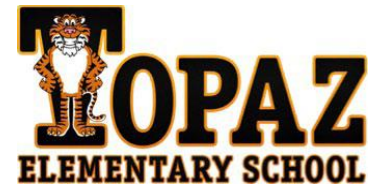
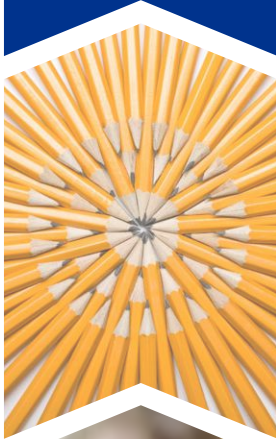


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Topaz Elementary School

Christa Borgese
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3232 Topaz Lane.
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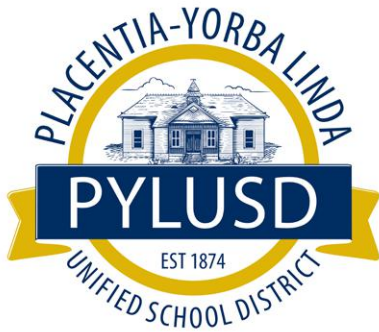
Grades: K-6
Phone: (714) 993-9977
<http://topazschool.org>

CDS Code: 30-66647-6085633

Para español, visita:
www.pylusd.org

Placentia-Yorba Linda USD

Placentia-Yorba Linda Unified School District • 1301 E. Orangethorpe Avenue Placentia, CA 92870 • www.pylusd.org
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*PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*

Governing Board

Judi Carmona, *President*
Karin Freeman, *Vice President*
Carol Downey, *Clerk*
Carrie Buck, *Trustee*
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Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room school-houses, and, with courage, hard work and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District (PYLUSD) as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. We launched The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students, first and foremost; our district employees; families; and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key focus areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff and parents, as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2016-17 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Greg Plutko, Ed.D.
Superintendent

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

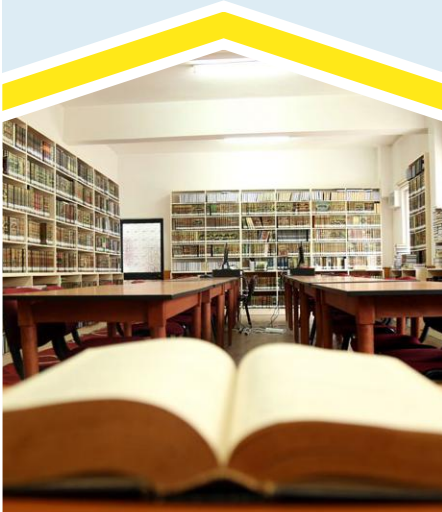
We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.





School Mission Statement

The mission of Topaz Elementary School is to provide, in partnership with students, parents, staff and the community, a high-quality, challenging educational program, which focuses on the mastery of basic skills, the use of technology, and the development of critical thinking and effective communication. Our goal is to foster in all students an understanding of responsible citizenship and a desire for lifelong learning.

Principal's Message

Our vision at Topaz Elementary School is to provide an exemplary education for all of our students. Our goal at Topaz is to provide each student with a challenging and rigorous curriculum appropriate to his or her academic level. We believe every child can achieve academic success. To this end, every child will be provided with quality instructional experiences that recognize, support and maintain high expectations for all students. Parent involvement has always been important at Topaz Elementary School. Students benefit from parents who play an active role in their child's education. Through teamwork, open communication and a dedication to continuous improvement, we will continue to be a school where each child is challenged, nurtured and provided with a safe and stimulating learning experience.

Core Belief

All children can learn. All administrators, teachers, support staff, parents and students are responsible for accomplishing that mission and ensuring that each child is successful.

