police Department Character development through philanthropy
- Monthly Life Skills