



# Melinda Heights Elementary School

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

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<https://www.svusd.org/schools/elementary-m-z/melinda-heights>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Saddleback Valley Unified School District

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

#### District Governing Board

Suzie Swartz, President  
Dr. Edward Wong, Vice President  
Amanda Morrell, Clerk  
Barbara Schulman, Member  
Greg Kunath, Member

#### District Administration

Crystal Turner, Ed D.  
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Dr. Terry Stanfill  
**Assistant Superintendent, Human Resources**  
Connie Cavanaugh  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent, Educational Services**  
Mark Perez  
**Director, Communications and Administrative Services**  
Dr. Ron Pirayoff  
**Director, Secondary Education**  
Liza Zielasko  
**Director, Elementary Education**  
Dr. Diane Clark  
**Director, Special Education**  
Rae Lynn Nelson  
**Director, SELPA**  
Dr. Francis Dizon  
**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.

Melinda Heights Elementary is home to more than 1000 students, our sense of family is strong, and our children feel safe and respected. Our success lies in a clear vision, dedicated staff and community, and strong collegial support.

Melinda Heights Mountain Lions ROAR at school, at home, and in the community every day. They are Responsible, Own their choices, Act with integrity and show Respect. Mountain lions have the "Power of the Paw"!

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	132
Grade 1	134
Grade 2	142
Grade 3	139
Grade 4	155
Grade 5	149
Grade 6	145
<b>Total Enrollment</b>	<b>996</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	9.1
Filipino	2.5
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.2
White	56.4
Socioeconomically Disadvantaged	13.9
English Learners	7.4
Students with Disabilities	10.3
Foster Youth	0.0

## 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	16-17	17-18	18-19
<b>With Full Credential</b>	40	45	38
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Saddleback Valley Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	1,157
<b>Without Full Credential</b>	♦	♦	4
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Melinda Heights Elementary	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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)

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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Benchmark Advance by Benchmark Education Company Adopted 2017  Benchmark Adelante by Benchmark Education Company Adopted 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Math Expressions by Houghton Mifflin Harcourt Adopted 2014  Go Math by Houghton Mifflin Harcourt Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Scott Foresman California Science K-5 Adopted 2008  Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Reflections by Harcourt Adopted 2007  World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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: September 2018 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Stained ceiling tiles, to be replaced by plant foreman.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	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.

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	73.0	74.0	64.0	65.0	48.0	50.0
Math	70.0	67.0	51.0	52.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.7	18.3	60.8

\* 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.

School Year 2017-18 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	593	582	98.15	73.54
Male	310	301	97.10	69.44
Female	283	281	99.29	77.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	50	100.00	90.00
Filipino	15	14	93.33	85.71
Hispanic or Latino	105	103	98.10	60.19
White	358	350	97.77	76.00
Two or More Races	54	54	100.00	66.67
Socioeconomically Disadvantaged	91	86	94.51	56.98
English Learners	57	54	94.74	66.67
Students with Disabilities	56	53	94.64	30.19

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 2017-18 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	593	582	98.15	67.35
Male	310	302	97.42	66.23
Female	283	280	98.94	68.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	49	98	85.71
Filipino	15	15	100	80
Hispanic or Latino	105	103	98.1	50.49
White	358	350	97.77	70.57
Two or More Races	54	54	100	57.41
Socioeconomically Disadvantaged	91	87	95.6	50.57
English Learners	57	55	96.49	58.18
Students with Disabilities	56	53	94.64	30.19

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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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. The school and district are committed to involving parents in all aspects of their children's education. To find out how you can volunteer at our school, please contact our PTA president, Meghan Overman at [President@MHPTA.com](mailto: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 not only to ensure that our students are safe, but to add to the number of friendly faces on our outstanding 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 has launched Positive Behavior Intervention Support (PBIS) this year. PBIS is an intentional, systematic, school-wide framework for teaching behavior expectations which are predictable and positively structured. Students know what is expected of them and feel acknowledged and rewarded for their positive behavior.

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. Melinda Heights has implemented the Raptor check-in system, so visitors are required to present their Driver Licenses in order to be permitted on campus. Visitors are issued a badge and students are taught to look for this identification when they see adults on campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	28	33	1	1		4	4				4
1	27	27	30				5	5	4			
2	25	28	31	1			5	5	5			
3	28	26	28		1		5	5	5			
4	30	32	31				5	2	5		2	
5	35	32	33					4	1	5	1	3
6	28	29	32	1	1		5	1	3	1	4	2
Other	9		2	1		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 2018-2019 school year, professional development will include training in utilization of a Universal Screener so that a balanced literacy system may be tailored to meet the needs of all students as part of MTSS. Social-Emotional well being for our students is a focus each year, and staff development will be designed for advancing PBIS and Social Emotional Learning (SEL), in order to foster 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 review data and collaborate on teaching strategies. Professional Development for our teachers is an integral part of our School 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,903
Mid-Range Teacher Salary	\$76,027	\$74,481
Highest Teacher Salary	\$102,824	\$98,269
Average Principal Salary (ES)	\$127,800	\$123,495
Average Principal Salary (MS)	\$133,873	\$129,482
Average Principal Salary (HS)	\$154,800	\$142,414
Superintendent Salary	\$270,000	\$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4985.02	39.97	4945.06	100781.75
District	◆	◆	4945.06	\$83,025
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	19.3
Percent Difference: School Site/ State			-36.1	22.1

\* Cells with ◆ 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**

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 <https://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.