



Topaz Elementary School

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Grades K-6
CDS Code 30-66647-6085633

Para español, visita
www.plyusd.org

SARC

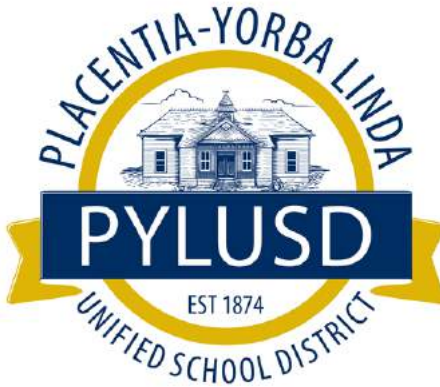
2016-17
School Accountability
Report Card
Published in 2017-18



Placentia-Yorba Linda USD

Placentia-Yorba Linda Unified School District ▪ 1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ www.plyusd.org

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PYLUSD: Where ...

*Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*

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Superintendent's Message

Dear PYLUSD Families,

On behalf of the Placentia-Yorba Linda Unified School District (PYLUSD) Board of Trustees, I am delighted to welcome you to the 2017-18 school year. The first day of school is always filled with great anticipation and excitement, and though the first day of school marks a new beginning for our students, the district's vision for the year remains steady and clear: We are committed to being a dynamic learning community that prepares every student for success now and in the future.

In preparation for the new year, PYLUSD teachers, staff and administrators remained hard at work to ensure the continued growth of the district's five focus areas—academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources. This included developing curriculum, exploring new classroom strategies, engaging staff with various professional-growth opportunities, strengthening community partnerships, increasing educational opportunities outside of the classroom, updating campus facilities, and much more. Whew—I could not be more proud of the thoughtful work that staff bring to each and every school year!

Looking ahead to another successful PYL school year, the district will continue to be driven by the mutual sense of pride and appreciation for the community that embraces and supports the influence of our teachers and staff. We are keenly aware of the valuable partnership our families and community partners play in our everyday success. It is that same unique partnership that helps to provide our students the very best in 21st century educational experiences. Future ready ... you bet!

Whether students enter the new school year with their very first backpack and lunchbox in preppy-K or a senior preparing to start the journey leading to the family celebration of the graduation stage, PYLUSD wants to ensure that each student feel a sense of home and belonging on our campuses. Student and teacher success are vitally intertwined, and that momentum building success stems from a culture that promotes the emotional health, safety and well-being of students. That culture of care and belonging is truly the PYLUSD way!

Wishing you all the very best in the new school year. Let our journey begin!

Warm regards,

Gregory S. 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.



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, we will provide every child 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.

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 Stephanie Valdez-Schrader, SPSA 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, English as a Second Language (ESL) classes (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.

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 Christa Borgese, principal, at (714) 993-9977.

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.

