Legacy Magnet Academy
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

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

DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Legacy Magnet Academy
Street	15500 Legacy Rd.
City, State, Zip	Tustin, CA 92782
Phone Number	(714) 430-2088
Principal	Jennifer Harrison
Email Address	jharrison@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/legacy
County-District-School (CDS) Code	30-73643-0139774

2021-22 District Contact Information

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

2021-22 School Overview

Our Vision for Legacy Magnet Academy is that as the leading TIDE focused program in the region, Legacy Magnet Academy cultivates a welcoming and accepting community of students who pursue their passion for technology, innovation, design, and entrepreneurship while developing the skill set and determination to affect change and impact the world around them.

Our School Mission:

2021-22 School Overview

Our Legacy TIDE will RISE at school, in the community, and at home. Our staff is committed to providing the environment, opportunity, instruction, and encouragement for students to:

REFLECT:
on their learning through giving and receiving peer and teacher feedback
by goal setting with ongoing revision and refinement

IDEATE:
through the use of project-based learning and the design process.
by engaging in developing solutions to the problems they see in the world around them

SUPPORT:
by actively creating a community of inclusivity
by showing empathy and compassion through their actions and words

ENGAGE:
by accessing mentorship opportunities and interacting with local business partners
by participating in dual enrollment courses and establishing a collegiate mindset

5% of students at Legacy Magnet Academy are considered English Language Learners and therefore receive specialized instruction in English daily along with close monitoring and support throughout the school day. Through analysis of the performance of our ELL students, it is noted that a variety of needs and supports are required to help the student make adequate progress each year with the ultimate goal of being fluent in English. The following priorities will be implemented to meet this objective.

The following three priorities will be implemented:

Implement designated ELD and language assessment to support the acquisition of language and writing development. Additional hours for staff to test all English language learners using ELPAC in order to target instruction at each student's individual language level.

Teachers will utilize data analysis protocols and structures to identify students near or below grade level and provide timely interventions in reading and math. Provide teachers with collaboration time to plan and evaluate common assessments to target instruction.

Design and implement Tier 2 supports for academics, attendance, and behaviors created by ILT, counselors, and teaching staff. Close monitoring of ELLs will be conducted in all three domains of Tier 2.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	187
Grade 7	92
Grade 8	67
Grade 9	79
Total Enrollment	425

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40
Male	60
American Indian or Alaska Native	0.2
Asian	32
Black or African American	1.6
Filipino	4.7
Hispanic or Latino	27.1
Two or More Races	8.9
White	25.2
English Learners	4.7
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	20
Students with Disabilities	6.1

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

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

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

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

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

Year and month in which the data were collected	November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8 Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2020) Heineman: Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2020) Houghton Mifflin Harcourt: English3D - ELD (2020) Saddleback Publishing: Newcomers ELD (2020) Grades 9-12 Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) California State Universities: Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt: English3D, Course C (2017) Supplemental: TEDTalks ELD	Yes	0%
Mathematics	Grades 6-8 CPM: Core Connections – Course 1, 2, and 3 (2018) McGraw Hill Glencoe: Algebra 1 (2018) Grades 9-12 Globe Fearon: Fearon's Practical Mathematics for Consumers, 2nd Edition (1994) Glencoe: Algebra 1, Algebra 2, Geometry (2018) Brooks/Cole: Applied Mathematics (2010)	Yes	0%

	Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016), Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Addison Wesley Longman, Inc: Calculus and its Applications (2007) Bedford, Freeman, & Worth: Practice of Statistics (eText) (2018),Statistical Reasoning in Sports (eText) (2019)		
Science	Grades 6-8 Pearson/Prentice Hall: Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), Focus on Physical Science California Edition (2008) Grades 9-12 Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006), Biology (Dragonfly) (2007), Chemistry – California Edition (2007), Criminalistics: An Introduction to Forensic Science, 8th Edition (2003), Conceptual Physics (2009) American Guidance Service: Biology (2000), Physical Science AGS 3.5 (2001) Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008) Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018), Chemistry: The Central Science, AP Edition, 14th Edition (2018), Steck-Vaughn: Modern Chemistry (2006) Bedford Freeman Worth: Environmental Science for AP, 2nd Edition (2015) Prentice Hall: Forensic Science: An Introduction (2008) Glencoe/McGraw-Hill: Marine Biology, 6th Edition (2006) Brooks/Cole: Oceanography: An Invitation to Marine Science, 4th Edition (2002) Thomson Brooks/Cole: Oceanography: An Invitation to Marine Science, 6th Edition (2007) Cengage Publishing: College Physics (2006) Supplemental: Tustin Unified School District developed Units of Study (Biology, Chemistry, and Physics) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.	Yes	0%
History-Social Science	Grades 6-8 Holt, Rinehart and Winston: World History – Ancient Civilizations (2007), World History – Medieval to Early Modern Times (2007), United States History – Independence to 1914 (2007) Grades 9-12 Pearson/Prentice Hall: Magruder's American Government (2006)	Yes	0%

	Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018) Glencoe/McGraw-Hill: Economics: Principals and Practices (2005) Bedford Freeman Worth: Krugman's Economics AP Course (eText) (2019) Cengage: Western Civilization Since 1300 AO, 10th Edition (eText) (2019) Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014) Holt, Rinehart and Winston Psychology: Principles in Practice (2007) Worth: Myers' Psychology for AP, 2nd Edition (2014) Houghton Mifflin: Sociology: The Study of Human Relationships (2008) Holt, Rinehart, and Winston: American Anthem (2007) Cengage: The American Pageant, 17th Edition (eText) (2020) Pearson/Prentice Hall: World History: Modern World (2007) Houghton Mifflin: The Earth and Its People 3rd Edition (2005)		
Foreign Language	Grades 6-8 Pearson/Prentice Hall: Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), Focus on Physical Science California Edition (2008) Grades 9-12 Glencoe/McGraw-Hill: Bienvenue, Level 1 (1998), A Bord, Level 2 (1998),En Voyage, Level 3 (1998), Tresors du Temps (1997) EMC Publishing: Tes Branches 1 (2014) Prentice Hall: Allons Au-Dela! (2012) Cseng and Tsui: Integrated Chinese Level 1 Part 1 Traditional Textbook – (1999), Integrated Chinese Level 1 Part 1 Traditional Textbook – 2nd Edition (2006),Integrated Chinese Level 1 Part 2 Traditional Textbook - (2005),Integrated Chinese Level 2 Part I Traditional Textbook – 3rd Edition (2010), Integrated Chinese Level 2 Part 2 Traditional Textbook – 3rd Edition (2010) Holt, Rinehart and Winston: Ven Conmigo Level1 (2000), Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000), Prentice Hall:Abriendo Paso Gramatica (2007), Abriendo Paso Temas y Lecturas (2014) Pearson/Prentice Hall: Sendas Literarias, Level 1 (2001), Sendas Literarias, Level 2 (2001) Supplemental Textbooks and Materials	Yes	0%
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	9-12 LTD Publications Guitar Method Book 1 (2009); ITP Gardner's Art Through Ages (2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials		0%

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.

Legacy Magnet Academy is a brand new facility, opening it's doors in August of 2020. All buildings and equipment are new and in good repair.

Year and month of the most recent FIT report	November 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	368	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	219	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	132	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	102	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	NT	NT	NT	NT
White	77	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	368	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	219	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	132	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	102	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	NT	NT	NT	NT
White	77	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

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

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

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	449	359	80	20	71.9
Female	180	146	81.1	18.9	60
Male	269	213	79.2	20.8	55.8
American Indian or Alaska Native	1	1	100	0	0

Asian	149	130	87.2	12.8	72.5
Black or African American	8	5	62.5	37.5	60
Filipino	19	16	84.2	15.8	68.8
Hispanic or Latino	121	100	82.6	17.4	54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	33	76.7	23.3	78.8
White	105	74	70.5	29.5	75.7
English Learners	20	15	75	25	20
Foster Youth	0	0	0	0	0
Homeless	3	2	66.7	33.3	100
Military	12	10	83.3	16.7	60
Socioeconomically Disadvantaged	119	89	74.8	25.2	51.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	18	78.3	21.7	44.4

