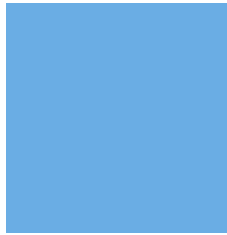
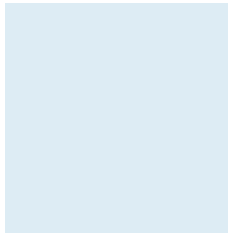


SARC

School Accountability Report Card 2018-19

Published in 2019-20



John O. Tynes Elementary School

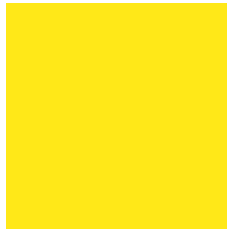
Grades K-6
CDS Code 30-66647-6097018

Debra E. Silverman, Ed.D.
Principal
dsilverman@pylusd.org

735 Stanford Drive
Placentia, CA 92870
(714) 996-5550

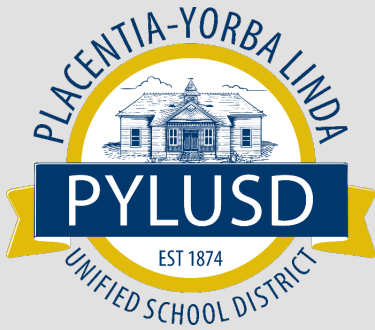
<https://www.johnotynes.org>

Para español, visita www.pylusd.org



Placentia-Yorba Linda Unified School District

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



District Mission Statement

We inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens.

District Vision Statement

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



Governing Board

Eric Padget, President
Judi Carmona, Vice President
Karin Freeman, Clerk
Carol Downey, Trustee
Carrie Buck, Trustee

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

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 2019-20 school year in the Placentia-Yorba Linda Unified School District (PYLUSD). I would like to take a moment to share a few updates regarding our district's strategic plan, known as The PYLUSD Advantage, and our ongoing efforts surrounding the plan's focus areas.

The PYLUSD Advantage serves as a compass to our decision-making and ensures that our students will have the advantage of an outstanding education. It is more than just a document, but rather a road map that outlines the reason we exist, the direction that drives us, what we stand for and so much more.

Earlier this year, a group of dedicated stakeholders including parents, students, community members, business and civic leaders, and our outstanding staff joined together to revise The PYLUSD Advantage that spanned from 2013 through 2018. This process required great attention to detail as the group carefully considered recent stakeholder survey data collected from PYLUSD families, students and employees. It involved many hours of commitment in order to build upon the plan's historic success. Now a finished product, the newly updated Advantage will be utilized from 2019 through 2024. It will continue to shape the future of our school district and can be viewed online anytime at www.pylusd.org/advantage.

The PYLUSD Advantage identifies five focus areas developed to direct the actions of our district. They are essential to the academic growth of our students and the sustained excellence of our organization. Our five focus areas are academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources.

Focus Area 1.0: Academic Achievement is the core of our district's mission and vision. In PYLUSD, students are provided an array of enrichment opportunities to expand their educational experience. New this school year, five PYLUSD elementary schools will be participating in our full-day kindergarten pilot program. This includes Brookhaven, Glenknoll, Morse, Topaz and Woodsboro elementary schools. Our full-day program will be grounded in developmental research to ensure all participating students receive strong academic foundational instruction as well as additional time to participate in enriched visual and performing arts activities. Through the gift of additional time, students will have the opportunity to interact with other students during purposeful play, physical education, computer lab, library, music and movement, hands-on science and many other extended lessons. With the anticipated success of the pilot, PYLUSD hopes to expand the full-day kindergarten program districtwide for the 2020-21 school year.

Focus Area 2.0: Effective Instruction and Leadership ensures our district attracts, trains, and retains employees and strategic leaders who embrace our vision and values. Relative to this focus area for the 2019-20 school year, PYLUSD will provide an in-person training to school and district management staff on the important and challenging topic of bullying and harassment. Our commitment in this sensitive area of adolescence is recognized as essential to student success in PYLUSD. In addition, our district continues to be intentional about creating "belonging spaces" for all students on our campuses. We believe that when PYLUSD employees invest in students' name, face and story, they create a positive learning environment geared towards academic success and overall wellness.