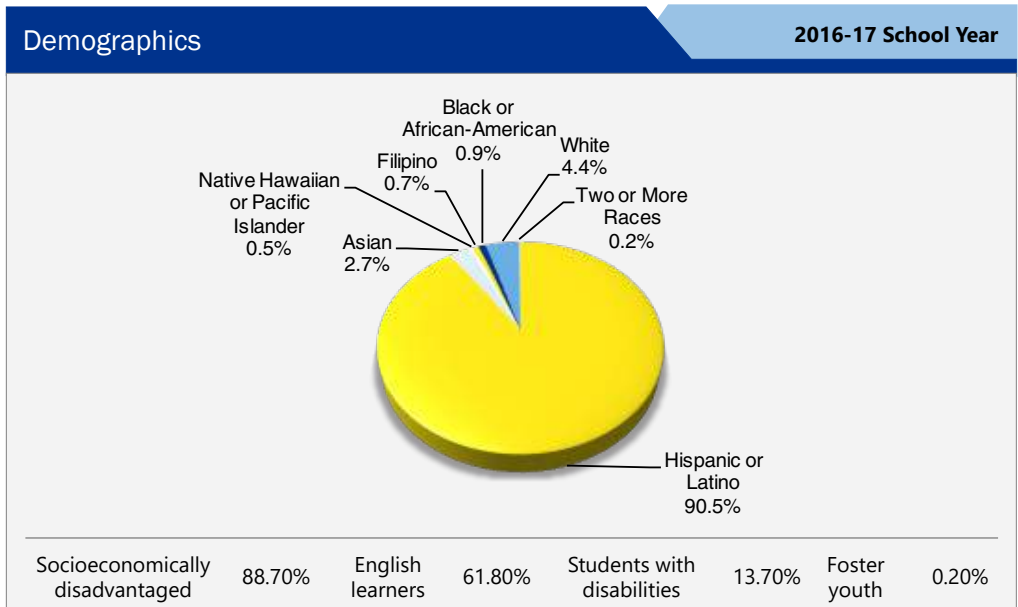
School Mission Statement

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.



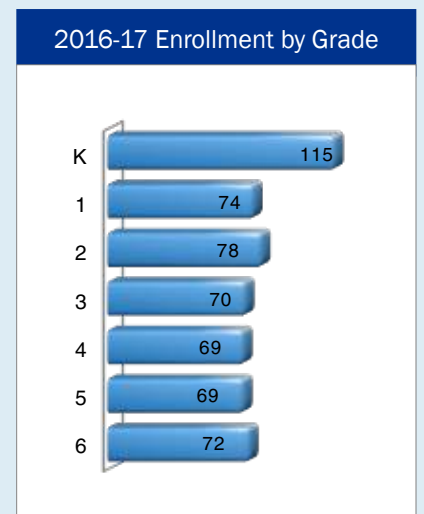
Enrollment by Student Group

The total enrollment at the school was 547 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



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 staff and parents review the plan. We stage monthly drills 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 January 2018.

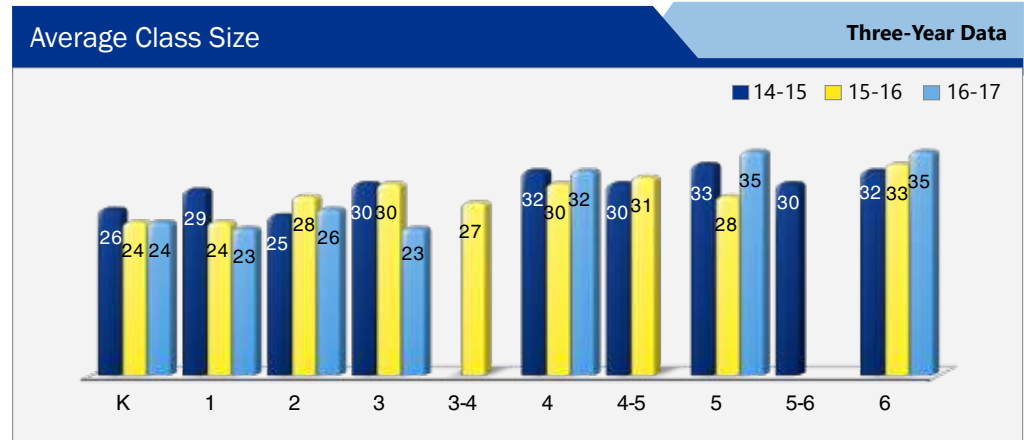
Types of Services Funded

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

Class Size Distribution

The bar graph displays 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.



