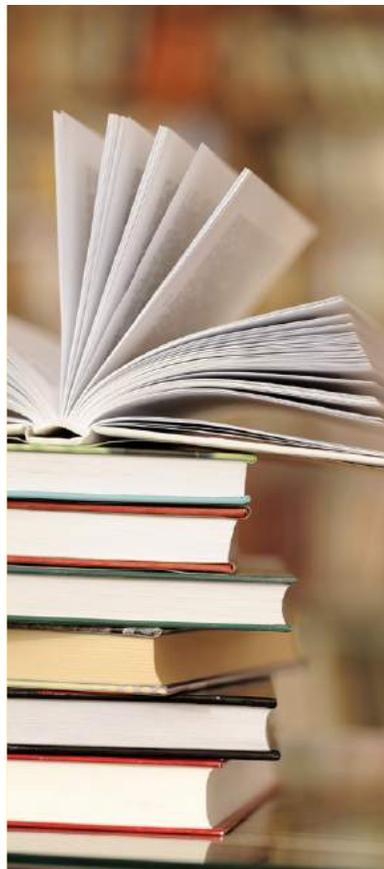# SARC

2017-18 School Accountability
Report Card

Published in 2018-19

Topaz Elementary School

Grades Preschool-6
CDS Code 30-66647-6085633

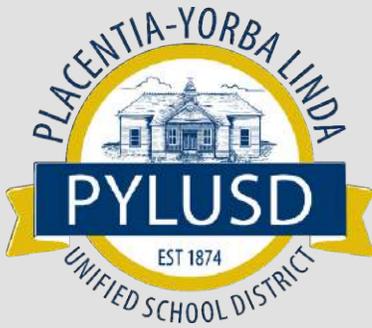Christa Borgese
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Para español, visita
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Placentia-Yorba Linda Unified School District

1301 E. Orangethorpe Avenue · Placentia, CA 92870 · (714) 986-7000 · www.pylusd.org

Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2018-19 school year in the Placentia-Yorba Linda Unified School District. Before our first day of classes on August 28, I would like to take a moment to share a few of our district's ongoing safety and wellness initiatives that are squarely focused on our students, staff members, families and facilities.

Just before the end of last school year, I shared a letter with our school community regarding the implementation of an electronic visitor management system at all PYLUSD school sites. The goal was for that system to be in place as we start this new school year. Throughout the district, we will refer to this new system as SAM, which stands for School Access Management. I am pleased to report that the system has been installed at each school site. SAM will enhance school security by reading the driver's license, or other approved form of identification, of each visitor while automatically comparing it to California Megan's Law and similar databases nationwide. The new system also has the ability to compare each visitor's identification information against any safety-related family court orders that a school site may need to support.

The office management system will generate and print a temporary ID badge that includes the photo and name of the visitor, the date and time, and the destination on campus. SAM is designed to permanently replace paper sign-in procedures, and will serve as one of many great supports in helping protect our campuses and, most importantly, our students and staff. If you have any specific questions, your school site administrative team will be sure to help. To learn more about SAM, please visit www.pylusd.org/SAM/.

To continue our focus on safety, this summer the district installed security cameras and equipment at our four comprehensive high schools and one continuation high school in various public areas. This includes areas such as building entrances, parking lots, hallways, front offices and more. Please note, the security cameras will be utilized in public areas where there is "no reasonable expectation of privacy." The cameras were not installed in private areas such as classrooms, restrooms, locker rooms, changing areas, or private offices, and may not be monitored at all times. In addition, new fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities.

The wellness of our student athletes has also been a point of emphasis this summer. Starting with our fall season of sport, we will now provide all high school student athletes pre- and post-concussion testing at no cost to our families. ImPACT Applications provide the test, which is an evidence-based tool that will help in the concussion management and wellness of our students. Thousands of K-12 schools, universities and colleges use the tool. In PYLUSD, participating students will be administered a computer-based, pre-concussion test designed to assess visual and verbal memory, reaction time and processing speed. The goal of the concussion testing is to provide the medical providers of our families with additional objective data to assist in the treatment planning of students as they return to the classroom and their sport.