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

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

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

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	449	363	80.8	19.2	50.4
Female	180	147	81.7	18.3	35.6
Male	269	216	80.3	19.7	44.2
American Indian or Alaska Native	1	1	100	0	0
Asian	149	130	87.2	12.8	62.4
Black or African American	8	6	75	25	16.7
Filipino	19	16	84.2	15.8	37.5
Hispanic or Latino	121	100	82.6	17.4	24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	34	79.1	20.9	70.6
White	105	76	72.4	27.6	46.1
English Learners	20	14	70	30	28.6
Foster Youth	0	0	0	0	0
Homeless	3	2	66.7	33.3	0
Military	12	10	83.3	16.7	30

Socioeconomically Disadvantaged	119	89	74.8	25.2	22.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	17	73.9	26.1	35.3

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	46	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	35	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	15	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

A major component of the instructional program at LMA is our focus and emphasis on Career Technical Education (CTE). All of our electives are a part of, aligned with or enhance CTE Pathways offered to our students. LMA offers a total of five CTE Pathways including Marketing, Sales & Services, Business Management, Manufacturing & Product Development, Design, Visual & Media Arts, and Software & Systems Development. Students have the opportunity to complete up to five Pathways if they choose, and all LMA students will complete at least three Pathways through their minimum program requirements. Through our strong partnership with Irvine Valley College (IVC), many of our elective offerings that contribute to our CTE Pathways are provided through Dual Enrollment, allowing the LMA students to enroll in and complete college level courses while still in high school. Additionally, every core content course offered at LMA (English, Social Science, Science, and Mathematics) is taught using the cross cutting concepts of TIDE. For example, for 9th grade World History, students take World History by Design, combining the concepts of World History with elements of graphic design. Students demonstrate their understanding of the content by creating visual representations using elements and principles of graphic design. Although these courses are not stand alone CTE courses, they imbed CTE elements and serve as supporting courses to complement our CTE Pathways, providing students with a strong foundation of learning. These courses (like World History by Design) are similar to those created by the UC system as CTE integrated courses or "UCCI" courses.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	257
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	83.54
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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

Parents at the school participate in activities such as School Site Council, ELAC, monthly family events and activities including restaurant nights, paint night, parent workshops, as well as student-led conferences held twice annually.

For more information on how to become involved at the school, please contact Holly Smyth at (714) 430-2088.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	n/a	n/a	n/a	n/a	n/a	2.4	n/a	n/a	9.4
Graduation Rate	n/a	n/a	n/a	n/a	n/a	95.6	n/a	n/a	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	468	462	0	0.0
Female	189	186	0	0.0
Male	279	276	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	156	155	0	0.0
Black or African American	8	8	0	0.0
Filipino	23	23	0	0.0
Hispanic or Latino	122	121	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	42	41	0	0.0
White	113	110	0	0.0
English Learners	26	26	0	0.0
Foster Youth	1	1	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	97	96	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	n/a	0.00	2.08	0.10	3.47	0.20
Expulsions	n/a	0.00	0.10	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	n/a	0.93	2.45
Expulsions	n/a	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/18/2021
Date Updated and Approved by SSC: 11/18/2021
Date Discussed by Staff: 8/18/2021

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

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6	35	3		29

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	n/a			
Mathematics	n/a			
Science	n/a			
Social Science	n/a			

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	n/a			
Mathematics	n/a			
Science	n/a			
Social Science	n/a			

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30		6	2
Mathematics	30		7	1
Science	30		6	2
Social Science	30		6	2

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	213

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$n/a	n/a	n/a	n/a
District	N/A	N/A	n/a	$90,508
Percent Difference - School Site and District	N/A	N/A	n/a	n/a
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	n/a	n/a

2020-21 Types of Services Funded

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

The majority of site categorical funding is used for supplemental student interventions, staff development, personnel costs, and student/teacher technology in the classroom. Staff development is focused on targeting skill instruction and providing in-services on research-based best practices in the core instructional areas related to writing, Professional Learning Communities (PLCs), supporting students at-risk for retention, supporting students who are English learners, building relationships with students and connectedness to school, and varied parent education. Personnel costs include additional sections to support student success. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, English Language Development, and Student Wellness.

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

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

All teachers at Legacy Magnet Academy are participating in multiple days of training on Project Based Learning (PBL), including planning time to develop PBL units. Additionally, teachers have self selected into various Learning Series PD options in both Fall 2021 and Spring 2022.

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

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

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

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level

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

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

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

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level

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