Number of Classrooms by Size **Three-Year Data**

| Grade | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|-------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| | Number of Students | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | 4 | | | 3 | | | 3 | |
| 1 | | 3 | | | 3 | | | 3 | |
| 2 | | 3 | | | 3 | | | 3 | |
| 3 | | 2 | | | 2 | | 1 | 2 | |
| 3-4 | | | | | 1 | | | | |
| 4 | | 1 | 1 | | 1 | | | 2 | |
| 4-5 | | 1 | | | 1 | | | | |
| 5 | | | 1 | | 1 | | | | 2 |
| 5-6 | | 1 | | | | | | | |
| 6 | | 1 | 1 | | 2 | | | | 2 |

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 **Three-Year Data**

| | Topaz ES | | | PYLUSD | | | California | | |
|-------------------------|----------|-------|-------|--------|-------|-------|------------|-------|-------|
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Suspension rates | 1.5% | 1.5% | 3.0% | 2.4% | 2.6% | 2.6% | 3.8% | 3.7% | 3.6% |
| Expulsion rates | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |

Professional Development

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 [BTSA]).

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 districtwide 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.

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, All PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.



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

2016-17 School Year

Grade 5

| | |
|------------------------------|-------|
| Four of six standards | 24.3% |
| Five of six standards | 12.9% |
| Six of six standards | 35.7% |

| Professional Development Days | Three-Year Data | | |
|-------------------------------|-----------------|----------|----------|
| | 2015-16 | 2016-17 | 2017-18 |
| Topaz ES | 0 days | 0.5 days | 0.5 days |

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math 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 table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy 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 CAA 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 table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

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)/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|----------|-------|--------|-------|---------------|-------|
| | Topaz ES | | PYLUSD | | California | |
| Subject | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| English language arts/literacy | 54% | 49% | 66% | 67% | 48% | 48% |
| Mathematics | 42% | 43% | 57% | 59% | 36% | 37% |



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 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 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 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 2017-18 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 | | 2017-18 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% | |

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-6)

| Percentage of Students Meeting or Exceeding State Standards | | | | 2016-17 School Year |
|---|------------------|---------------|-------------------|----------------------------|
| English Language Arts | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
| All students | 274 | 273 | 99.64% | 48.70% |
| Male | 155 | 154 | 99.35% | 49.01% |
| Female | 119 | 119 | 100.00% | 48.31% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 251 | 251 | 100.00% | 47.98% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 13 | 13 | 100.00% | 50.00% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 258 | 257 | 99.61% | 47.43% |
| English learners | 206 | 205 | 99.51% | 45.81% |
| Students with disabilities | 27 | 27 | 100.00% | 37.04% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |
| Mathematics | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
| All students | 274 | 274 | 100.00% | 42.70% |
| Male | 155 | 155 | 100.00% | 43.87% |
| Female | 119 | 119 | 100.00% | 41.18% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 251 | 251 | 100.00% | 41.04% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 13 | 13 | 100.00% | 61.54% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 258 | 258 | 100.00% | 41.86% |
| English learners | 206 | 206 | 100.00% | 39.81% |
| Students with disabilities | 27 | 27 | 100.00% | 22.22% |
| 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.

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 | |
|---|----|
| 2017-18 School Year | |
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | 0% |
| Foreign language | 0% |
| Health | 0% |

Currency of Textbooks

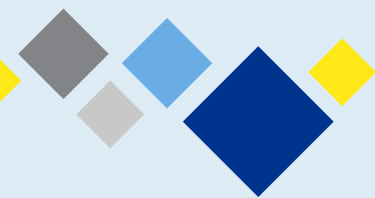
This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | |
|-----------------------|-----------|
| 2017-18 School Year | |
| Data collection date | 9/12/2017 |

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 that 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 2017. 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 History Social Science 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. English language arts and English language development textbooks were adopted in the spring of 2017. History Social Science textbooks will be available for preview in the spring of 2018 for a possible pilot during the 2018-19 school year and recommended for adoption in the spring of 2019 for implementation in 2019-20.

| Textbooks and Instructional Materials List | | 2017-18 School Year |
|--|---|---------------------|
| Subject | Textbook | Adopted |
| English language arts | Benchmark Advance, Benchmark Education Company (K-5) | 2017 |
| 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 | <i>Houghton Mifflin Harcourt</i> , Houghton Mifflin Harcourt California Collections (6) | 2017 |
| 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 |



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 a 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.