Lastly, summer break also afforded essential time to focus on the important work surrounding student wellness and mental health. Our Wellness Team, under the direction of Deputy Superintendent Candy Plahy, identified and analyzed gaps in the well-established student wellness and mental health services provided by the district. As a result, recommendations were made to increase supports at all of our schools with the hiring of a Board Certified Behavior Analyst (BCBA), as well as Registered Behavior Technicians (RBT), Wellness Specialists, and additional Intern Psychologists. These individuals will now provide counseling, guidance, and behavioral support to students both in and out of the classroom.

Phew! As you can tell, a great deal of meaningful work took place over summer break in order to enhance, develop, and implement the safety and wellness initiatives in support of our students. These efforts truly embody the district's four Core Values of Excellence, Collaboration, Integrity, and Innovation. I want to sincerely thank you for your support as we work to always be the very best for our students, staff members, families and community. Happy new school year, PYLUSD ... It is sure to be our best year yet!

Warm Regards,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@plyusd.org

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.

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. Topaz is excited to announce that a new Parent Teacher Association (PTA) board is now up and running to support our enrichment activities for our students and increase parental involvement.

The 2017-18 school year saw much success in implementing the newly adopted ELA curriculum, Benchmark Advanced, as well as increasing our English learner reclassification rate. Topaz plans to continue to increase student achievement in reading and mathematical problem solving as well as increase our English learner reclassification rate.

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.
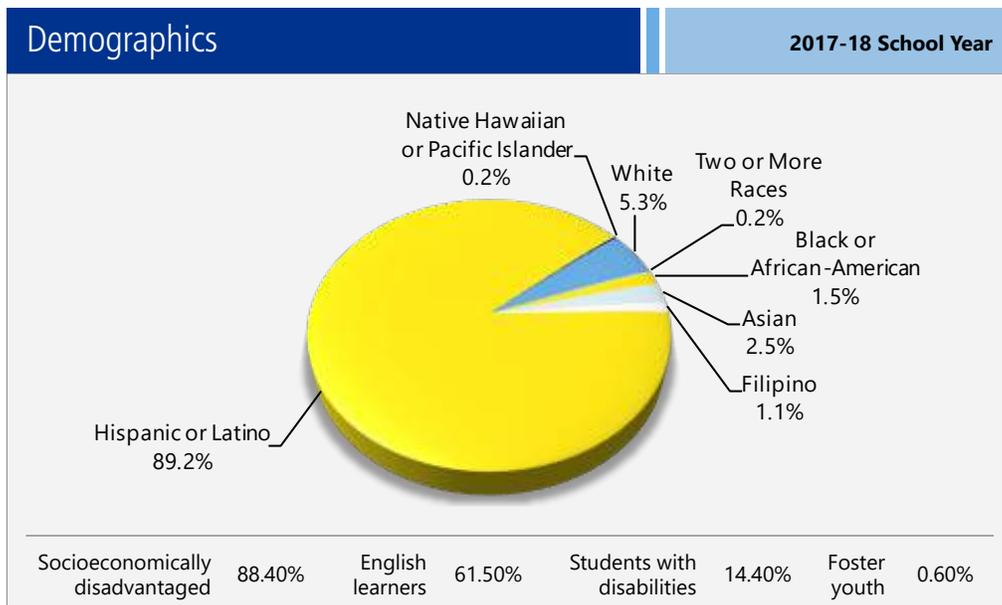
Parental Involvement

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.

Enrollment by Student Group

The total enrollment at the school was 527 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2017-18 School Year

- Native Hawaiian or Pacific Islander 0.2%
- White 5.3%
- Two or More Races 0.2%
- Black or African-American 1.5%
- Asian 2.5%
- Filipino 1.1%
- Hispanic or Latino 89.2%

Socioeconomically disadvantaged	88.40%	English learners	61.50%
Students with disabilities	14.40%	Foster youth	0.60%

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 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 2017-18 school year.

