Myford Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://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.

2023-24 School Contact Information

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

2023-24 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	https://www.tustin.k12.ca.us/

2023-24 School Description and Mission Statement

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 so we provide extended learning opportunities during the day, before, or after school.
- Teachers provide designated and integrated ELD for EL students
- Teachers have a support system of colleagues who provide resources and offer intervention strategies.
- Teachers introduce, model, and positively reinforce social responsibility using character traits.

Instructional Leadership

- The principal acts as an instructional leader and communicates the school mission to staff, parents, students, and the community.
- The principal and teachers use various communication tools such as email, website, marquee, Friday Folders, newsletters ("Friday Facts), Twitter, Instagram, and Aeries 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.

2023-24 School Description and Mission Statement

- 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.

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 school's behavioral expectations; they 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.

Home-School Relations

- Parents play an active role in helping the school to achieve its mission.
- Parents receive timely and consistent communication regarding their children's academic and social progress.
- 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	59
Grade 2	73
Grade 3	91
Grade 4	67
Grade 5	80
Grade 6	1
Total Enrollment	488

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
Asian	42%
Black or African American	1%
Filipino	4.1%
Hispanic or Latino	24.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.2%
White	18.9%
English Learners	14.1%
Foster Youth	0.8%
Homeless	0.4%
Socioeconomically Disadvantaged	33.8%
Students with Disabilities	12.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	90.52	757.60	88.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	9.48	31.20	3.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.00	1.28	12115.80	4.41
Unknown	0.00	0.00	56.70	6.61	18854.30	6.86
Total Teaching Positions	20.90	100.00	858.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	85.00	705.90	84.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.70	1.51	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.75	11953.10	4.28
Unknown	3.00	15.00	106.80	12.72	15831.90	5.67
Total Teaching Positions	20.00	100.00	840.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.90	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.3	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on 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, 2023, 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 the textbook and adoption cycle

Year and month in which the data were collected	September 2023

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 in Reading, K-5 (various) Heineman: Units of Study in Opinion, Information, and Narrative Writing, K-5 (various) McGraw Hill: Wonders K-5 (2017) 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 (2015)	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	Savvas: myWorld Interactive, K-5 (2019)	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)	N/A	N/A	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. The Myford field has recently been reseeded and the blacktop was completely redone. The Garden Club (staff and students) manages the garden and the succulents.

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	September 2023

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).

College and Career Ready
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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	73	59	60	47	46
Mathematics (grades 3-8 and 11)	67	74	47	49	33	34

2022-23 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.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	242	237	97.93	2.07	73.42
Female	102	102	100.00	0.00	77.45
Male	140	135	96.43	3.57	70.37
American Indian or Alaska Native	0	0	0	0	0
Asian	104	101	97.12	2.88	88.12
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	58	96.67	3.33	53.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	73.68
White	50	50	100.00	0.00	66.00
English Learners	30	26	86.67	13.33	30.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	81	98.78	1.22	49.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	33.33

2022-23 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.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	242	241	99.59	0.41	73.86
Female	102	102	100.00	0.00	74.51
Male	140	139	99.29	0.71	73.38
American Indian or Alaska Native	0	0	0	0	0
Asian	104	104	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	54.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	68.42
White	50	50	100.00	0.00	72.00
English Learners	30	30	100.00	0.00	40.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	82	100.00	0.00	53.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	36.36

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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	57.14	40.11	43.28	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	84	100.00	0.00	57.14
Female	31	31	100.00	0.00	48.39
Male	53	53	100.00	0.00	62.26
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	50.00
English Learners	11	11	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00	0.00	39.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.8%	97.6%	100%	98.8%	97.6%

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.

2023-24 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher and/or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at Myford Elementary School participate in activities such as classroom and school volunteers, PTO, SSC and ELAC meetings, family nights, and classroom celebrations. All Myford parents are provided 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

2023-24 Opportunities for Parental Involvement

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). Assemblies, reading/writing celebrations, and promotion events are some of the ways parents celebrate as a community to recognize student effort and achievement. "Myford Matters" is a newsletter sent home weekly to keep parents involved and updated on all things that are occurring on campus.

For more information about how to volunteer or get involved at Myford, please contact Dr. Lauren Steinmann, Principal 714-734-1875.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	515	509	77	15.1
Female	244	241	39	16.2
Male	271	268	38	14.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	215	212	27	12.7
Black or African American	6	5	0	0.0
Filipino	20	20	1	5.0
Hispanic or Latino	130	128	27	21.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	40	40	3	7.5
White	97	97	17	17.5
English Learners	99	97	17	17.5
Foster Youth	4	4	2	50.0
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	185	182	40	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	71	20	28.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18	0.20	0.00	0.10	2.01	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Date Last Reviewed by School Site Council (SSC): pending review 02/08/2024
Date Updated and Approved by SSC: pending approval 02/08/2024
Date Discussed by Staff: 08/11/2023

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, 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.

At Myford Elementary we also have a School Safety Committee that annually updates the School Safety Plan, and runs annual school safety drills for all students and staff. The committee is made up of administrators, certificated and classified staff, and may include parents or students. 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 students 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.

Additionally, during the 2022-23 school year, all TUSD schools and district departments participated in a training called Knowledge Saves Lives, which prepares schools for Active Shooters or various safety situations that may arise. In February 2024, all certificated staff will also participate in "Stop the Bleed" training.

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.

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	13	8		
1	14	7	2	
2	10	8		
3	11	8		
4	16	3	2	
5	14	6		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	2	2	
1	30		2	1
2	20	1	3	
3	29		2	
4	31		2	
5	32		2	
Other	17	2	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	4	0
1	40	0	1	1
2	23	0	3	0
3	30	0	3	0
4	29	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	12	3	1	0

2022-23 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	976

2022-23 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	4.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	$13,459	$4,972	$8,487	$95,491
District	N/A	N/A	8,550	$95,803
Percent Difference - School Site and District	N/A	N/A	-0.7	-0.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	10.9	8.3

Fiscal Year 2022-23 Types of Services Funded

In addition to base per pupil funding, Myford Elementary receives ESSER III, LCFF-EL, and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. 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.

The School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The allocated funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, Intervention support, BrainPop, Starfall, and Reflex Math.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,791	$55,550
Mid-Range Teacher Salary	$88,387	$80,703
Highest Teacher Salary	$117,648	$109,418
Average Principal Salary (Elementary)	$145,254	$137,703
Average Principal Salary (Middle)	$152,342	$143,760
Average Principal Salary (High)	$172,724	$159,021
Superintendent Salary	$385,818	$319,443
Percent of Budget for Teacher Salaries	34.46%	30.35%
Percent of Budget for Administrative Salaries	5.03%	4.87%

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Professional Development

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

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.

As a school, we focus on providing ongoing professional development opportunities that are aligned to our students' needs. At Myford Elementary, our Special Education staff have been trained in the Boys Town model as well as in Nonviolent Crisis Intervention. Our staff participates in on-going social-emotional and social thinking curriculum.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	12