



Melinda Heights Elementary School

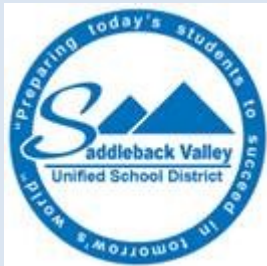
21001 Rancho Trabuco • Rancho Santa Margarita CA, 92688 • (949) 888-7311 • Grades K-6

Kathryn Martin, Principal

kathryn.martin@svusd.org

<http://www.melinda-heights.com/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

District Governing Board

Dolores Winchell, President
Dennis Walsh, Vice President
Amanda Morrell, Clerk
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Dr. Edward Wong, Member

District Administration

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Assistant Superintendent, Educational Services
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Director, Secondary Education
Liza Zielasko
Director, Elementary Education
Dr. Diane Clark
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Scott Turner
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Monique Yessian
Director, Student Services

School Description

Mission Statement:

- Technology Literacy Character

It is our mission to instill in students the technical skills to succeed in the world of tomorrow, the power to think and express themselves clearly, and the values necessary to act well, appreciate life, and contribute to society.

Melinda Heights Elementary School is nestled on a 14-acre campus at the base of the Santa Ana Mountains. The Melinda Heights community is committed to maintaining a safe, healthy environment. We have high expectations for our students' behavior and academic achievement, and we maintain sound instructional practices, high-quality materials, and state-of-the-art technology.

Our enrollment is close to 1,000 students, our sense of family is strong, and our students feel safe and respected. Our success lies in a clear vision, dedicated staff and community, and strong collegial support.

Melinda Heights Mountain Lions show the "Power of the Paw" by emphasizing Respect, Responsibility and Integrity every day.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	139
Grade 1	136
Grade 2	144
Grade 3	148
Grade 4	145
Grade 5	146
Grade 6	172
Total Enrollment	1,030

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	8.6
Filipino	2.3
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0.2
White	58.1
Two or More Races	9.7
Socioeconomically Disadvantaged	9.9
English Learners	7.4
Students with Disabilities	11.9
Foster Youth	0

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			
Melinda Heights Elementary School	15-16	16-17	17-18
With Full Credential	45	40	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	45
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Melinda Heights Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance by Benchmark Education Company Adopted 2017 Benchmark Adelante by Benchmark Education Company Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Melinda Heights is our district's newest school; it opened in April 1998. All buildings are in excellent condition and include state-of-the-art heating, air conditioning, and security systems.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				missing/damaged carpet reducers, to be replaced by contractor. Stained ceiling tiles, to be replaced by plant foreman.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
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				
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
		X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	78	73	65	64	48	48
Math	70	70	50	51	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	95	92	79	77	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.6	17.7	63.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	176	173	98.3	92.5
Male	89	87	97.8	89.7
Female	87	86	98.9	95.4
Asian	14	14	100.0	92.9
Hispanic or Latino	22	21	95.5	85.7
White	107	105	98.1	94.3
Two or More Races	18	18	100.0	83.3
Socioeconomically Disadvantaged	21	21	100.0	81.0
Students with Disabilities	21	21	100.0	76.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	615	609	99.02	73.4
Male	317	313	98.74	67.41
Female	298	296	99.33	79.73
Asian	54	53	98.15	83.02
Filipino	12	12	100	83.33
Hispanic or Latino	94	93	98.94	58.06
White	382	380	99.48	75.79
Two or More Races	61	60	98.36	73.33
Socioeconomically Disadvantaged	57	57	100	54.39
English Learners	49	48	97.96	62.5
Students with Disabilities	58	54	93.1	25.93

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	614	606	98.7	69.92
Male	317	312	98.42	69.45
Female	297	294	98.99	70.41
Asian	53	53	100	84.91
Filipino	12	12	100	66.67
Hispanic or Latino	94	93	98.94	46.24
White	382	376	98.43	74.4
Two or More Races	61	60	98.36	66.67
Socioeconomically Disadvantaged	57	57	100	43.86
English Learners	48	47	97.92	68.09
Students with Disabilities	56	51	91.07	27.45