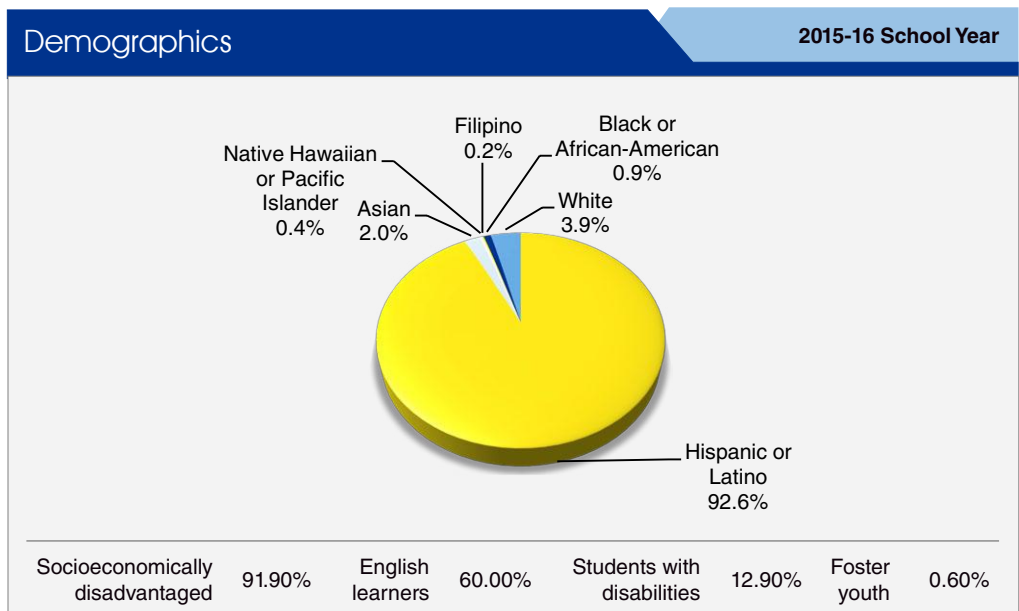
School Safety

The administration and staff of Topaz are committed to providing quality educational programs in a safe, orderly environment. Topaz Elementary School's Safe School Action Plan, includes a crisis plan, established discipline policies, mechanisms that involve addressing school safety issues, how to respond when feeling threatened or in need of assistance, and a truancy-reduction program. The plan also promotes an educational environment where students, parents, staff and community communicate respectfully with all cultures, races and religious backgrounds. The plan is reviewed with staff and parents. Monthly drills are staged for students and staff to practice procedures in case of an emergency. Topaz staff is committed to providing the opportunity for students to learn in a safe, orderly environment and to developing socially responsible young people. The fall parent packet includes the Topaz Behavior Plan. It is to be read and signed by student and parents. It clarifies the behavior expectations and discipline procedures used to provide a safe campus for all students. During parent conferences in the fall, all students, teachers and parents sign the Home School Compact and pledge their participation in supporting a safe learning environment.

The school safety plan was last reviewed, updated and discussed with the school faculty in December 2016.

Enrollment by Student Group

The total enrollment at the school was 543 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



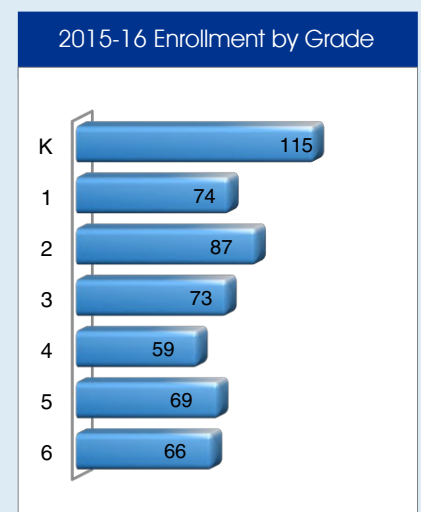
School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.





Parental Involvement

Topaz encourages an active partnership between educators and parents in order to maximize the learning experience of all students. The Title I instructional coach works with the principal and other staff members to coordinate parent involvement. The Topaz School Site Council meets quarterly to provide input regarding school programs, budgets, school governance and school projects. For more information, contact Blanca Gibbons, SLI coordinator, at (714) 993-9977, extension 43213. In addition, the English Language Acquisition Committee (ELAC) meets quarterly to provide input regarding the English language development program and other issues affecting English learner students. Topaz offers a variety of training sessions for parents, including phonology classes, ESL (through Adult Education and NOCCC) and family events. We also offer frequent parent-teacher conferences to allow parents to work together with their children to increase understanding of the school curriculum and learn strategies for helping their children at home. CBET English classes are available. Child care and School Readiness Preschool are available to children of all parents attending English classes.

For more information, contact Christa Borgese at (714) 993-9977. Parents are also involved in field trips, Red Ribbon Week, Teacher Appreciation Week, school pictures, quarterly award assemblies, annual parent conferences, Volunteer Appreciation Tea, Spring School Celebration of Academic Success, Jog-a-thon fundraiser event, Holiday Program and the end-of-the-year family celebration.