Focus Area 3.0: Engaged Community encourages positive relationships among our students, staff, and parents as well as educational, business and community partners. PYLUSD looks forward to another school year of collaboration with two of our longstanding partners -- the Placentia-Yorba Linda Unified Council (PYLUC) of Parent Teacher Association (PTAs) and Parent Teacher Student Association (PTSAs) and the REACH Foundation. The award-winning PYLUC assists our individual school PTAs/PTSAs by modeling good parliamentary procedures and advocating on behalf of PYLUSD schools. The REACH Foundation is an all-volunteer, education-focused, 501 (c)(3) non-profit organization established to provide our students with resources to expand their knowledge in the areas of arts, athletics and academics. I encourage you to continue your valuable connections with your school's PTA/PTSA and the REACH Foundation in whatever way you may be able to this school year.

Focus Area 4.0: Safe and Respectful Environment will continue to serve as one of our primary objectives this school year. PYLUSD fosters a culture that promotes the emotional health, safety and well-being of students, staff and parents. We will continue to offer a long list of student wellness and mental health supports including our in-house board-certified behavior analyst and crisis counselor, as well as our registered behavior technicians, wellness specialists, psychologists and more. These individuals will provide counseling, guidance, and behavioral support to students both in and out of the classroom. Last school year, we implemented an electronic visitor management system at all PYLUSD school sites. The system, known as School Access Management or SAM, enhances school security by reading the drivers' license or other approved form of identification of campus visitors while comparing it to California Megan's Law and similar databases nationwide. SAM will continue to serve as a great support in helping protect our campuses, students and staff this school year. Furthermore, PYLUSD has entered into an agreement with Interquest Detection Canines, Inc. to provide trained detection canines to conduct random inspections of all high school campuses in our district throughout the 2019-20 year. These canines (Golden and Labrador Retrievers) are trained to detect the presence of illicit drugs, alcohol and gunpowder-based items. Lastly, every PYLUSD school site was scheduled to conduct an emergency lockdown drill with students and staff on campus before September 20. Our goal in conducting these drills is to reassure students, staff and families that we are prepared to respond to all safety-related concerns on our campuses.

Continued on page 3



Superintendent's Message, *Continued from page 2*

Focus Area 5.0: Optimized Resources ensures that all fiscal and capital resources are used to maximize educational opportunities in PYLUSD. 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. Summer also afforded essential time to enhance our learning environments with upgraded roofing, refreshed paint, brighter lights and much more. A special thanks to our maintenance and facilities department for their continued hard work in this area.

As you can see, it has been another busy summer here in PYLUSD! Before we begin, I encourage you to follow the district on Facebook, Instagram and Twitter to stay up-to-date on all of our exciting happenings. We often showcase the many accomplishments achieved by each and every one of our outstanding schools. Lastly, I thank you for your continued support as we work to always be the very best for our students, families, employees and community.

Happy new school year, PYLUSD ... It is sure to be our best year yet!

Sincerely,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@pylUSD.org



Principal's Message

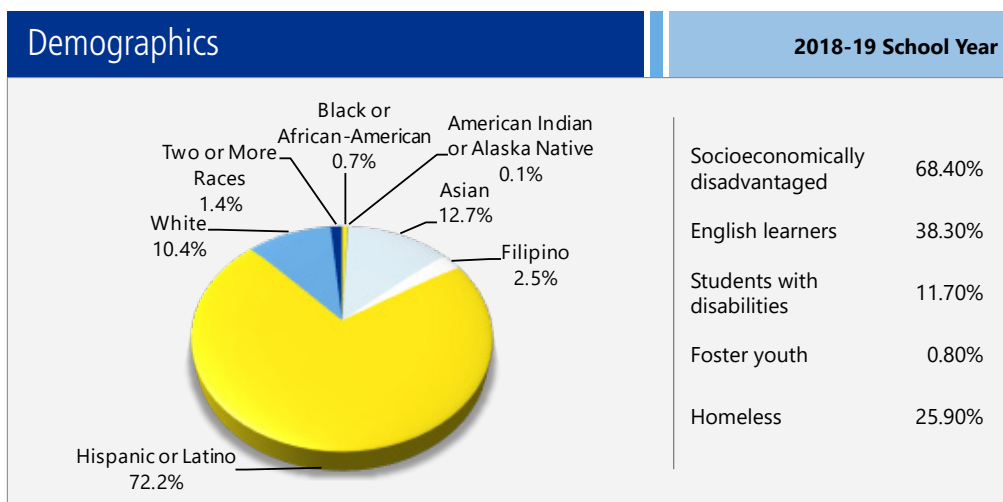
Welcome to John O. Tynes Elementary School, where we are "Committed to Excellence." Our school is a multicultural school with a variety of students and programs that serve our community. We pride ourselves in dedicated service, high academic expectations, and positive and respectful behavior. Our core values include teamwork, integrity, good judgment, effort, responsibility and success. At our site, you will witness preschool special day classes, clinic programs, and Gifted and Talented Education (GATE) for our upper graders. We are committed to every child and their academic progress, striving to ensure that every child has the opportunity to meet his or her potential every day. Our goal is to prepare our children for their future education and work experience. We make every effort to encourage children to develop a love for learning in a safe and academically challenging environment. Our state assessments indicate that we have surpassed both state and county averages and are in line with district averages in both language arts and mathematics.