2017-18 Enrollment by Grade

Grade	Enrollment
K	92
1	71
2	75
3	81
4	70
5	68
6	70
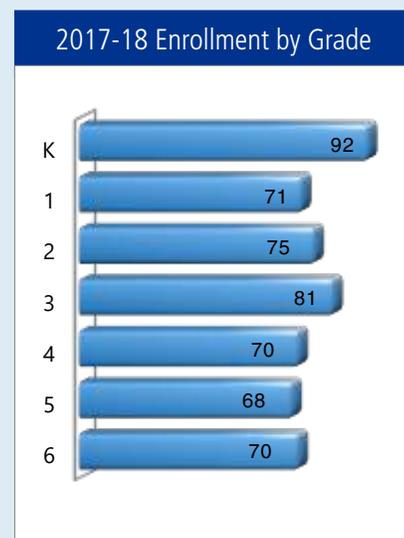
School Mission Statement

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.

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

	15-16	16-17	17-18
Suspension rates	1.5%	3.0%	3.0%
Expulsion rates	0.0%	0.0%	0.4%

PYLUSD

	15-16	16-17	17-18
Suspension rates	2.6%	2.6%	2.8%
Expulsion rates	0.0%	0.1%	0.1%

California

|	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

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.

Average Class Size — Three-Year Data
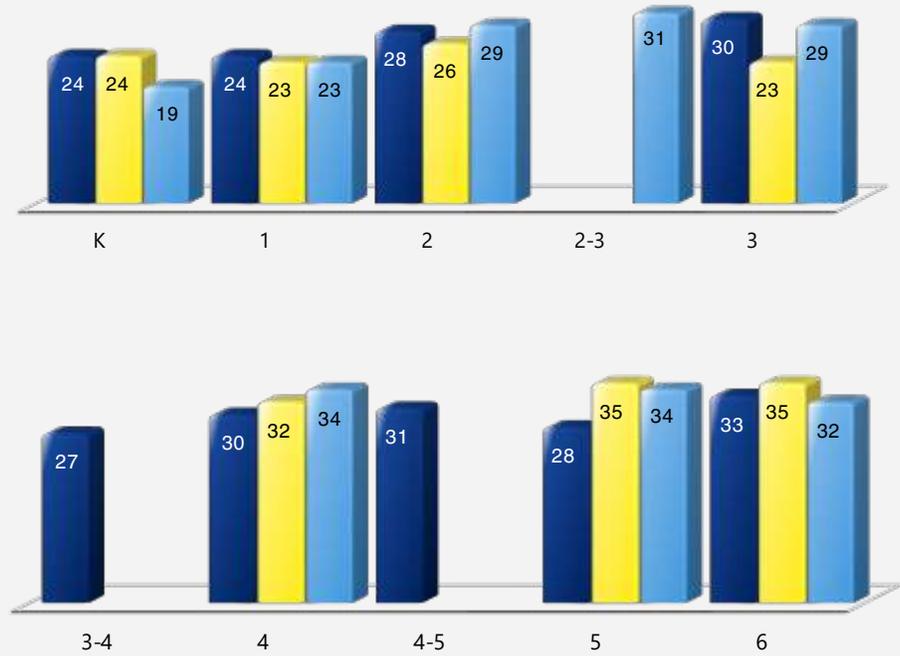
Number of Classrooms by Size — Three-Year Data

Grade	2015-16 1-20	21-32	33+	2016-17 1-20	21-32	33+	2017-18 1-20	21-32	33+
K		3			3		3		
1		3			3			3	
2		3			3			2	
2-3								1	
3		2		1	2			2	
3-4		1							
4		1			2				2
4-5		1							
5		1			2			1	1
6		2			2			1	1

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

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data
	Topaz ES		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

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	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	49%	41%	67%	68%	48%	50%
Mathematics	43%	38%	59%	59%	37%	38%

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.

California Physical Fitness Test	2017-18 School Year
Percentage of Students Meeting Fitness Standards	Topaz ES
	Grade 5
Four of six standards	19.40%
Five of six standards	29.20%
Six of six standards	27.80%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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 mathematics 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.

✧ Not applicable.