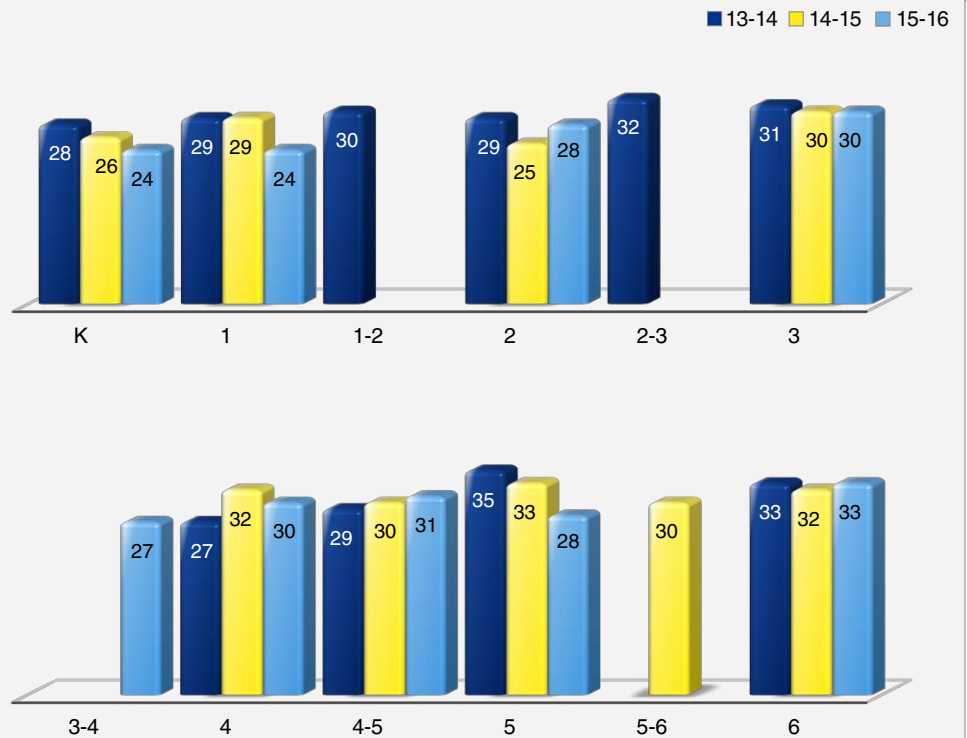
For more information on how to become involved at the school, please contact Blanca Gibbons, Title I instructional coach, at (714) 993-9977.

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms 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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			3	
1		2			3			3	
1-2		1							
2		1			3			3	
2-3		1							
3		2			2			2	
3-4								1	
4		2			1	1		1	
4-5		1			1			1	
5			2			1		2	
5-6					1				
6		1	1		1	1		2	





"Our goal at Topaz is to provide each student with a challenging and rigorous curriculum appropriate to his or her academic level."

School Description

Topaz Elementary School is located in Fullerton, California, just a few blocks away from California State University, Fullerton.

Topaz Elementary School is a California Distinguished School and Title I High Performing Academic Achievement School. There are approximately 560 students in grades K-6. A preschool special day class (SDC) classroom of approximately 10 students and a preppy K with 27 students are also on the Topaz campus. There are 18 general education classrooms, a preppy K class, kinder SDC class and preschool SDC class. Approximately 61 percent of our students are English learners, and 73 percent of students qualify as socio-economically disadvantaged.

Students are provided a comprehensive standards-based curriculum, which includes reading, language arts, mathematics, history/social science, English language development, visual and performing arts, physical education, and health. Two computer labs and a library-media center along with four centrally located computer pods provide additional educational opportunities through the use of technology. Currently, Topaz has four complete ChromeCarts with 40 Chromebooks each. Each classroom has daily access to technology for the students including laptops, desktops, Chromebooks and an interactive whiteboard.

A total of 51 staff members, including 19 regular education teachers, a preppy K teacher, SDC kindergarten teacher, and a SDC preschool teacher are employed at Topaz. Other staff members include a principal, Title I instructional coach, part-time psychologist, an education specialist, speech pathologist, three part-time music teachers, a part-time PE teacher, library media clerk, school secretary, two office clerks, computer aide, school readiness facilitator, one Resource Specialist (RSP) aide, six special-education aides, five noon supervisors, two custodians and a part-time health clerk.

The school is pleased to offer the innovative MIND Research Institute Spatial-Temporal Math program, where all students take part in weekly standards-aligned web-based math activities that prepare students for algebra. Topaz provides challenge opportunities for all students in primary grade classrooms through our Response to Intervention (RTI) model. Fourth-, fifth- and sixth-grade students take part in the district elementary band, vocal and orchestra music programs. We also house an after-school CASA program for students. CASA offers homework assistance, remedial academic practice, and enrichment activities in a safe environment during the after-school hours until 6 p.m.

