

Myford Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Myford Elementary School
Street	3181 Trevino Drive
City, State, Zip	Irvine, CA 92602
Phone Number	(714) 734-1875
Principal	Rena Fairchild
Email Address	rfairchild@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/myford
County-District-School (CDS) Code	30-73643-6118772

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2021-22 School Overview

Myford's Mission: Maximizing Student Achievement and Social Responsibility with High Expectations for All.

Myford's Vision:

High Expectations for Success

- All teachers believe all students can learn.
- All teachers differentiate lessons using research-based strategies including, but not limited to, GATE and SDAIE.
- Teachers believe that some students need multiple opportunities to master standards, thereby providing extended learning opportunities during the day or before or after school.
- Teachers provide designated and integrated ELD for EL students
- Teachers have a support system of academic "coaches" who provide resources and intervention strategies.
- Teachers introduce, model, and positively reinforce social responsibility using the character traits.

Instructional Leadership

- The principal acts as an instructional leader and communicates the school mission to staff, parents, students, and community.
- The principal and teachers use various communication tools such as email, website, marquee, Friday Folders, newsletters ("Friday Facts), Twitter, Instagram, and Aeries Communication to communicate with parents.
- The principal visits classrooms and gives honest/constructive feedback.
- The teachers model teaching strategies to peers through peer observations and professional development for the staff.
- Teachers and staff attend professional development.
- Staff meetings are timely and productive.
- Teachers provide opportunities for student leadership (Myford Mentors may include: Student Council, PAL, Utility Crew, Robotics, or FRIENDS Club).

Frequent Monitoring of Student Progress

- Teachers reflect on the previous year's assessments to create goals for the upcoming year.
- Teachers assess continuously, reflect collaboratively, and use their analysis to guide instruction.
- Teachers meet on a regularly scheduled basis to plan, reflect, assess, and apply.

2021-22 School Overview

Opportunity to Learn and Time on Task

- Teachers reinforce content standards using computer programs and web-based technology to promote student engagement.
- Grade level teams utilize pacing guides for planning instruction.
- Student engagement opportunities are maximized during instruction.
- Students are participants/observers in content-based assemblies.
- Office and administration limit the number of interruptions during the school day to maximize student learning.
- Students have 1:1 iPads

Safe and Orderly Environment

- Students understand the rules of the school and receive clear and consistent rewards and consequences.
- Standardized playground rules are reinforced at all times.
- Disaster duty assignments and procedures are provided and reviewed with all staff, including, but not limited to emergency drills practiced monthly.
- Students understand and adhere to the components of being a good citizen in all situations during the school day.
- The physical condition of the school is clean and in good working condition.
- Students take responsibility for keeping the school clean and are an integral part of the recycling program on campus.

Home-School Relations

- Parents play an active role in helping the school to achieve its mission.
- Parents receive timely and consistent communication regarding the academic and social progress of their children.
- Parent involvement on campus is valued and a vital part of the educational program.
- Before and after school activities support the school's mission.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	96
Grade 2	82
Grade 3	91
Grade 4	79
Grade 5	83
Total Enrollment	531

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Asian	43.9
Black or African American	1.9
Filipino	4.1
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.8
White	19.6
English Learners	13.4
Foster Youth	0.4
Homeless	0.8
Socioeconomically Disadvantaged	22.4
Students with Disabilities	11.7

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	25

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority upon ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 27, 2021, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

*textbooks may be digital or hard copy depending on textbook and adoption cycle

Year and month in which the data were collected		November 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heineman: Units of Study for Teaching Reading, K-5 (2016) Heineman: Units of Study in Opinion, Information, and Narrative Writing, K-5 (2016) First Hand: Phonics Lessons: Letters, Words and How They Work K-2 (2016) McGraw Hill: Wonders K-5 (2016) Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.	Yes	0%
Mathematics	Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2014)	Yes	0%
Science	Twig Education Inc: Twig Science, K-5 (2020) This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.	Yes	0%
History-Social Science	Harcourt Brace: Reflections, K-5 (2007)	Yes	0%
Foreign Language	Not applicable		N/A
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%

Visual and Performing Arts	Not applicable		N/A
Science Laboratory Equipment (grades 9-12)	Not applicable		N/A

School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Myford Elementary School officially opened its doors for students on September 4th, 2001. The 57,000 square foot five-building campus includes 21 classrooms, 7 portable classrooms, and a multipurpose room. Each of the 28 classrooms is equipped with technology needed to keep instruction engaging and interactive for students. In addition, each classroom is equipped with a document camera and a sound amplification system. There is a large, grass-covered sports field that serves as a hub for all athletic activities. Playground structures have been recently installed in the primary playground and the kindergarten playground. A Solar Panel shade structure is installed over a portion of the field. This year, the Myford field is being completely reseeded and the blacktop is getting completely redone.