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.

Enrollment by Student Group

The total enrollment at the school was 852 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



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 actively seek opportunities to serve and work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, responsibility and honesty to ensure the wellbeing of all.

Innovation

We create a culture that celebrates ingenuity, promotes adaptability and inspires intellectual exploration.

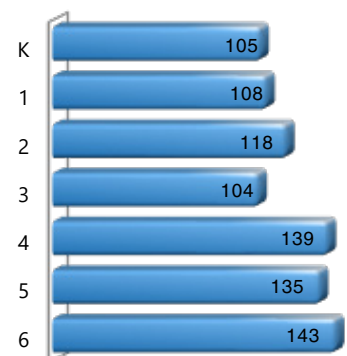
School Accountability Report Card

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 2018-19 school year.

2018-19 Enrollment by Grade



School Mission Statement

It is the mission of John O. Tynes Elementary School to provide, in partnership with students, parents and staff, a safe and nurturing environment that fosters personal growth and self-esteem, encourages respect, individual responsibility, and grants each student equal educational opportunities in order to meet or exceed the California Common Core State Standards. We believe these qualities will create lifelong learners who are prepared to become contributing members of an evolving and diverse society.

School Vision Statement

Endeavoring to equip tomorrow's leaders, we strive to build a community of collaborative and independent thinkers who are personally and academically prepared to meet the diverse and unknown challenges that lie ahead.



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			
Tynes ES			
	16-17	17-18	18-19
Suspension rates	3.6%	2.8%	3.4%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	16-17	17-18	18-19
Suspension rates	2.6%	2.8%	2.0%
Expulsion rates	0.1%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

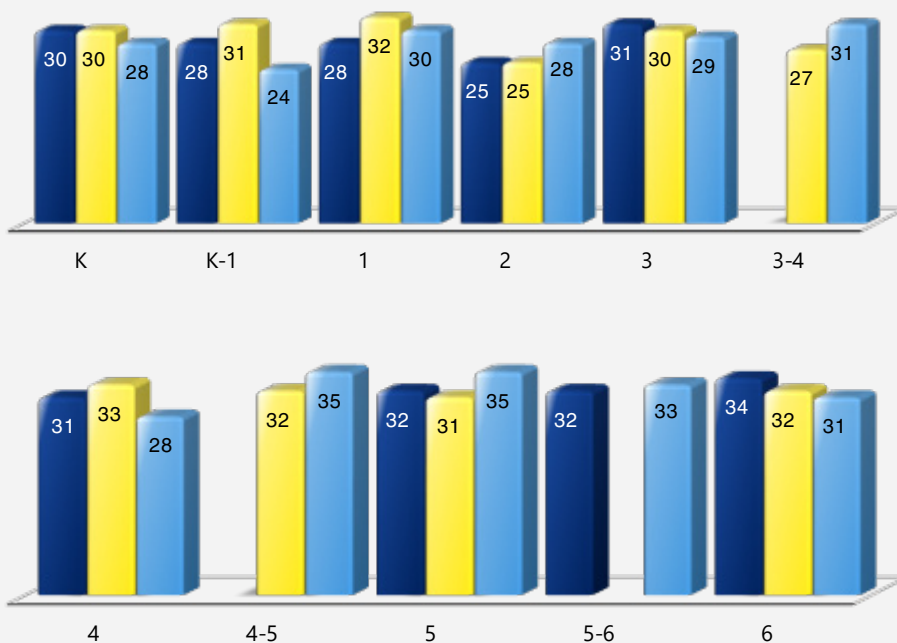
Class Size Distribution

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

■ 16-17 ■ 17-18 ■ 18-19



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			2	
K-1		1			1			1	
1		3			3			3	
2		4			4			4	
3		4			3			3	
3-4					1			1	
4		4				3		4	
4-5					1				1
5		3			4				3
5-6		1							1
6		1	3		3	1		3	1