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent volunteers play an important role at Melinda Heights. Each day, dozens of volunteers work in classrooms and the library, or assist on the playground. Our Parent Teacher Association (PTA) provides many valuable enrichment programs, such as assemblies, the Meet the Masters art program, our STEM Lab and the annual Book Fair. Our School Site Council (SSC), which includes parents and staff, approves our school's annual plan and budget expenditures. Our parent community is a much needed and highly valued component of our instructional program. The Melinda Heights English Language Advisory Council (ELAC) meets a minimum of four times per year in order to seek input, provide information and support our families of English Learners. To find out how you can volunteer at our school, please contact our PTA president, Kelly Galasieski at President@MHPTA.com.

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.

School Safety Plan

The District approved Comprehensive School Safety plan is reviewed and updated annually. The Melinda Heights PTA maintains emergency food and water supplies. Students supply emergency disaster kits which act as comfort kits, as well. We update safety-related equipment regularly. Our teachers know the disaster plan, and first-aid instruction is offered yearly. We conduct monthly emergency and evacuation drills. The School Resource Officer makes regular visits to the Melinda Heights campus.

Positive student behavior is a priority at Melinda Heights. School-wide anti-aggressive behavior campaign: "Expect Respect" has been implemented and is supported by all staff and administration. Melinda Heights is in Year One of Positive Behavior Intervention Support (PBIS) implementation. PBIS is an intentional, systematic, school-wide framework for teaching behavior expectations which are predictable and positively structured.

Our school has modern and safe play areas. District and school maintenance personnel inspect the equipment regularly. Staff members monitor the campus before and after school and during all recesses. To ensure campus safety, all volunteers are background-checked and visitors are required to sign in at the front office to obtain a visitor's pass.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.45	0.27	0.19
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.84	1.78
Expulsions Rate	0.15	0.14	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.6
Speech/Language/Hearing Specialist	1.4
Other	.2
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	26	25	1	1	1	4	4	4			
1	28	28	27				5	5	5			
2	27	27	25			1	5	5	5			
3	27	27	28	1	1		5	5	5			
4	32	32	30				3	3	5	2	2	
5	27	27	35	1	1		5	5		1	1	5
6	26	26	28	1	1	1	5	5	5			1
Other			9			1						

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

Professional Development provided for Teachers

During the 2017-2018 school year, professional development will be focused on the implementation of the newly-adopted Benchmark Advance ELA/ELD program. Social-Emotional well being for our students is a focus this year, and staff development will be designed for advancing PBIS and Playworks, both systems for positive behavior and support on our campus. Teachers will also be trained in NGSS and innovative, intentional lesson design.

Melinda Heights teachers participate in training after school during bimonthly staff meetings, PLC meetings and Staff Development days. We encourage teachers to attend offsite training based on their interests or personal goals, and we set aside time for teachers to meet with their peers to collaborate on teaching strategies. Professional Development for our teachers is an integral part of our Single Plan for Student Achievement (SPSA) goals.

Teachers are supported by principal, collaborative PLC meetings, instructional coach modeling, weekly Coaches Corner newsletters and professional learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,808
Mid-Range Teacher Salary	\$75,274	\$73,555
Highest Teacher Salary	\$101,806	\$95,850
Average Principal Salary (ES)	\$128,234	\$120,448
Average Principal Salary (MS)	\$130,828	\$125,592
Average Principal Salary (HS)	\$147,958	\$138,175
Superintendent Salary	\$296,984	\$264,457
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4842.92	38.35	4804.57	120797.87
District	♦	♦	4804.57	\$82,270
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	50.7
Percent Difference: School Site/ State			-15.4	59.3

* Cells with ♦ do not require data.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.

* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.

* Provide appropriate, current instructional materials.

- * Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- * Support continued implementation of strategies for Designated and Integrated ELD.
- * Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- * Expand Advancement Via Individual Determination (AVID).
- * Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- * Expand Counseling Services.
- * Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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.