The facilities are maintained by one full-time head custodian, one full-time night custodian, and one part-time night custodian. The Myford Elementary staff and students strive to maintain a clean and orderly learning environment and participate in school-wide procedures which address these issues. The custodians and administration regularly assess school conditions, and repairs are performed in a timely manner. Students are given "PAWS Pride Tickets" for taking responsibility for the cleanliness of the school.

Year and month of the most recent FIT report

November 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	128	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	118	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	58	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	128	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	118	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	58	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	258	252	97.7	2.3	67.1
Female	130	129	99.2	.8	70.8
Male	128	123	96.1	3.9	60.2
American Indian or Alaska Native	0	0	0	0	0

Asian	118	117	99.2	.8	79.7
Black or African American	5	5	100	0	60
Filipino	6	6	100	0	100
Hispanic or Latino	50	48	96	4	62.5
Native Hawaiian or Pacific Islander	2	2	100	0	100
Two or More Races	16	16	100	0	56.2
White	58	55	94.8	5.2	43.6
English Learners	36	35	97.2	2.8	28.6
Foster Youth	1	1	100	0	0
Homeless	1	1	100	0	0
Military	9	8	88.9	11.1	50
Socioeconomically Disadvantaged	74	71	95.9	4.1	47.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.3	3.7	42.3

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance e Total Enrollment	STAR Renaissance e Number Tested	STAR Renaissance e Percent Tested	STAR Renaissance e Percent Not Tested	STAR Renaissance e Percent At or Above Grade Level
All Students	258	245	95	5	53.1
Female	130	126	96.9	3.1	50
Male	128	119	93	7	50.8
American Indian or Alaska Native	0	0	0	0	0
Asian	118	116	98.3	1.7	73.7
Black or African American	5	5	100	0	40
Filipino	6	5	83.3	16.7	80
Hispanic or Latino	50	48	96	4	33.3
Native Hawaiian or Pacific Islander	2	2	100	0	100
Two or More Races	16	15	93.8	6.2	13.3
White	58	51	87.9	12.1	31.4
English Learners	36	35	97.2	2.8	34.3
Foster Youth	1	1	100	0	0
Homeless	1	1	100	0	0
Military	9	8	88.9	11.1	50

Socioeconomically Disadvantaged	74	69	93.2	6.8	37.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.3	3.7	19.2

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	NT	NT	NT	NT
Female	49	NT	NT	NT	NT
Male	36	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	40	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	13	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

For the 2021-2022 school year, schools are closely following CDPH Guidance to ensure the health and safety of students and staff, as well as the school community. Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

All Myford parents are provided with a multitude of opportunities to be involved at our school. Parents are active in school improvement efforts through the elected School Site Council and English Language Advisory Committee. Teachers give parents volunteering options at the beginning of the year at their "Back to School" information night. These volunteer opportunities range from helping with small groups in the classroom to assisting with the preparation of materials for classroom use. Teachers are aware that some parents are unable to come into the classroom to devote their time, so many teachers give parents the opportunity to help by taking things home to prepare for the class. Myford PTO is another way that interested parents can get involved. The PTO encourages parents to become involved by either becoming an active member on the PTO Board or by volunteering time to work on or chair one of the many PTO committees that help to make Myford the school that we are today. The PTO sponsors many activities throughout the year in which parents can participate (i.e. Family Nights, Book Fairs, Restaurant Nights). Parent Workshops put on by the staff to keep parents informed of school activities and the curricular program. Assemblies, writing celebrations, and reading celebrations are ways parents celebrate as a community to celebrate and recognize student effort and achievement. Videos highlighting "Myford Moments" are shared with parents weekly. Friday Facts is a newsletter sent home weekly to keep parents involved and updated on all things that are occurring on campus. Many activities are also offered virtually to continue parent engagement throughout COVID restrictions.

