

John O. Tynes Elementary

Address:	1301 East Orangethorpe Ave., Placentia, CA, 92870	Phone:	(714) 996-5550
Principal:	Cristina McCall, Principal	Grade Span:	K-6

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access – Websites with additional information

DataQuest Website

DataQuest is an online data tool located on the California Department of Education web page that contains additional reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, data regarding English learners and additional information. Reports are available by school and comparisons to other schools, the district, the county and State. The website is <http://dq.cde.ca.gov/dataquest/>.

Ed-Data Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade 12 schools. The website is: <http://www.ed-data.k12.ca.us/Pages/Home.aspx>

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 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.

II. About This School

School Description and Mission Statement

Named after a former school superintendent, John O. Tynes School will celebrate its thirty fifth year in 2012, educating the children of Placentia and Anaheim. Located in the heart of Placentia, California, the school is just a few blocks from the Civic Center, library, and police station. In recent years, the surrounding new communities have brought many new enrollees to our school. This year, 745 students attend the school.

Tynes Elementary is an award winning California Distinguished and Title I High Performing Academic Achievement School. There are 19 general, 3 GATE Magnet and 7 special education classrooms. 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, a computer lab, a laptop lab, a science lab and a piano keyboarding lab. The school provides state of the art technological resources including laptops, LCD monitors, Interactive whiteboards and document cameras for each classroom and additional computer pods in close proximity to classrooms. A total of 114 staff members including regular education classroom teachers, GATE teachers, special education teachers, speech and language specialists, resource specialists, psychologists, counseling interns, ELD and CGI Coaches 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 as well as instrumental music teachers for fifth and sixth grades and classroom instructional aides. The school is pleased to offer the innovative MIND Institute *ST (Spatial Temporal) Math + Music program* where all students take part in weekly standards-aligned web-based math activities that prepare students for Algebra. K-6 students take part in piano keyboard instruction. Fifth and sixth grade students take part in the district elementary band and orchestra music programs. We also house a district Child Care facility and an afterschool C.A.S.A. program for the convenience of our families. These programs offer child care, homework assistance, and enrichment activities in a safe environment during the after school hours until 6 pm.

Tynes Elementary is well-known for providing a nurturing environment and high quality education to all students. Our outstanding PTA provides the foundation of support that is an integral part of our success. Students experience a rigorous academic curriculum through hands-on activities, use of technology and support through early interventions in order to ensure academic success. All K-6 students are given benchmark assessments in the area of reading three times per year as part of the Response to Intervention Program (RtI). Our intensive intervention plan not only ensures that struggling students are identified and helped early, but also that students needing enrichment are accelerated. Our highly qualified, experienced and innovative teachers work in collegial professional learning communities weekly to provide students with a balanced and comprehensive educational program. They willingly participate in on-going professional growth and deliver the most current and relevant curriculum and instruction to students. Most recently, all K-6 general education staff were trained to implement collectively Cognitively Guided Instruction in Math for 2012.

School Mission:

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 State Standards. We believe these qualities will create lifelong learners who are prepared to become contributing members of an evolving and diverse society. Endeavoring to equip tomorrow's leaders, we strive to build a community of collaborative and independent thinkers that are personally and academically prepared to meet the diverse and unknown challenges that lay ahead.

Our Core Values:

TTEAMWORK

IINTEGRITY

GGOOD JUDGEMENT

EEFFORT

RRESPONSIBILITY

SSUCCESS

Opportunities for 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 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 are supported by our parents and community. 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, Academy 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 can be seen assisting students by tutoring in classrooms and student computer pod areas, assisting with GATE workshops or helping students with reading fluency by listening to them read. Parents also attend weekly parenting classes and daily CBET classes to improve their English language skills. Tynes parents know that their participation in their children's education has an overwhelmingly positive affect on student achievement.

Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					LEA Provided	LEA Provided	LEA Provided	LEA Provided	14.3	6	0	0
1					LEA Provided	LEA Provided	LEA Provided	LEA Provided	24.8	1	3	0
2					LEA Provided	LEA Provided	LEA Provided	LEA Provided	22.0	1	3	0
3					LEA Provided	LEA Provided	LEA Provided	LEA Provided	29.0	0	3	0
4					LEA Provided	LEA Provided	LEA Provided	LEA Provided	34.8	0	0	4
5					LEA Provided	LEA Provided	LEA Provided	LEA Provided	35.0	0	0	2
6					LEA Provided	LEA Provided	LEA Provided	LEA Provided	29.6	1	0	4
Other					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

III. School Climate

School Safety Plan – Last reviewed, updated and shared with staff

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 daily securing the campus perimeter. 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. Our superior playground equipment and recent modernization of the building bring an energized spirit to the campus. The School Safety Committee, comprised of parents, administrators, certificated and classified staff oversee the development and implementation of a comprehensive school safety plan that encompasses the four components of a safe school. The plan includes an environment of nonviolence; sets clear behavioral expectations, institutes fair and consistent disciplinary policies and accords recognition for positive behavior. The Safety Plan is reviewed and updated annually by the committee and reviewed with staff at the first staff meeting in August of every year.

