

Myford Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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, Ed.D.
Email Address	lsteinmann@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/myford
Grade Span	P-5
County-District-School (CDS) Code	30-73643-6118772

2025-26 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/

2025-26 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.

2025-26 School Description and Mission Statement

- 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 ("Myford Matters"), Instagram, and ParentSquare 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, etc.).

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 weekly in Professional Learning Communities to plan, learn, 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, opportunities for reflection 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	73
Grade 2	94
Grade 3	58
Grade 4	80
Grade 5	99
Total Enrollment	542

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
Asian	36.3
Black or African American	0.9
Filipino	4.1
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.6
White	20.1
English Learners	13.7
Foster Youth	0.4
Homeless	1.1
Socioeconomically Disadvantaged	38.2
Students with Disabilities	13.1

A. Conditions of Learning **State Priority: Basic**

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

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

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	85	705.9	84.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.7	1.51	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.7	1.75	11953.1	4.28
Unknown/Incomplete/NA	3	15	106.8	12.72	15831.9	5.67
Total Teaching Positions	20	100	840.2	100	279044.8	100

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.

2022-23 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	85	735.3	87.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	0.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.9	2.39	11746.9	4.23
Unknown/Incomplete/NA	3	15	76.4	9.15	14303.8	5.15
Total Teaching Positions	20	100	836.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	85	706.2	85.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.1	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.6	1.65	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.9	1.92	12112.8	4.34
Unknown/Incomplete/NA	3	15	90.4	10.92	13705.8	4.91
Total Teaching Positions	20	100	828.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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	0

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

2025-26 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 29, 2025, 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark: Ready to Advance (2022) Benchmark: Listos y Adelante (2022) Benchmark: Advance - My Reading and Writing -10 units (2022) Benchmark: Express ELD - My Language Buddy -2 volumes (2022) Benchmark: Adelante - Mi Lectura y Escritura - 10 units (2022) Benchmark: Advance - Texts for Close Reading -10 units (2022) Benchmark: Express - My Language Companion - 2 volume (2022) Benchmark: Adelante - Textos Para la Lectura Atenta (2022) Students have access to classroom libraries containing both literature and non-fiction text.	0%
Mathematics	Tara West: PreK Math Curriculum Units (2022)	0%

	Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2015) Houghton Mifflin Harcourt: Math Expressions Common Core K-5, Spanish Edition (2015)	
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. District created Materials: Guided Language Acquisition Design (GLAD) (TK) (2022)	0%
History-Social Science	Committee for Children: Second Step Social Emotional Curriculum (TK) (2016) Savvas: myWorld Interactive, K-5 (2019) Savvas: myWorld Interactive, K-5, Spanish Edition (2019)	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)	0%
Visual and Performing Arts	Not applicable	N/A
Science Laboratory Equipment (grades 9-12)	Not applicable	N/A
Note: Cells with N/A values do not require data.		

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 and used as shade for the lunch table area. 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 "PAW Pride Tickets" for taking responsibility for the cleanliness of the school.

Year and month of the most recent FIT report

June 2025

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	73	71	61	62	47	48
Mathematics (grades 3-8 and 11)	75	70	52	53	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	234	97.91	2.09	71.37
Female	113	113	100.00	0.00	73.45
Male	126	121	96.03	3.97	69.42
American Indian or Alaska Native	0	0	0	0	0
Asian	89	86	96.63	3.37	86.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	49.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100.00	0.00	82.76
White	43	42	97.67	2.33	66.67
English Learners	28	25	89.29	10.71	28.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	62	95.38	4.62	45.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	28.57

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	235	98.33	1.67	69.79
Female	113	112	99.12	0.88	66.07
Male	126	123	97.62	2.38	73.17
American Indian or Alaska Native	0	0	0	0	0
Asian	89	88	98.88	1.12	78.41
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	46.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100.00	0.00	86.21
White	43	41	95.35	4.65	78.05
English Learners	28	27	96.43	3.57	48.15
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	63	96.92	3.08	49.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	40.74

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	57.75	63.27	47.17	47.64	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	98	100.00	0.00	63.27
Female	43	43	100.00	0.00	62.79
Male	55	55	100.00	0.00	63.64
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	71.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	36.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	91.67
White	20	20	100.00	0.00	70.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00	0.00	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	27.27

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	89.8%	84.7%	90.8%	87.8%	92.9%

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.

2025-26 Opportunities for Parental Involvement

Tustin Unified School District values its parents and community partners and recognizes that family engagement is essential to student success. One of the district's goals is to continually strengthen parental involvement across all schools. Parents receive consistent communication through the ParentSquare email listserv, which shares district- and school-wide information including updates, events, resources, trainings, and opportunities.

Beyond district initiatives, our school firmly believes that parent involvement plays a vital role in students' daily learning experiences. Parents and credentialed teachers collaborate to review the core instructional program, academic interventions, and supplemental learning opportunities available to students. Each year, parents have the opportunity to meet with their child's teacher and/or counselor to collaboratively develop educational plans and set goals at the beginning of the school year. Parents are also encouraged to communicate with administrators, teachers, counselors, and support staff whenever the need arises.

All parents are invited to participate in the School Site Council (SSC) or attend its meetings. SSC members are elected for two-year terms and meet at least four times annually. The council serves two primary purposes: providing feedback and guidance on the School Plan for Student Achievement and offering recommendations to strengthen the school's educational programs, while also supporting the school's mission and overall success. Parents of English Learner (EL) students have access to the TUSD Office of Language Acquisition, site-based English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC). These committees provide opportunities for families to learn about the EL program, access comprehensive supports, and contribute input on decisions related to English language acquisition.