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Tynes ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (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	
	Tynes ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	60%	57%	68%	68%	50%	51%
Mathematics	54%	52%	59%	59%	38%	40%

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	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Tynes ES
	Grade 5
Four of six standards	19.2%
Five of six standards	23.8%
Six of six standards	36.9%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 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 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 Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	501	498	99.40%	0.60%	56.83%
Male	251	250	99.60%	0.40%	56.00%
Female	250	248	99.20%	0.80%	57.66%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	69	69	100.00%	0.00%	92.75%
Filipino	13	13	100.00%	0.00%	84.62%
Hispanic or Latino	367	365	99.46%	0.54%	45.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	43	42	97.67%	2.33%	85.71%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	344	342	99.42%	0.58%	42.98%
English learners	259	256	98.84%	1.16%	41.02%
Students with disabilities	47	47	100.00%	0.00%	25.53%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	140	139	99.29%	0.71%	33.81%

❖ 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.

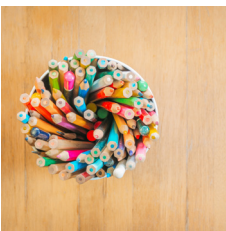
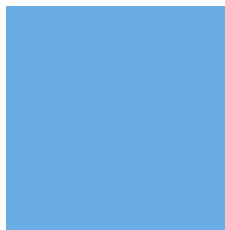
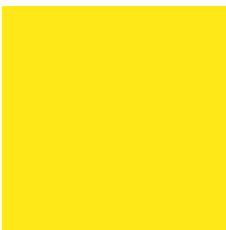




CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	501	501	100.00%	0.00%	52.30%
Male	251	251	100.00%	0.00%	57.37%
Female	250	250	100.00%	0.00%	47.20%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	69	69	100.00%	0.00%	95.65%
Filipino	13	13	100.00%	0.00%	100.00%
Hispanic or Latino	367	367	100.00%	0.00%	38.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	43	43	100.00%	0.00%	83.72%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	344	344	100.00%	0.00%	36.34%
English learners	259	259	100.00%	0.00%	34.75%
Students with disabilities	47	47	100.00%	0.00%	25.53%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	140	140	100.00%	0.00%	29.29%

❖ 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	
2019-20 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	
2019-20 School Year	
Data collection date	9/10/2019

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.

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 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 2019. 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 became available for preview in the spring of 2018. The Science Steering Committee recommended two K-5 publications two 6-8 publications for a pilot during the 2019-20 school year. The District Curriculum Council may recommend textbooks for adoption in the spring of 2020. If adopted, implementation of the NGSS aligned materials will begin in 2020-21.

Textbooks and Instructional Materials List		2019-20 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	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (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, Course 1</i> ; 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

Quality of Textbooks

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

Quality of Textbooks		2019-20 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		2019-20 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		4/12/2019
Date of the most recent completion of the inspection form		4/12/2019

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 2019-20 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.

John O. Tynes Elementary School was built in 1977. The main building houses 30 classrooms, a multipurpose room, a main office with two supplemental offices, a lounge, library and computer lab. There are 19 portables behind the main building that house classrooms; child care; and support programs such as adaptive physical education, music classes and kindergarten interventions. 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 two field areas 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 Tynes arrive at the front gate and are welcomed onto the grounds by a duty supervisor and teacher on duty. Our students participate in a Walk Around America program in the morning after breakfast. Under supervision, students walk until the warning bell rings. As students are picked up by their classroom teacher to enter class, all visitors are required to exit 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 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 programs. Staff is in constant communication through walkie-talkies, cellphones, text messaging and email.



School Description

John O. Tynes Elementary School, named after a former school superintendent, educates the children of Placentia and Anaheim. Located in the heart of Placentia, California, the school is just a few blocks from the Placentia Civic Center, library and police station. In recent years, the surrounding new communities have brought many new enrollees to our school. This year, approximately 872 students attend the school.

