# SARC
## School Accountability Report Card 2018-19
### Published in 2019-20

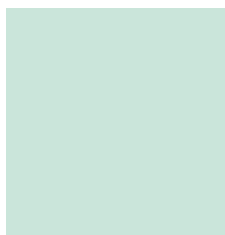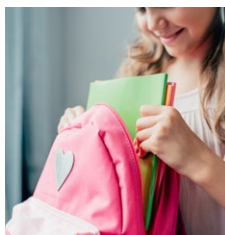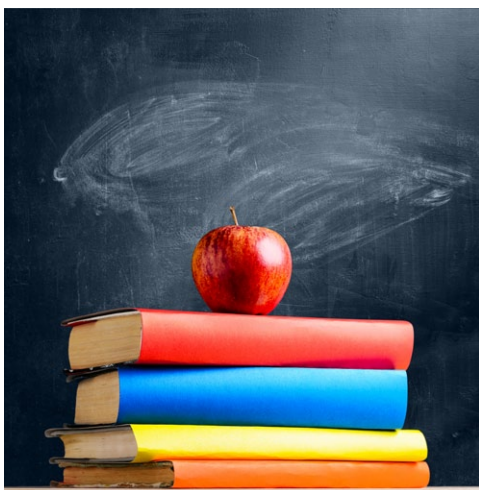# Melrose Elementary School

*Pointing Towards Success*

Grades K-5
CDS Code 30-66647-0102897

Nicole Hernandez
Principal
nichernandez@pylusd.org

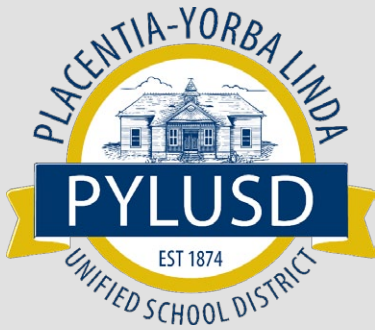974 South Melrose Street
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www.melrose.pylusd.org

Para español, visita www.pylusd.org

# Placentia-Yorba Linda Unified School District

## District Mission Statement

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

## District Vision Statement

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

### Governing Board

Eric Padget, President

Judi Carmona, Vice President

Karin Freeman, Clerk

Carol Downey, Trustee

Carrie Buck, Trustee

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

# Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2019-20 school year in the Placentia-Yorba Linda Unified School District (PYLUSD). I would like to take a moment to share a few updates regarding our district's strategic plan, known as The PYLUSD Advantage, and our ongoing efforts surrounding the plan's focus areas.

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

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

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

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

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

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

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

## Superintendent's Message, *Continued from page 2*

Focus Area 5.0: Optimized Resources ensures that all fiscal and capital resources are used to maximize educational opportunities in PYLUSD. New fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities. Summer also afforded essential time to enhance our learning environments with upgraded roofing, refreshed paint, brighter lights and much more. A special thanks to our maintenance and facilities department for their continued hard work in this area.

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

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

Sincerely,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@pylusd.org

## Principal's Message

Welcome to Melrose Elementary School, home of the Magnificent Marlins, where everyone strives for excellence! This year we have been selected as one of the Healthiest Schools in America. We are very proud of this accomplishment as we are committed to providing opportunities for Melrose students to get up and move and live healthy lives.

We are a Title I school in the Placentia-Yorba Linda Unified School District (PYLUSD). Melrose is in its 16th year of operation. The school's united efforts to improve student performance and close the achievement gap for all students has resulted in substantial and consistent gains in student academic achievement. These efforts provided the framework for Melrose Elementary School to exit Program Improvement Status in two years. We, along with all California schools, are currently implementing Common Core State Standards. Melrose has made gains in the Smarter Balanced Assessments (SBAC).

Because of uniform Positive Behavioral Interventions and Supports (PBIS) being implemented schoolwide, there has been a reduction in major problem behaviors and an improved understanding of behavior expectations across our campus. Students are made aware of the power of their choices each morning with our Melrose Pledge and quotations about growth mindset.

School attendance is also a marker to evaluate the effectiveness of our schoolwide system of intervention and enrichment. Melrose is among the top-rated schools in attendance among elementary schools in the PYLUSD for the past six years. The overall school attendance rate for 2018-19 was 93.5%.

Significant gains have been made in the area of student achievement in math, English language arts and science since the implementation of the Magnificent Marlin High Five Program. Grade-level teams review data each trimester to monitor student progress while disaggregating data to ensure our student groups are making progress toward reaching proficiency.

Finally, over the years of implementation, our data monitoring has shown a decline in the number of major discipline offenses being committed. We have focused on positive behavior, student access to counseling groups, direct interventions and direct instruction through our teaching matrix.

All members of the school community have internalized the Magnificent Marlin High Five Program. The mission of the program is to create a positive school environment conducive to learning that encourages student achievement and student attendance.