Topaz Elementary is well-known for providing a nurturing environment and high-quality education to all students. Students participate in our positive behavior plan which teaches "Do the right thing, at the right time, in the right place." Our "ROARS" behavior motto emphasizes being respectful, organized, achieving, responsible and safe. Students are regularly rewarded for displaying positive behaviors.

Students experience a rigorous academic curriculum through hands-on activities, explicit, direct instruction, use of technology and support through early interventions in order to ensure academic success. At-risk students are given benchmark assessments in the area of reading three times per year as part of the Response to Intervention Program (RTI). Our intensive intervention plan not only ensures that struggling students are identified and helped early, but also that students needing enrichment are accelerated. Our highly qualified, experienced, and innovative teachers work in collegial professional learning communities weekly to provide students with a balanced and comprehensive educational program. They willingly participate in ongoing professional growth and deliver the most current and relevant curriculum and instruction to students. All K-6 general-education staff was extensively trained and have implemented in Cognitively Guided Instruction in Math. Teachers participate in ongoing staff development at this time for Common Core State Standards implementation.

Topaz is fortunate to also be the home to several other additional programs. On the west side of our campus are the Assessment Center and Health Clinic, Community-Based English Tutoring (CBET) classes, Joya Scholars and a new State Preschool. These programs all offer support to struggling families for early intervention.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5

Four of six standards	20.3%
Five of six standards	18.8%
Six of six standards	34.8%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-6.

The “percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Topaz ES			PYLUSD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	74%	77%	67%	77%	75%	74%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	70	69	98.57%	66.67%	
Male	38	37	97.37%	72.97%	
Female	32	32	100.00%	59.38%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	69	68	98.55%	66.18%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	66	65	98.48%	64.62%	
English learners	29	29	100.00%	34.48%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Topaz ES		PYLUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	53%	54%	62%	66%	44%	48%
Mathematics	34%	42%	55%	57%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	74	72	97.30%	38.90%
Male	40	39	97.50%	33.30%
Female	34	33	97.10%	45.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	65	63	96.90%	38.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	69	67	97.10%	40.30%
English learners	45	44	97.80%	22.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	74	73	98.70%	38.40%
Male	40	40	100.00%	45.00%
Female	34	33	97.10%	30.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	65	64	98.50%	37.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	69	68	98.60%	36.80%
English learners	45	45	100.00%	20.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	62	60	96.80%	55.00%
Male	36	35	97.20%	54.30%
Female	26	25	96.20%	56.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	59	57	96.60%	54.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	61	59	96.70%	54.20%
English learners	29	27	93.10%	29.60%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	62	62	100.00%	46.80%
Male	36	36	100.00%	47.20%
Female	26	26	100.00%	46.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	59	59	100.00%	44.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	61	61	100.00%	47.50%
English learners	29	29	100.00%	34.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	70	69	98.60%	56.50%
Male	38	37	97.40%	51.40%
Female	32	32	100.00%	62.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	69	68	98.60%	55.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	66	65	98.50%	55.40%
English learners	29	29	100.00%	24.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	70	69	98.60%	44.90%
Male	38	37	97.40%	54.10%
Female	32	32	100.00%	34.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	69	68	98.60%	44.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	66	65	98.50%	43.10%
English learners	29	29	100.00%	24.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	67	65	97.00%	67.69%
Male	37	35	94.60%	60.00%
Female	30	30	100.00%	76.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	63	61	96.80%	67.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	61	60	98.40%	68.33%
English learners	23	22	95.70%	27.27%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	67	66	98.50%	37.88%
Male	37	36	97.30%	38.89%
Female	30	30	100.00%	36.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	63	62	98.40%	38.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	61	61	100.00%	39.34%
English learners	23	23	100.00%	8.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Textbooks and Instructional Materials

The assistant superintendent of Educational Services shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school (elementary) or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review submitted on state-authorized lists and any other materials which may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the assistant superintendent of Educational Services. The assistant superintendent is responsible for preparing recommendations for the Board of Education. The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2016. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New State Frameworks have been adopted in English language arts and English language development and mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the State of California adoption timeline. Mathematics textbooks were adopted in the spring of 2015. English language arts and English language development textbooks will be available for preview in the spring of 2016 for a possible pilot during the 2016-17 school year and recommended for adoption in the spring of 2017 for implementation in 2017-18.