Tynes Elementary is an award-winning California Distinguished School and Title I High Performing Academic Achievement School. Tynes was awarded Gold Ribbon in 2016. Most recently in 2019, we received the Bronze Award for America's Healthiest Schools. There are 27 general education classrooms, including three GATE magnet and nine special education rooms. Students are presented with a standards-based curriculum, which includes reading, written expression, mathematics, social science, science, physical education, visual and performing arts, and health. In addition to a wide range of materials and technology within the classrooms, students are also availed to an extensive library, and two full computer labs and mini labs at every grade level. Grades 2-6 students have access to a Chromebook every day in class. A science lab and a piano keyboarding lab are available as space allows. The school provides state-of-the-art technological resources, including laptops and Chromebooks, LCD monitors, interactive whiteboards and document cameras for each classroom, and additional computer pods in close proximity to classrooms. A total of 119 staff members—including regular-education classroom teachers, GATE teachers, special-education teachers, speech and language specialists, resource specialists, psychologists, counseling interns, an ELD teacher on special assignment, assistant principal, and principal—are joined by part-time staff, all working closely to provide an educational program rich in the acquisition of academic skills, as well as strong character development. The part-time staff includes physical education specialists and instrumental and vocal music teachers for grades 4-6, plus classroom instructional aides. The school is pleased to offer the innovative MIND Research Institute Spatial-Temporal (ST) Math program, where all students take part in weekly standards-aligned web-based math activities that prepare students for algebra.

Continued on page 11

School Description

Continued from page 10

Tynes provides challenging opportunities for all students in primary grade classrooms through our Response to Intervention (RTI) model, as well as conducting a district GATE magnet program in grades 4-6. Upper grade students in 4-6 take part in the district elementary band, vocal and orchestra music programs. We also house a district child-care facility and an after-school program, CASA—the Community After School Academy—for the convenience of our families. These programs offer child care, homework assistance, remedial academic practice, and enrichment activities in a safe environment during the after-school hours until 6 p.m.

Tynes Elementary is well known for providing a nurturing environment and high-quality education to all students. Students participate in our Positive Behavioral Interventions and Supports (PBIS) plan, which teaches and reinforces “Do the right thing, at the right time, in the right place.” The Tiger Paw behavior includes positive attitude, acting responsibly, willingness to learn, making safe choices and respect for all. Our outstanding PTA provides the foundation of support that is an integral part of our success. Students are regularly rewarded for displaying positive behaviors. Tynes Tigers strive to follow the “Golden Rule.”

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 early identification of struggling students, but also that students needing enrichment are accelerated. Last year’s state test scores for ELA/ELD reflect a four percent growth from the previous year. Our highly qualified, experienced and innovative teachers work in weekly collegial professional learning communities 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 including strategies from Whole Brain research and Kate Kinsella. All K-6 general-education staff are trained and implement Cognitively Guided Instruction in math. Training is ongoing for both mathematics and language arts which were recently adopted. Teachers participate in ongoing staff development every week at their PLC where they create backwards planning guides for the effective implementation of Common Core standards.

Types of Services Funded

The Title I Program supplements instruction for at-risk students. A combination of classroom intervention and pullout programs provides additional support for improving student achievement. One FTE Title I teacher and three hourly Response to Intervention (RTI)/English language development (ELD) intervention teachers support and provide leadership for implementation of the RTI plan and ELD and provide reading instruction during RTI time.

At-risk students identified through assessment (structural behavioral assessment [SBA], English Language Proficiency Assessment for California [ELPAC], i-Ready ELA/ELD assessments) receive homogeneous small-group instruction each day. Services include: 1. Remedial reading instruction (fluency practice, phonemic awareness and phonics reinforcement, vocabulary development, and comprehension); 2. An additional tier of remediation in the form of fluency and phonics instruction targeting specific skills students lack; 3. Daily ELD instruction by Crosscultural Language and Academic Development (CLAD) certified teachers with students grouped according to language ability; and 4. Math interventions taught within the classroom.

Students have access to the Mind Fluency Computer program, which targets fluency in basic math facts through an intuitive, visual approach. The MIND Research Institute ST Math program also addresses the grade-level math standards through spatial, temporal reasoning. Teachers have been trained in and are implementing Cognitively Guided Instruction (CGI) during math.

Students are assessed at least three times during the school year using i-Ready ELA/ELD assessment. Students who are not on track for their grade level in learning standards according to i-Ready results are given monthly progress monitoring assessments. Benchmark assessments in reading, math and writing are administered a minimum of three times per year to monitor progress in target skills. Annual administration of the ADEPT among English learners provides additional data regarding student progress in English language development as it pertains to acquisition of language skills. Results of all assessments are shared with the parents in parent-teacher conferences and report cards.

