

Topa Topa Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Topa Topa Elementary School
Street	916 Mountain View Avenue
City, State, Zip	Ojai, CA 93023
Phone Number	805-640-4366
Principal	Dawn Damianos
E-mail Address	ddamianos@ojaiusd.org
Web Site	www.ojaiusd.org/topatopa
CDS Code	56-72520-6055248

District Contact Information	
District Name	Ojai Unified School District
Phone Number	(805) 640-4300
Superintendent	Andrew Cantwell
E-mail Address	acantwell@ojaiusd.org
Web Site	http://www.ojaiusd.org

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

The Topa Topa Mission

Our mission is to challenge both the hearts and minds of our students to:

- improve our community
- focus on the Common Core State Standards with high expectations for student success
- celebrate and understand our diversity with our similarities and differences
- realize their potential to become life-long learners
- explore technology
- study and appreciate the arts including music, dance and drama
- exemplify positive character traits and conduct themselves respectfully and responsibly

The Topa Topa Vision:

Topa Topa Elementary School has twice been recognized as a California Distinguished School. The recognition has come to this school for its commitment to excellence exemplified by tremendous parent and community involvement and the calm, friendly, safe campus environment. Students are inspired by the surrounding natural beauty. The school sits at the base of the Topa Topa mountains and colorful deciduous trees cover the school grounds. Our campus also boasts an extensive library-media center; beauty and function are always at the forefront. The Topa Topa curriculum and assessments are aligned with Common Core State Standards and highly qualified teachers work as a team to continue to refine, develop, and improve instructional strategies to meet the needs of each child both academically and emotionally.

School Profile

Topa Topa is a K-6 elementary school in the heart of the City of Ojai. Our current enrollment is 370 students. In 2017-18, approximately 50% of our children are on free or reduced lunch programs and have low socio-economic home environments. In order to provide support for these children, we have developed an extensive intervention program with Prescribed Reading Instruction, English Language Development support, and Title 1 support.

Topa Topa School sits on a beautiful campus with a view of the Topa Topa Mountains. The school has a garden setting due to the large garden in the center of its campus that is maintained by "Food for Thought" and features a natural environment with beautiful trees and throughout. The campus includes a computer lab, a library with current reading selections, an outstanding Accelerated Reader Program, and classrooms furnished with the latest technology including some Promethean Boards, SMART televisions and approximately 4 Chromebooks in each classroom K-4th grade. Our fifth and sixth grade classrooms have an average of 15 Chromebooks per classroom.

All staff at Topa Topa share the goal of providing a welcoming friendly environment to parents and the community. The school climate and campus safety are evident throughout the campus when visiting the school. Topa Topa provides a place to grow for all its students and a wonderful setting for all to enjoy.

Topa Topa offers an extensive array of programs that begin with Common Core aligned Reading Language Arts and Math instruction for all students. Students needing support for these curricular areas have excellent opportunities for help. Prescribed Instruction offers Reading support for students in grades 1-4 daily and enrichment for students who are at or above grade level. All students benefit from being offered a highly rigorous Common Core aligned program. Teachers provide differentiation in the classroom for students who need scaffolding for support. Additionally, for the purpose of intervention, Topa Topa has purchased individual licenses to Lexia (a language arts program) for students to gain extra practice. These online programs can be used at home and at school since they are web-based programs.

The teachers also provide instructional activities and enriching experiences in Science, Social Studies, Art, Music, Physical Education and Health. Topa Topa administers a designated EL program during Prescribed Instruction and EL students have access to Lexia Learning Licenses and Chromebooks to enhance their language acquisition skills. Special Education now includes one RSP class, a Special Day Class, and mainstreamed students throughout the grade levels.

Enrichment is abundant at Topa Topa during the regular school day to involve them fully at school. The PTA provides students with a high quality art program for all grade levels and music education is available with our band teacher or through the BRAVO Music Festivals that provides concerts and performances for our students. The Garden Club meets regularly taught by our Food For Thought experts. These programs offer students important connections to school, enrichment, and valuable social development with their peers, teachers, and community members.

The school climate is enhanced by an active PTA and community involvement that provides funding for materials, extra staff, enrichment, and special events for family entertainment and school spirit.

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

Grade Level	Number of Students
Kindergarten	41
Grade 1	53
Grade 2	47
Grade 3	58
Grade 4	60
Grade 5	57
Grade 6	72
Total Enrollment	388

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	0.3
Hispanic or Latino	31.2
Native Hawaiian or Pacific Islander	0.3
White	64.2
Socioeconomically Disadvantaged	51.3
English Learners	16.8
Students with Disabilities	11.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	15	20	18
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 9/2018