Suspensions and Expulsions – This School

Rate*	School 2008–09	School 2009–10	School 2010–11
Suspensions	4.0	2.0	.027
Expulsions	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions and Expulsions – District-wide

Rate*	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.5	.0012	
Expulsions	0.1	.06	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Date of Inspection 10/14/11

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant

and/or impact a very small area of the school.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Wall repair – work order submitted and repair made.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			Outlet repair – work order submitted and repair made.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Gate repair – work order submitted and repair made.
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials – District-wide

Teachers	District 2010–11
With Full Credential	1110
Without Full Credential	1
Teaching Outside Subject Area of Competence (with full credential)	18

Teacher Credentials – This School

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	41	41	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	97.40%	2.60%
High-Poverty Schools in District	98.81%	1.19%
Low-Poverty Schools in District	96.73%	3.27%

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	<.5	
Psychologist	2	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	2	
Resource Specialist (non-teaching)	3	
Other		

Note: Cells shaded in black do not require data.

VII. Curriculum and Instructional Materials

Elementary – K-6

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Board Approval	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading K-6 or The Language of Literature - McDougal-Littell, Grade 6	May 2003	-0-
	Language Circle Series/Project Read/Written Expressions	May 2003	-0-
	Houghton Mifflin Medallions (upgrade) – K-5	September 2010	-0-
Mathematics	Houghton Mifflin California Math – K-5	April 2009	-0-
Science	Full Option Science Systems, California Edition (FOSS) – Delta Education – K-5	April 2008	-0-
History-Social Science	History-Social Science for California – Scott Foresman – K-5	February 2007	-0-
Foreign Language	N/A		
Health	Health Framework for California Public Schools - K-12 – (No textbook)	2002	-0-
Visual and Performing Arts	Visual and Performing Arts Framework for California Public Schools – K-12 (No textbook)	2004	-0-
Science Laboratory Equipment (grades 9-12)	N/A		

VIII. Instructional Planning and Scheduling

Professional Development – Most recent 3-years

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District			\$5,383	\$75,358
Percent Difference – School Site and District				
State			\$5,455	\$69,207
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Types of Services Funded (Fiscal Year 2010–11)

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

- **School and Library Improvement funds** – state funding for all students
- **PTA 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/reduced lunch participation rates to provide additional services
- **Title III Federal Funding** – For English Learners
- **Other grants:** CBET, Elementary Counseling and other grants.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,777	\$42,017
Mid-Range Teacher Salary	\$73,744	\$67,294
Highest Teacher Salary	\$92,516	\$86,776
Average Principal Salary (Elementary)	\$110,464	\$108,534
Average Principal Salary (Middle)	\$116,201	\$112,893
Average Principal Salary (High)	\$134,469	\$123,331
Superintendent Salary	\$256,434	\$226,417
Percent of Budget for Teacher Salaries	42.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

X. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	50%	52%	56%	65%	67%	69%	49%	52%	54%
Mathematics	55%	60%	65%	65%	67%	69%	46%	48%	50%
Science	49%	52%	63%	66%	70%	75%	50%	54%	57%
History-Social Science	0%	0%	0%	58%	62%	68%	41%	44%	48%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	69%	69%	75%	68%

All Students at the School	57%	66%	63%	0%
Male	55%	63%	70%	0%
Female	58%	67%	55%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	96.0%	89%	0%	0%
Filipino	94%	81%	0%	0%
Hispanic or Latino	48%	61%	52%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	77%	83%	86%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	45%	59%	49%	0%
English Learners	41%	58%	14%	0%
Students with Disabilities	49%	60%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced		
	School	District	State

	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	n/a	n/a	n/a	66%	67%	75%	52%	54%	59%
Mathematics	n/a	n/a	n/a	70%	72%	73%	53%	54%	56%

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25%	27%	48%	27%	40%	33%
All Students at the School	n/a	n/a	n/a	n/a	n/a	n/a

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.60%	18.40%	46.60%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown 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.

XI. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	6	5
Similar Schools	9	7	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	1	0	37
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	32
Filipino	*	*	4
Hispanic or Latino	6	-5	31
Native Hawaiian or Pacific Islander	*	*	*
White	*	*	47
Two or More Races	N/D	*	*
Socioeconomically Disadvantaged	1	-9	35
English Learners	7	-16	42
Students with Disabilities	*	*	42

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information. *no score given for non-subgroups

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	497	833	19,218	859	4,683,676	778
Black or African American	8		347	809	317,856	696
American Indian or Alaska Native	2		36	881	33,774	733
Asian	45	964	2,170	956	398,869	898
Filipino	15	950	308	906	123,245	859
Hispanic or Latino	337	787	6,832	787	2,406,749	729
Native Hawaiian or Pacific Islander	2		47	864	26,953	764
White	69	916	9,010	890	1,258,831	845
Two or More Races	6		223	914	76,766	836
Socioeconomically Disadvantaged	337	780	5,912	771	2,731,843	726
English Learners	239	766	3,643	746	1,521,844	707
Students with Disabilities	57	739	1,908	682	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		17.6%

Note: Cells shaded in black do not require data.