Teachers meet in Professional Learning Communities (PLC) to identify interventions and benchmark assessments for at-risk students by grade level. Teachers engage in discussions and sharing of information that focuses on student achievement. Schoolwide, the results of the i-Ready, ELPAC, SBAC, and district benchmark assessments and ADEPT help to formulate groupings for students who are at-risk as part of the RTI program.

Materials used to instruct students identified as at-risk include: Project Read Phonology; Benchmark interventions; Read Naturally; SRA reading programs; Voyager Passport; Voyager Journeys; Language!; Step Up to Writing; Project Read Written Expression; and computer applications, such as Ticket to Read.

Special day classes (SDC): The Placentia-Yorba Linda Unified School District has adopted and provided in-services to all special-education staff on “The Special Education Alternate Curriculum.” The instructional focus of this curriculum is the integration and connection between the standard-based core curriculum and the alternate assessment functional areas that are presented within the Individualized Education Program (IEP). With this in place, all IEP goals and objectives will be aligned to a specific standard.

Designated Instructional Services (DIS) Speech/Language: A mixture of pullout and in-class collaboration and consultation approaches are used as a support to the regular classroom for students presenting a variety of speech and/or language disorders, ranging from mild to severe.

The Tynes GATE Magnet Program focuses on academic depth and complexity, increased pacing of learning, and social-emotional wellness of high achievers. Students are identified with a district point system that includes their performance on several measures including CogAT, SBAC, writing, and reading scores. In 4th grade, the program focuses on robotics, bridges and catapults in 5th, and digital and visual media including aspects of journalism in 6th. Students are met with high academic rigor and collegial discussions.

The CASA program assists at-risk students with their homework and remediation of reading and math in collaboration with classroom teachers. It also provides enrichment opportunities and activities that these students might not otherwise have available to them.

Parental Involvement

Parents are a child’s first and most important teachers. John Tynes School’s success is greatly due to the many ways parents become involved and participate at school. Our parents actively participate in the Parent Teacher Association (PTA) and in events that support students and staff. Providing field trips for each class and a schoolwide ongoing Meet the Masters fine arts program are just a few examples of the wonderful programs that our parents and community support. Parents participate in leadership roles on School Site Council and English Learner Advisory Council recommending the expenditures of school funds and monitoring quality decisions for programs. Tynes parents attend back-to-school night, Family Nights and open house in full force. Parent-teacher conferences are well attended, and participation is encouraged in every way. On a daily basis, parents assist students by volunteering in classrooms and student computer-pod areas, assisting with GATE workshops or helping students with reading fluency by listening to them read. We also have a Tuesday Envelope crew of parents and a team of parents who conduct Jog-A-Thon every year. Tynes parents know that their participation in their children’s education has an overwhelmingly positive affect on student achievement. We welcome our parents as partners in preparing students for the future.

For more information on how to become involved at the school, please contact the PTA president at (714) 996-5550.



Professional Development

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 Common Core State Standards (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 Next Generation Science Standards (NGSS), Universal Design for Learning (UDL), writing, inquiry, collaboration, organization and reading (WICOR), Advancement Via Individual Determination (AVID) Strategies, technology, including the annual Google Summit, and districtwide 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 Positive Behavioral Interventions and Supports (PBIS). These trainings are provided in the form of all-day trainings, half-day trainings, Professional Learning Communities (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, UDL, WICOR (AVID Strategies) and technology, including You Cube hybrid PD and the annual Google Summit provided by the EdTech Team that integrates educational technology into instruction. Districtwide training on initiatives such as CGI, ECM, FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and PBIS are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on 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.

2019-2020

PYLUSD provides a variety of professional development opportunities for teachers throughout the year. In August, before the school year began, all K-12 teachers participated in a half-day of professional development. K-5 teachers learned about the tenants of Love & Logic for classroom management from Dr. Charles Faye of the Love & Logic Institute. Following this, they participated in grade-level breakout groups to examine the California Common Core Standards in math and discuss which math standards should comprise Guaranteed and Viable Curriculum (GVC) for PYLUSD students at each grade level. 6-12 grade teachers also learned about Love & Logic student management principles from Dr. Charles Faye. Following this, they broke out into subject-specific workshops of their choosing. These workshops covered a variety of topics, including NGSS instruction, useful classroom technology tools, water safety, mindfulness techniques, and utilizing WICOR strategies to improve student learning.