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

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	295	293	99.32%	41.30%
Male	175	174	99.43%	39.08%
Female	120	119	99.17%	44.54%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	268	267	99.63%	41.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	12	100.00%	25.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	268	266	99.25%	42.11%
English learners	214	213	99.53%	40.38%
Students with disabilities	49	48	97.96%	14.58%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	295	294	99.66%	38.10%
Male	175	175	100.00%	42.29%
Female	120	119	99.17%	31.93%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	268	268	100.00%	37.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	12	100.00%	33.33%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	268	267	99.63%	38.95%
English learners	214	214	100.00%	36.92%
Students with disabilities	49	48	97.96%	12.50%
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 deputy superintendent 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 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 materials 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 deputy superintendent. The deputy 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 2018. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks will be available for preview in the spring of 2018, for a possible pilot during the 2019-20 school year. The District Curriculum Council may then recommended textbooks for adoption in the spring of 2020, and implementation in 2020-21.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	*Reading*, Houghton Mifflin (K-5)	2003
English language arts	*Medallions*, Houghton Mifflin (upgrade)	2003
English language arts	*The Language of Literature*, McDougal Littell (6)	2010
English language arts	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6)	2017
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	*Written Expression*	2003
Mathematics	*California Math*, Houghton Mifflin (K-5)	2009
Mathematics	*Mathematics*, Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	*Focus on Earth Science*, California Edition; Glencoe (6)	2007
History/social science	*History-Social Science for California*, Scott Foresman (K-5)	2007
History/social science	*Discovering Our Past: Ancient Civilizations*, Glencoe (6)	2006

Quality of Textbooks

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

Quality of Textbooks	2018-19 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

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	
2018-19 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	
2018-19 School Year	
Data collection date	9/11/2018

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.

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 526 students enrolled from preschool through sixth grade. Topaz has one preppy-K class (transitional kindergarten). There are 16 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 61 percent of our students are English learners, and 88 percent of students qualify as socioeconomically 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 technology. Currently, Topaz has 10 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.

Topaz employs 56 staff members, including 16 regular education teachers, a preppy K teacher, and four SDC teachers. 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 new i-Ready math intervention program, where all students take part in weekly standards-aligned, web-based math activities that prepare students for the state assessment. Through our Response to Intervention (RTI) model, Topaz provides challenge opportunities for students in primary grade classrooms. 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.

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	2018-19 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	5/9/2018
Date of the most recent completion of the inspection form	5/9/2018

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 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.

Built in 1971, Topaz Elementary School 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. Eight portables behind the main building 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 exit the grounds and building. Parents who volunteer 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.

Professional Development

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.

2018-19: PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, Universal Design for Learning (UDL), WICOR (AVID Strategies) and technology. Districtwide training on 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, Student Study Team (SST) and Positive Behavioral Interventions and Supports (PBIS) are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on Professional Learning Communities (PLCs) and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. 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 collaborative team meetings by grade level and department.

Professional Development Days		Three-Year Data	
	2016-17	**2017-18**	**2018-19**
Topaz ES	0.5 days	0.5 days	0.5 days

School Description

Continued from page 8

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 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 received extensive training and have implemented in Cognitively Guided Instruction in Math. Teachers participate in ongoing staff development 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.

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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.60
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
Other	**FTE**
Registered behavior technician	0.60
Counseling intern	0.60

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**		
Teachers	**18-19**	**16-17**	**17-18**	**18-19**
With a full credential	1,060	25	26	26
Without a full credential	5	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	**16-17**	**17-18**	**18-19**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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 2019.

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2016-17 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.

Salary Data		2016-17 Fiscal Year
	PYLUSD	**Similar Sized District**
Beginning teacher salary	$44,188	$47,903
Midrange teacher salary	$81,921	$74,481
Highest teacher salary	$102,774	$98,269
Average elementary school principal salary	$115,316	$123,495
Average middle school principal salary	$117,673	$129,482
Average high school principal salary	$134,603	$142,414
Superintendent salary	$297,000	$271,429
Teacher salaries: percentage of budget	37%	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		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Topaz ES	$5,157	$79,899
PYLUSD	$7,712	$83,938
California	$7,125	$80,764
School and district: percentage difference	-33.1%	-4.8%
School and California: percentage difference	-27.6%	-1.1%

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
2016-17 Fiscal Year

Total expenditures per pupil	$6,289
Expenditures per pupil from restricted sources	$1,132
Expenditures per pupil from unrestricted sources	$5,157
Annual average teacher salary	$79,899

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.

Topaz Elementary School