All textbooks and materials are California Standards based materials and every student is equipped with appropriate materials and textbooks that are up to date.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	standards aligned textbooks and materials adopted in 2016	Yes	0
Mathematics	CCSS aligned textbooks and materials adopted in 2015	Yes	0
Science	standards aligned textbooks and materials adopted in 2007	Yes	0
History-Social Science	standards aligned textbooks and materials adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Topa Topa is a clean and safe school. The district has worked to upgrade the school in previous years and there will be continued improvements with a bond passing in November 2014 to address school facilities across the district. The school grounds are laden with trees and a large vegetable and flower garden. New furniture is purchased as needed and new electrical systems will be added in the near future and gutter and painting renovation. The facility always receives maintenance and improvements as needed.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	One AC in MPR does not work.
Interior: Interior Surfaces	Fair	Ongoing repairs with maintenance as required
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Ongoing repairs with maintenance completed as needed
Electrical: Electrical	Good	Electric panel may be repaired.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Daily review and repairs as necessary
Safety: Fire Safety, Hazardous Materials	Poor	Daily review, maintenance as needed. "Storm drain grate holes are too small so we built grates that stand off the drain to allow water flow during winter months"
Structural: Structural Damage, Roofs	Fair	ongoing inspection, repairs and maintenance as necessary. Visible signs of roof leaks and water damage on 30% of buildings. Visible signs of siding deterioration on buildings F and G
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Wood chips added to equipment areas. Exterior paint and chipping, peeling or cracking on some buildings. Rain gutters need paint. Hand rails need paint.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/20/18	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	47.0	45.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	38.0	34.0	32.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	242	98.78	46.69
Male	143	141	98.60	43.26
Female	102	101	99.02	51.49
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	79	100.00	17.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	148	98.01	60.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	135	133	98.52	30.83
English Learners	57	57	100.00	26.32
Students with Disabilities	27	25	92.59	0.00
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	242	98.78	38.02
Male	143	141	98.6	42.55
Female	102	101	99.02	31.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	79	100	13.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	148	98.01	49.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	135	133	98.52	22.56
English Learners	57	57	100	15.79
Students with Disabilities	28	25	89.29	4
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8	18.2	29.1

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

The parents at Topa Topa School are given many opportunities to be involved at school. Families are trained to work with their children on homework in a variety of settings including Back-to-School Night, parent conferences, informal conferences and SST meetings. Additionally, parents can be a part of a very active PTA and help with many events and fundraising. Parents are highly encouraged to help out in their child's classroom or help support the teachers. Our parents help coordinate activities and programs on site like the Art Program, Rolling Readers and Room Parents. The School Site Council and ELAC committees are important groups that provide feedback and help with decision making about school programs and funding. Many community members are also involved with programs that support students academically and socially.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	1.8	1.3	2.2	2.6	3.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The school safety plan has been updated annually and reflects the current goals of the school towards creating a safer and more secure school campus. The school has properly working phone systems, fire alarms, and bells. These systems enhance communication throughout the school in many ways especially the use of the announcement system that reaches the whole school at once. The school has been actively involved in testing these systems and practicing emergency procedures (like fire drills, earthquake drills and lockdown drills) regularly throughout the school year. The climate of this school is very friendly and safety procedures are often discussed at staff meetings, with PTA, and Site Council meetings. The teachers instruct students about school rules, monthly character traits, and bullying prevention techniques. Counseling is available to students. The playground is supervised by teachers and noon duty personnel to create an enjoyable environment for all students.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	2	2		16	2	2		11	5		
1	17	2	2		14	2	2		15	2	2	
2	15	3	2		19	2	2		13	2	2	
3	18	2	2		15	3	2		17	2	2	
4	15	3		2	17	2	2		17	2	2	
5	17	2	2		15	2	2		18	2	2	
6	19	2	3		17	3	3		18	1	3	
Other	9	1										

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

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.022	N/A
Library Media Services Staff (Paraprofessional)	0.4375	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.064	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4835.41	1522.75	3312.66	61,028
District	N/A	N/A	4,050.02	\$65,003
Percent Difference: School Site and District	N/A	N/A	-20.0	-6.3
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-73.0	-15.7

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

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

Types of Services Funded (Fiscal Year 2017-18)

Programs and services from categorical funds at Topa Topa School include Special Education, Title 1, English Learner instruction, Summer School for Special Education as well as Counseling Services for mental health.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,491	\$45,681
Mid-Range Teacher Salary	\$65,040	\$70,601
Highest Teacher Salary	\$80,160	\$89,337
Average Principal Salary (Elementary)	\$102,640	\$110,053
Average Principal Salary (Middle)	\$105,027	\$115,224
Average Principal Salary (High)	\$116,091	\$124,876
Superintendent Salary	\$181,220	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

There have been many professional development opportunities for teachers this year to learn about the Common Core State Standards and appropriate teaching strategies. In grades k-6, teachers were provided with trainings to enhance their use of our current online programs including Lexia, Accelerated Reader, Google Apps as well as other technological tools. Additionally, teachers have had the opportunity to voluntarily attend many trainings over the summer and during the year in the areas of: ELL instructional strategies, ADEPT, Fosnot Units, CHAMPS, Daily 5, Google and more. Teachers were invited to attend a 2-day Google Summit Training in August 2016. Teachers also meet regularly at the site to review teaching strategies, assessments, and student placement. For the 2017-18 school year, there is a focus on PLC development at the elementary grade levels, occurring monthly across the district.