Local Contact Information: Dr. Rena Fairchild, Principal 714-734-1875

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	553	15	2.7
Female	270	267	5	1.9
Male	292	286	10	3.5
American Indian or Alaska Native	0	0	0	0.0
Asian	242	237	1	0.4
Black or African American	10	10	1	10.0
Filipino	22	22	0	0.0
Hispanic or Latino	131	130	11	8.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	39	39	0	0.0
White	112	109	2	1.8
English Learners	88	85	4	4.7
Foster Youth	3	3	2	66.7
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	139	139	12	8.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	69	7	10.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.47	0.18	2.08	0.10	3.47	0.20
Expulsions	0.00	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.98	0.93	2.45
Expulsions	0.00	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.34	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.45	0.00

2021-22 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/8/2021
Date Updated and Approved by SSC: 11/8/2021
Date Discussed by Staff: 10/20/2021

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

The Myford staff works diligently to provide a safe environment for all students. All visitors must enter through the front office where they sign in and receive a visitor's pass while on campus. Myford incorporates PBIS (Positive Behavioral Interventions and Supports), which is a positive behavioral intervention program that focuses on giving student positive feedback for adhering to behavioral expectations. Noon-duty supervisors are trained to work with students during lunch recess. They are clearly identified by their orange safety vests, and are equipped with training in how to handle playground incidents in a fair and consistent way. The PTO has provided us with funding to secure emergency preparedness supplies for all students on campus. These supplies are organized and housed in designated areas on campus in the event of an emergency. School personnel work closely with the Irvine Police Department to ensure that our students are safe at school, as well as on their way to and from school. Staff take part in monthly fire, earthquake, and lockdown drills to prepare students in the case of an emergency.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	7	1	
1	25		4	
2	25		3	
3	27		4	
4	28		3	
5	31		2	2
6				
Other	6	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	3	
1	34		2	1
2	25		4	
3	30		2	
4	34			1
5	34			1
6				
Other	18	3	2	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		2	
1	25		3	
2	24		3	
3	30		2	
4	35			1
5	34			2
6				
Other	19	3	2	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.6
Psychologist	0.6
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,234	\$3,404	\$7,830	\$94,260
District	N/A	N/A	\$8,081	\$90,508
Percent Difference - School Site and District	N/A	N/A	-3.2	4.1
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-7.5	10.7

2020-21 Types of Services Funded

In addition to base funding, Myford Elementary School receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Myford receives money from LCFF funding. This funding is used to further support the instructional program for our English Language Learners and includes materials, supplies, and technology to further the needs of these students. This funding also provides training and materials for Systematic ELD instruction. LCFF funds also help to provide additional support personnel needed to support struggling students.

Myford also receives funding through the City of Irvine, which helps to fund staff development, field trips, instructional materials, and support personnel. The funding helps to pay for a PE coach to provide a rigorous physical fitness program as well as allows teachers to meet in weekly PLC (Professional Learning Communities) to design and review best practices for struggling students.

Additionally, the Myford PTO provides Myford with funds through the annual membership drive. These funds further support our educational program through educational assemblies, Art Masters, field trips, and much more.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,195	\$50,897
Mid-Range Teacher Salary	\$85,813	\$78,461
Highest Teacher Salary	\$114,221	\$104,322
Average Principal Salary (Elementary)	\$140,298	\$131,863
Average Principal Salary (Middle)	\$148,473	\$137,086
Average Principal Salary (High)	\$167,470	\$151,143
Superintendent Salary	\$356,744	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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

Teachers are given the opportunity to participate in Professional Development through district offerings, as well as through the school site. Summer workshops are in place so that teachers can sign up to attend trainings of their choice. A select group of teachers participated in GATE Training, Readers Workshop Summer Institute, a Coaches' Readers Workshop Institute, attended a Social Thinking conference, a CUE Conference, and a Mindfulness Workshop. A PE coach is funded to allow teachers weekly PLC time in addition to professional development, grade level planning, and staff development opportunities.

