

Myford Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Myford Elementary School |
| Street | 3181 Trevino Drive |
| City, State, Zip | Irvine, CA 92602 |
| Phone Number | (714) 734-1875 |
| Principal | Rena Fairchild |
| E-mail Address | rfairchild@tustin.k12.ca.us |
| Web Site | http://www.tustin.k12.ca.us/myford |
| CDS Code | 30-73643-6118772 |

| District Contact Information | |
|------------------------------|---|
| District Name | Tustin Unified School District |
| Phone Number | (714) 730-7301 |
| Superintendent | Gregory A. Franklin, Ed.D. |
| E-mail Address | gfranklin@tustin.k12.ca.us |
| Web Site | http://www.tustin.k12.ca.us |

School Description and Mission Statement (School Year 2018-19)

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

Myford's Vision:

High Expectations for Success

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

Instructional Leadership

- The principal acts as an instructional leader and communicates the school mission to staff, parents, students, and community.
- The principal and teachers use various communication tools such as email, website, Friday Folders, newsletters, Twitter (with text alerts), Haiku, and Connect-Ed 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 include: Student Council, PAL,TECHsperts, Robotics, Utility Crew, and FRIENDS Club).

Frequent Monitoring of Student Progress

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

Opportunity to Learn and Time on Task

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

Safe and Orderly Environment

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

Home-School Relations

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

Myford's Goals:

Goal 1: Myford students will increase in ELA and Math achievement by 2% as measured by the CAASPP assessment. SED and EL students will demonstrate a 3% increase in meeting and exceeding standards.

Goal 2: The percentage of Myford EL students who score a 3 or 4 on the ELPAC will increase by 5%

Goal 3: Myford SWD will demonstrate a 5% increase in ELA and Math as measured by the CAASPP administered in April of 2019.

Goal 4: Students will demonstrate an increase in social-emotional learning demonstrated by a 5% growth on the SEL CORE survey.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 128 |
| Grade 1 | 87 |
| Grade 2 | 103 |
| Grade 3 | 119 |
| Grade 4 | 126 |
| Grade 5 | 105 |
| Total Enrollment | 668 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.4 |
| American Indian or Alaska Native | 0.1 |
| Asian | 46.1 |
| Filipino | 4.0 |
| Hispanic or Latino | 16.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 21.7 |
| Socioeconomically Disadvantaged | 20.5 |
| English Learners | 11.8 |
| Students with Disabilities | 9.6 |
| Foster Youth | 0.1 |

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.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 27 | 27 | 27 | 917 |
| Without Full Credential | 0 | 0 | .5 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 53 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

On October 22, 2018, 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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------------|---|
| Reading/Language Arts | <p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p> | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| Mathematics | <p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p> | Yes | 0% |
| Science | <p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials</p> <p>Stemscopes is a supplemental science curriculum used for grades TK-5. 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. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p> | Yes | 0% |
| History-Social Science | <p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p> | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---------|---|----------------------------------|---|
| Health | State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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' first day of school 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 a SMART Board, or interactive whiteboard. The SMART Boards provide teachers and students with the 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 of all athletic activities. A Solar Panel shade structure has recently been installed over a portion of the field.

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

Myford's annual inspection received a rating of "good" in all categories, and an overall rating of EXEMPLARY.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/14/18 | | |
|---|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/14/18 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 11/14/18 | |
|--|-----------|
| Overall Rating | Exemplary |

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 74.0 | 74.0 | 62.0 | 63.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 72.0 | 72.0 | 52.0 | 53.0 | 37.0 | 38.0 |

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 354 | 347 | 98.02 | 74.35 |
| Male | 193 | 189 | 97.93 | 69.31 |
| Female | 161 | 158 | 98.14 | 80.38 |
| Black or African American | -- | -- | -- | -- |
| Asian | 150 | 149 | 99.33 | 86.58 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 67 | 64 | 95.52 | 46.88 |
| White | 82 | 81 | 98.78 | 69.14 |
| Two or More Races | 33 | 32 | 96.97 | 90.63 |
| Socioeconomically Disadvantaged | 82 | 78 | 95.12 | 42.31 |
| English Learners | 77 | 76 | 98.70 | 63.16 |
| Students with Disabilities | 54 | 50 | 92.59 | 38.00 |
| Foster Youth | -- | -- | -- | -- |

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

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 354 | 347 | 98.02 | 72.33 |
| Male | 193 | 189 | 97.93 | 70.37 |
| Female | 161 | 158 | 98.14 | 74.68 |
| Black or African American | -- | -- | -- | -- |
| Asian | 150 | 149 | 99.33 | 89.26 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 67 | 64 | 95.52 | 40.63 |
| White | 82 | 81 | 98.78 | 67.9 |
| Two or More Races | 33 | 32 | 96.97 | 87.5 |
| Socioeconomically Disadvantaged | 82 | 78 | 95.12 | 42.31 |
| English Learners | 77 | 76 | 98.7 | 68.42 |
| Students with Disabilities | 54 | 50 | 92.59 | 40 |
| Foster Youth | -- | -- | -- | -- |