November 15, 2016 Update

Currently, ELA/ELD materials are being piloted in K-5, 6-8 and 9-12. Pilot teachers are in the process of evaluating materials based on criteria provided by the California ELA/ELD adoption toolkit. It is the hope that grade band steering committees will reach consensus and make a recommendation to the PYLUSD Curriculum Council in January 2017.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	<i>The Language of Literature</i> , McDougal Littell (6)	2010
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics</i> , Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

Currency of Textbook Data

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date		9/13/2016

★ Currently piloting state-approved ELA/ELD materials.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2016-17 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals work with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Topaz Elementary School was built in 1971 and is located in Fullerton, California. The main building houses 16 classrooms, a multipurpose room, a main office with several supplemental offices, a lounge, library, and two computer labs. There are eight portables behind the main building that house classrooms; CASA; and support programs such as occupational therapy, music classes and storage. The school is in excellent condition, having undergone modernization in 2008-09. All classrooms have updated carpet, wiring, lights, interactive technology and standardized furniture. There is one main kitchen area and a large field area for play and physical education. At this time, the school is at capacity with all available space being utilized during the school day. Students at Topaz arrive at the front gate and are welcomed onto the grounds by a duty supervisor and teacher on duty, as well as parent greeters. As students are picked up by their classroom teacher to enter class, all visitors are exited from the grounds and building. Parents who are volunteering or have a scheduled observation sign in at the office and are directed to their assignment. All gates and doors (except the main gate) on the perimeter of the school are secured for safety purposes each morning, midday after kindergarten dismissal, and at the end of the school day to ensure the safety of our students attending after-school activities.

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be completed before the end of the 2016-17 school year. Maintenance items will be prioritized so that student safety is not compromised.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			5/21/2016
Date of the most recent completion of the inspection form			5/21/2016

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year	
	Topaz ES	PYLUSD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2012-2013	2013-2014	
Year in Program Improvement	Year 2	Year 1	
Number of schools currently in Program Improvement	6		
Percentage of schools currently in Program Improvement	75.00%		



Professional Development

2014-15

To support teachers during the one day of preservice in August 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards (CCSS). Specific focus areas for preservice in 2014 included unwrapping the English and language arts (ELA) Speaking and Listening standards and the English language development (ELD) Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content-area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For preservice training, teachers attend workshop presentations at various sites in grade-level and content-area groupings. Trainers mostly consist of trained district staff with outside presenters as needed and appropriate. For 2014, the preservice training was one all-day training.

Follow-up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all-day trainings, site support and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on-site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade-level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction and assessment.

2015-16

While the 2015-16 school year did not allow for a devoted professional development day during preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Interventions and Supports (PBIS), and AVID/WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn) strategies. Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as the Individualized Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [BTS]).

2016-17

All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on district-wide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Topaz ES	1 day	0 days	0.5 day



"We believe every child can achieve academic success."

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Topaz ES			
	13-14	14-15	15-16
Suspension rates	2.0%	1.5%	1.5%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	13-14	14-15	15-16
Suspension rates	3.4%	2.4%	2.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.000
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.600
Career development counselor	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.750
Psychologist	0.400
Social worker	0.000
Nurse	0.330
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.000
Other	
	FTE
Computer instruction specialist	0.475
Health clerk	0.250

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	PYLUUSD	Topaz ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	1,103	25	25	26
Without a full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Topaz ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Topaz ES	100.00%	0.00%
All schools in district	99.96%	0.04%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	99.94%	0.06%

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	PYLUSD	Similar Sized District
Beginning teacher salary	\$41,884	\$45,092
Midrange teacher salary	\$77,650	\$71,627
Highest teacher salary	\$97,416	\$93,288
Average elementary school principal salary	\$114,032	\$115,631
Average middle school principal salary	\$118,601	\$120,915
Average high school principal salary	\$130,001	\$132,029
Superintendent salary	\$242,400	\$249,537
Teacher salaries: percentage of budget	41%	37%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Topaz ES	\$4,199	\$74,383
PYLUSD	\$6,647	\$76,363
California	\$5,677	\$75,837
School and district: percentage difference	-36.8%	-2.6%
School and California: percentage difference	-26.0%	-1.9%

Types of Services Funded

In addition to school site budgets, our school also receives the following supplemental funding:

- ASB gifts funds: Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources and other instructional supplies
- Title I funding: Federal funding based on free and reduced-price lunch program participation rates to provide additional services
- Title III federal funding: For English learners
- Other grants: Community-Based English Tutoring (CBET), School Readiness and others

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,219
Expenditures per pupil from restricted sources	\$1,020
Expenditures per pupil from unrestricted sources	\$4,199
Annual average teacher salary	\$74,383

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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