From 2010, several teachers were selected to participate in "The Art of Teaching" grant through the Cotsen Foundation which provided extensive professional development. These teachers continue to be offered further alumni opportunities to continue becoming more artful teachers. All teachers are also given opportunities to participate in observations and trainings centered around Writers Workshop, Readers Workshop, and Cognitively Guided Instruction. All teachers participate in Balanced Literacy, technology, and math training throughout the school year. This supports further growth in best practices. Additional professional development opportunities throughout the school year are determined by teacher surveys in conjunction with assessment data. On selected Wednesdays each month, time is allotted for teachers to participate in these learning opportunities to promote professional growth. In addition, teachers are engaged in grade-level Professional Learning Communities (PLCs) every week.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	11	13	11

Tustin Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12162	1721	14.15	85.85	65.01
Female	5867	833	14.20	85.80	71.27
Male	6290	888	14.12	85.88	59.12
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2582	390	15.10	84.90	86.89
Black or African American	205	19	9.27	90.73	47.37
Filipino	217	24	11.06	88.94	62.50
Hispanic or Latino	5691	816	14.34	85.66	49.57
Native Hawaiian or Pacific Islander	42	9	21.43	78.57	--
Two or More Races	733	88	12.01	87.99	70.45
White	2679	371	13.85	86.15	76.28
English Learners	2124	225	10.59	89.41	14.80
Foster Youth	55	6	10.91	89.09	--
Homeless	540	62	11.48	88.52	38.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4937	673	13.63	86.37	48.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1359	196	14.42	85.58	17.35

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12163	1627	13.38	86.62	45.68
Female	5867	776	13.23	86.77	47.61
Male	6291	851	13.53	86.47	43.91
American Indian or Alaska Native	13	3	--	76.92	--
Asian	2582	378	14.64	85.36	77.39
Black or African American	205	18	8.78	91.22	33.33
Filipino	217	23	10.60	89.40	39.13
Hispanic or Latino	5692	782	13.74	86.26	24.42
Native Hawaiian or Pacific Islander	42	7	16.67	83.33	--
Two or More Races	733	84	11.46	88.54	55.95
White	2679	332	12.39		58.01
English Learners	2125	218	10.26	89.74	8.41
Foster Youth	55	7	12.73	87.27	--
Homeless	540	62	11.48	88.52	12.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4938	650	13.16	86.84	26.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1360	199	14.63	85.37	9.23

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9694	9155	94.4	5.6	55.3
Female	4700	4484	95.4	4.6	55
Male	4988	4665	93.5	6.5	49.6
American Indian or Alaska Native	8	8	100	0	37.5
Asian	2046	2008	98.1	1.9	79.6

Black or African American	172	160	93	7	37.5
Filipino	176	169	96	4	72.2
Hispanic or Latino	4600	4214	91.6	8.4	34.9
Native Hawaiian or Pacific Islander	31	29	93.5	6.5	41.4
Two or More Races	562	545	97	3	73.8
White	2057	1983	96.4	3.6	67.5
English Learners	1707	1516	88.8	11.2	7
Foster Youth	35	29	82.9	17.1	24.1
Homeless	221	188	85.1	14.9	26.6
Military	437	413	94.5	5.5	47.5
Socioeconomically Disadvantaged	4700	4304	91.6	8.4	35.3
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1156	969	83.8	16.2	24

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	9694	9127	94.2	5.8	43.5
Female	4700	4475	95.2	4.8	38.8
Male	4988	4647	93.2	6.8	43.1
American Indian or Alaska Native	8	8	100	0	25
Asian	2046	1996	97.6	2.4	77.6
Black or African American	172	162	94.2	5.8	18.5
Filipino	176	165	93.8	6.2	62.4
Hispanic or Latino	4600	4201	91.3	8.7	20.9
Native Hawaiian or Pacific Islander	31	29	93.5	6.5	17.2
Two or More Races	562	544	96.8	3.2	59.6
White	2057	1981	96.3	3.7	51.6
English Learners	1707	1522	89.2	10.8	7.6
Foster Youth	35	28	80	20	17.9
Homeless	221	178	80.5	19.5	14
Military	437	411	94.1	5.9	43.3
Socioeconomically Disadvantaged	4700	4294	91.4	8.6	23.8
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1156	967	83.7	16.3	16.1
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*At or above the grade-level standard in the context of the local assessment administered.