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

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

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 27.4 | 25.5 | 21.7 |

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

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

All Myford parents are provided with a multitude of opportunities to be involved at our school. Parents are active in school improvement efforts through the elected School Site Council and English Language Advisory Committee. Teachers give parents volunteering options at the beginning of the year at their "Back to School" information night. These volunteer opportunities range from helping with small groups in the classroom to assisting with the preparation of materials for classroom use. Teachers are aware that some parents are unable to come into the classroom to devote their time, so many teachers give parents the opportunity to help by taking things home to prepare for the class. The Myford PTO is another way that interested parents can get involved. The PTO encourages parents to become involved by either becoming an active member on the PTO Board, or by volunteering time to work on or chair one of the many PTO committees that help to make Myford the school that we are today. The PTO sponsors many activities throughout the year in which parents can participate (i.e. Family Nights, Book Fairs, Restaurant Nights). Parent Workshops put on by the staff keep parents informed of school activities and the curricular program. Awards assemblies and weekly Flag Salute gather parents together as a community to celebrate and recognize student effort and achievement. Classroom Writing Celebrations include parents in celebrating students' writing. Weekly videos highlighting "Myford Moments" are shared with parents.

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

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

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.1 | 0.1 | 1.0 | 2.5 | 2.8 | 2.7 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): February 5, 2018 (pending review February 11, 2019)

Date Updated and Approved by SSC: February 5, 2018 (pending approval February 11, 2019)

Date Discussed with Staff: August 9, 2018

Our School Safety Plan includes the following elements: Child abuse reporting procedures; disaster procedures; routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any schoolwide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

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

The following are the safety goals put into place for the 2018-2019 school year:

Goal #1: By June 2019, students will demonstrate improved behavior school-wide, as a result of exposure to school-wide expectations and awards through PBIS.

Goal #2: By June 2019, all minor violations (Think Slips) and major violations (Discipline Referrals) will be entered into Aeries. Data will be shared at staff meetings as a means of analyzing data to improve behavioral expectations.

Goal #3: By June 2019, PBIS newsletters will be shared with the parent community.

Additional elements of our safety plan include child abuse reporting procedures, disaster procedures, suspension, expulsion, procedures for notifying teachers of dangerous pupils, sexual harassment policy, school-wide dress code, procedures for safe ingress and egress, safe and orderly environment, and student discipline.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 15 | 6 | | | 17 | 6 | 1 | | 16 | 8 | 1 | |
| 1 | 30 | | 3 | | 23 | | 4 | | 24 | | 3 | |
| 2 | 30 | | 4 | | 25 | | 4 | | 26 | | 4 | |
| 3 | 31 | | 4 | | 29 | | 4 | | 29 | | 4 | |
| 4 | 28 | | 5 | | 32 | | 3 | 1 | 31 | | 4 | |
| 5 | 26 | 1 | 4 | | 26 | 1 | 4 | | 22 | 2 | | 3 |
| Other | 30 | | 1 | | | | | | 4 | 1 | | |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .625 | N/A |
| Psychologist | .4 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .2 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 0 | N/A |

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$7,004 | \$909 | \$6,095 | \$92,612 |
| District | N/A | N/A | \$6,218 | \$85,850 |
| Percent Difference: School Site and District | N/A | N/A | -2.0 | 7.6 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | -15.6 | 13.7 |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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

Myford also receives funding through the City of Irvine, which helps to fund staff development, field trips, instructional materials, and support personnel. The funding helps to pay for support personnel who work to support our differentiated reading, writing, mathematics, and EL program. The additional support helps to reduce teacher-student ratios and provides extra support for students and teachers in order to meet student needs.

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,636 | \$47,903 |
| Mid-Range Teacher Salary | \$83,297 | \$74,481 |
| Highest Teacher Salary | \$110,872 | \$98,269 |
| Average Principal Salary (Elementary) | \$140,065 | \$123,495 |
| Average Principal Salary (Middle) | \$158,854 | \$129,482 |
| Average Principal Salary (High) | \$159,484 | \$142,414 |
| Superintendent Salary | \$329,796 | \$271,429 |
| Percent of Budget for Teacher Salaries | 37.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers are given the opportunity to participate in Professional Development through district offerings, as well as through the school site. Summer workshops are in place so that teachers can sign up to attend trainings of their choice. A select group of teachers participated in GATE Training, Readers Workshop Summer Institute, a Coaches' Readers Workshop Institute, attended a Social Thinking conference, a CUE Conference, and a Mindfulness Workshop.

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