Quality of Textbooks

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

| Quality of Textbooks | | 2017-18 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 Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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 | | 2017-18 School Year |
|--|---------------|---------------------|
| Items Inspected | Repair Status | |
| Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good | |
| Interior: Interior surfaces (floors, ceilings, walls and window casings) | Good | |
| Cleanliness: Pest/vermin control, overall cleanliness | Good | |
| Electrical: Electrical systems | Good | |
| Restrooms/fountains: Restrooms, sinks and drinking fountains | Good | |
| Safety: Fire safety, emergency systems, hazardous materials | Good | |
| Structural: Structural condition, roofs | Good | |
| External: Windows/doors/gates/fences, playgrounds/school grounds | Good | |
| Overall summary of facility conditions | Good | |
| Date of the most recent school site inspection | 5/9/2017 | |
| Date of the most recent completion of the inspection form | 5/9/2017 | |

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 540 students enrolled from preschool through sixth grade. Topaz has one preppy-K class (transitional kindergarten). There are 17 general education classrooms, a preppy K class, one kinder special day class (SDC), two SDCs with students in grades 1-6 and a preschool SDC class. Approximately 60 percent of our students are English learners, and 87 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 eight complete Chromebook carts 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 57 staff members, including 17 regular education teachers, a preppy K teacher, and four SDC teachers 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, a library media clerk, computer aide, school secretary, two office clerks, a school readiness facilitator, 12 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, and vocal and orchestra music programs. We also house an after-school Community After School Academy (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.

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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 and the custodial supervisor work with the site 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 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

School Description

Continued from page 9

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 (RTI) program. 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 also fortunate to 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.

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 | | | |
|---|-----------------|----------|-------|-------|
| | PYLUSD | Topaz ES | | |
| | | 17-18 | 15-16 | 16-17 |
| Teachers | | | | |
| 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 | 15-16 | 16-17 | 17-18 |
| Teacher misassignments of English learners | 0 | 0 | 0 |
| Total teacher misassignments | 0 | 0 | 0 |
| Vacant teacher positions | 0 | 0 | 0 |

◇ Not applicable.



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 | |
|--|------------|
| 2016-17 School Year | |
| Academic Counselors | |
| FTE of academic counselors | 0.000 |
| Average number of students per academic counselor | ◇ |
| Support Staff | |
| | FTE |
| Social/behavioral counselor | 0.000 |
| Career development counselor | 0.000 |
| Library media teacher (librarian) | 0.000 |
| Library media services staff (paraprofessional) | 0.750 |
| Psychologist | 0.600 |
| 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 |

Financial Data

The financial data displayed in this SARC is from the 2015-16 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 | | 2015-16 Fiscal Year |
|--|-----------|------------------------|
| | PYUSD | Similar Sized District |
| Beginning teacher salary | \$44,188 | \$47,808 |
| Midrange teacher salary | \$81,921 | \$73,555 |
| Highest teacher salary | \$102,774 | \$95,850 |
| Average elementary school principal salary | \$117,581 | \$120,448 |
| Average middle school principal salary | \$125,626 | \$125,592 |
| Average high school principal salary | \$135,431 | \$138,175 |
| Superintendent salary | \$255,732 | \$264,457 |
| Teacher salaries: percentage of budget | 39% | 35% |
| 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 | | 2015-16 Fiscal Year |
|---|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Topaz ES | \$4,928 | \$79,880 |
| PYUSD | \$7,202 | \$82,486 |
| California | \$6,574 | \$79,228 |
| School and district: percentage difference | -31.6% | -3.2% |
| School and California: percentage difference | -25.0% | +0.8% |

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 | |
|---|----------|
| 2015-16 Fiscal Year | |
| Total expenditures per pupil | \$6,011 |
| Expenditures per pupil from restricted sources | \$1,083 |
| Expenditures per pupil from unrestricted sources | \$4,928 |
| Annual average teacher salary | \$79,880 |



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.