For students receiving Special Education services, parents engage in ongoing collaboration to ensure their child's needs are met through the Individualized Education Program (IEP) process. Families have access to special education service providers as well as special education department administrators for continued support.

At Myford Elementary School, parents participate in a wide range of activities including classroom and school volunteering, PTO involvement, SSC and ELAC meetings, family nights, and classroom celebrations. Numerous opportunities are available for parents to be actively involved in school life. Parents play an important role in school improvement efforts through participation in the School Site Council and English Language Advisory Committee. At Back-to-School Night, teachers share various volunteer opportunities, which may include supporting small instructional groups, preparing classroom materials, or completing tasks at home for those unable to volunteer on campus.

The Myford Parent-Teacher Organization (PTO) also provides meaningful opportunities for parent involvement, whether by serving on the PTO Board or volunteering with or leading one of the many committees that support school programs and events. The PTO sponsors a variety of activities throughout the year, such as Family Nights, Book Fairs, and Restaurant Nights. Parents also join together as a school community to celebrate student achievement through assemblies, reading and writing celebrations, and promotion events. Additionally, the weekly "Myford Matters" newsletter keeps families informed and engaged with ongoing events and activities on campus.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	562	49	8.7
Female	273	268	23	8.6
Male	299	294	26	8.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	208	204	11	5.4
Black or African American	--	--	--	--
Filipino	22	22	0	0.0
Hispanic or Latino	143	142	21	14.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	63	7	11.1
White	119	117	10	8.5
English Learners	104	99	10	10.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	223	221	27	12.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	86	18	20.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.19	0.35	2.33	1.74	1.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.00	0.00
Male	0.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.48	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.30	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Date Last Reviewed by School Site Council (SSC): pending review 11/20/2025

Date Updated and Approved by SSC: pending approval 11/20/2025

Date Discussed by Staff: 08/09/2025

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 Plan. 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. Our school has locked gates during school hours and the front door remains locked, with visitors ringing a video doorbell to be buzzed into the school.

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, all certificated staff participate in "Stop the Bleed" training, as well as Irvine Police Department Violent Intruder trainings.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	29	0	2	0
1	26	0	2	0
2	23	0	2	0
3	27	0	3	0
4	31	0	3	0
5	33	0	0	0
6	0	0	0	0
Other	16	3	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	30		2	
1	26		2	
2	22		3	
3	27		2	
4	35			2
5	35			2
Other	17	4	2	1

2024-25 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	1040

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,931	\$5,656	\$10,275	\$110,960
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	-4.0	-0.8
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-8.1	10.1

Fiscal Year 2024-25 Types of Services Funded

In addition to base per pupil funding, our school receives supplemental one time and ongoing funds to support all students and student groups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial contributions throughout the year to support school-wide programs and events for 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 administered local assessments three times per year, and more often if at-risk and being monitored for progress. Students scoring two or more grade levels below their current grade level on any standard receive help within their classroom. Teachers meet weekly in Professional Learning Communities (PLCs) to examine data and establish student needs.

Fiscal Year 2024-25 Types of Services Funded

Some of the funded district and school-wide programs include Lexia, Freckle, Lexia English, RazKids, ST Math, BrainPop, Starfall and iReady.

Please refer to our district LCAP or School Plan for Student Achievement for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,965	\$60,863
Mid-Range Teacher Salary	\$101,573	\$93,575
Highest Teacher Salary	\$135,199	\$125,548
Average Principal Salary (Elementary)	\$167,692	\$157,645
Average Principal Salary (Middle)	\$177,563	\$165,341
Average Principal Salary (High)	\$196,379	\$182,580
Superintendent Salary	\$402,443	\$357,064
Percent of Budget for Teacher Salaries	32.36%	30.36%
Percent of Budget for Administrative Salaries	4.8%	4.88%

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.

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. Teachers receive monthly Professional Development and also participate in weekly Professional Learning Communities (PLCs) with the principal, site Math and Learning Specialist and TOSA. A PE coach is funded to allow teachers weekly PLC time in addition to professional development, data analysis, and staff development opportunities.

Additional professional development opportunities throughout the school year are guided by both teacher interest and the instructional needs of our students, ensuring that learning opportunities for staff are relevant, meaningful, and immediately applicable in the classroom. Professional development is a critical component of continuous improvement, as it equips teachers with the knowledge, skills, and tools necessary to deliver high-quality instruction and respond effectively to diverse student needs. This year, all teachers participated in Benchmark ELA/ELD trainings to strengthen instructional practices aligned to literacy standards, as well as mCLASS DIBELS trainings to support early literacy assessment, data analysis, and targeted intervention.

As a school, Myford Elementary prioritizes ongoing professional development that is intentionally aligned to academic, behavioral, and social-emotional needs of students. Our Special Education staff have received training in the Boys Town model

Professional Development

to support positive behavior and social skill development, along with Nonviolent Crisis Intervention to ensure student safety and effective de-escalation strategies. In addition, all staff participate in continuous training focused on social-emotional learning and social thinking curriculum, reinforcing our commitment to supporting the whole child. Through sustained, purposeful professional learning, teachers are better prepared to foster inclusive, supportive, and engaging learning environments that promote student growth and success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	11	11