A wide variety of professional development opportunities for individuals, small groups and large groups are made available throughout the school year.

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Professional Development

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For 2019-20, while we continue to provide training in the adopted ELA/ELD materials, Benchmark Advance (K-5), Collections (6-8) and StudySync (9-12). Specific professional development emphasis has been placed on math, science and writing instruction. All 4th grade through Algebra math teachers have received two full days of instruction on mindset, meaningful classroom activities, and the use of interim assessments to guide instruction from consultant Carl Veater, Director of the San Joaquin Valley Mathematics Project. In science, district teachers on special assignment (TOSAs) are training all K-5 teachers and 6-8 teachers of science in NGSS practices, with specific training in Toolkit for Instructional Materials Evaluation and Ambitious Science Teaching for members of the materials adoption steering committee. Meanwhile, the 14-member 9-12 Science Leadership Team is working on incorporating NGSS into existing high school science courses ahead of adopting new instructional materials for high school. Additionally, PYLUSD is fortunate to have Dr. Kate Kinsella conducting three day writing workshops for all 3-12 grade ELA teachers, and consulting on designated ELD instruction as well as 5 for All Essential Routines for integrated ELD K-12 instruction. Other areas of focus continue to be UDL, WICOR (AVID Strategies), CGI, ECM, and the annual Google Summit that helps teachers learn to integrate educational technology into instruction. In addition to content-specific professional development, educational services supports the training of teachers on PLCs, SST, PBIS, the International Baccalaureate Program, and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings, after school workshops 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. All teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays or late-start Mondays. These days allow teachers the time necessary for collaborative team meetings by grade level and department.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2017-18	0.5 days
2018-19	0.5 days
2019-20	0.5 days



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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.66
Psychologist	2.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	3.00
Resource specialist (nonteaching)	0.00

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	Tynes ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	1,077	40	36	40
Without a full credential	9	0	1	1
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		
		Tynes ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

School Safety

John O. Tynes Elementary School maintains a safe and healthy school environment. It is located in a very quiet neighborhood, a few blocks from the Placentia public library, City Hall and the police department. Tynes maintains effective security procedures by securing the campus perimeter daily. Entrance to the school during regular school hours can be accessed only through the office. Visitors are required to sign in and wear a visitor's badge while on campus. Regularly scheduled district maintenance crews facilitate necessary repairs and routine maintenance checks of all buildings. In addition, Tynes daily custodial procedures provide and maintain timely maintenance, cleanliness, and attractive appearance of the campus and classrooms. The School Safety Committee, which consists of parents, administrators, certificated and classified staff, oversee the development and implementation of a comprehensive school safety plan that encompasses physical and emotional safety and addresses the four components of a safe school. The plan includes an environment of nonviolence and sets clear, positive behavioral expectations; institutes fair and consistent disciplinary policies; and accords recognition for positive behavior. The committee reviews and updates the safety plan annually. Staff review the plan annually at the first staff meeting. Regular drills are conducted each month for fire, earthquake and lockdown to maintain and improve procedures for safety. A valet service was instituted to address safety for ingress and egress each day. Safety is a priority at Tynes. Our positive behavior plan stresses respect and positive choices for all to ensure safety and well-being. The discipline plan is clearly defined in our parent manual and cooperative behavior plan.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2019.



Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	PYLUUSD	Similar Sized District
Beginning teacher salary	\$44,630	\$48,612
Midrange teacher salary	\$82,740	\$74,676
Highest teacher salary	\$103,802	\$99,791
Average elementary school principal salary	\$116,469	\$125,830
Average middle school principal salary	\$118,850	\$131,167
Average high school principal salary	\$135,949	\$144,822
Superintendent salary	\$299,970	\$275,796
Teacher salaries: percentage of budget	37%	34%
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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Tynes ES	\$5,040	\$83,180
PYLUUSD	\$7,860	\$87,995
California	\$7,507	\$82,403
School and district: percentage difference	-35.9%	-5.5%
School and California: percentage difference	-32.9%	+0.9%



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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,697
Expenditures per pupil from restricted sources	\$1,658
Expenditures per pupil from unrestricted sources	\$5,040
Annual average teacher salary	\$83,180

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.

Our Core Values

Teamwork
Integrity
Good judgment
Effort
Responsibility
Success



John O. Tynes Elementary School

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://dq.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 December 2019.

School Accountability Report Card

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