We at Melrose attribute much of our gains to our targeted staff development programs for teachers of English learners, math interventions and the implementation of targeted Response to Intervention programs to meet the individual needs of students. These gains have motivated the Melrose staff, students and parents to forge an even tighter partnership to ensure continued success.

We are a committed partnership, within our school community, who work together to do "Whatever it Takes" for our student's success.

## School Mission Statement

We are a Professional Learning Community committed to doing "whatever it takes" to achieve high levels of learning for all students.

## School Vision Statement

We, the teachers and staff of Melrose Elementary School, share a commitment to high academic goals, collaborative problem solving, and continuous assessment for teaching and ongoing learning for all.

## Placentia-Yorba Linda Unified School District Core Values

***What We Stand For and Represent***

**Excellence**

We relentlessly pursue excellence in all academic and organizational endeavors.

**Collaboration**

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

**Integrity**

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

**Innovation**

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

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.
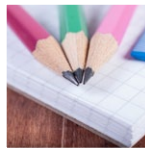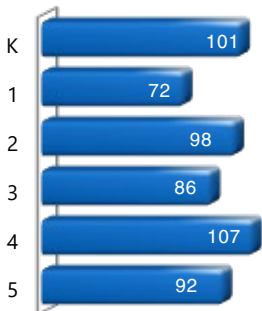
*"We are a committed partnership, within our school community, who work together to do "Whatever it Takes" for our student's success."*

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade

| Grade | Enrollment |
|---|---|
| K | 101 |
| 1 | 72 |
| 2 | 98 |
| 3 | 86 |
| 4 | 107 |
| 5 | 92 |

## Enrollment by Student Group

The total enrollment at the school was 556 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

**2018-19 School Year**

White 1.1%

Black or African-American 0.9%

Hispanic or Latino 98.0%
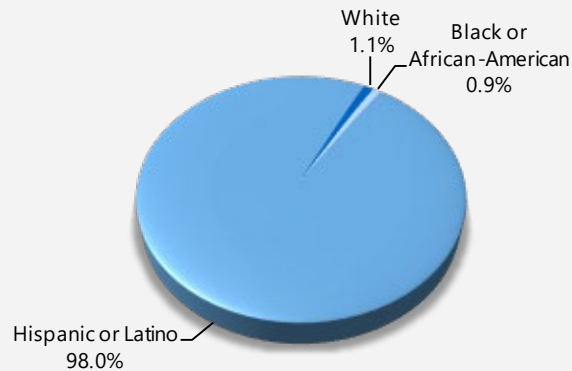
| | |
|---|---|
| Socioeconomically disadvantaged | 96.40% |
| English learners | 66.90% |
| Students with disabilities | 11.00% |
| Foster youth | 0.40% |
| Homeless | 68.90% |

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

**Three-Year Data**

Legend: 16-17, 17-18, 18-19

| Grade | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| K | 25 | 25 | 25 |
| 1 | 25 | 24 | 23 |
| 2 | 22 | 24 | 25 |
| 3 | 25 | 28 | 25 |
| 3-4 | | | |
| 4 | 27 | 29 | 34 |
| 5 | 32 | 30 | 29 |
|  | | | 23 |

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.
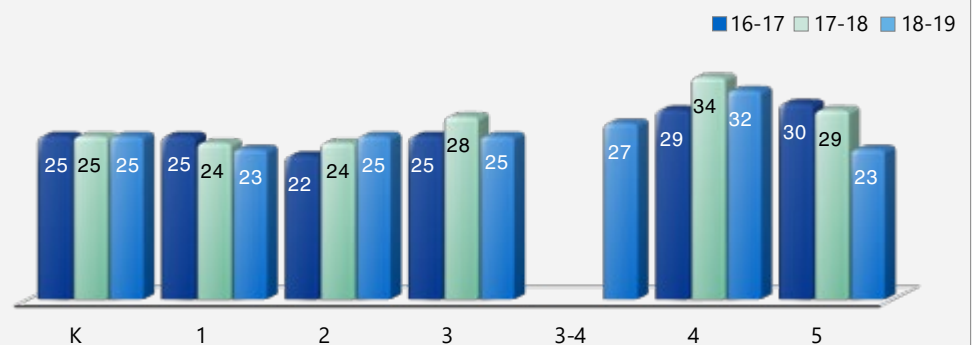
### Suspension and Expulsion Rates

| Melrose ES | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| Suspension rates | 0.9% | 2.8% | 0.5% |
| Expulsion rates | 0.0% | 0.0% | 0.0% |

| PYLUSD | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| Suspension rates | 2.6% | 2.8% | 2.0% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

| California | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| Suspension rates | 3.6% | 3.5% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

### Number of Classrooms by Size

**Three-Year Data**

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

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

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

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

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | | | | | | Two-Year Data |
|---|---|---|---|---|---|---|
| | Melrose ES | | PYLUSD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 36% | 40% | 68% | 68% | 50% | 51% |
| Mathematics | 28% | 31% | 59% | 59% | 38% | 40% |

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test | 2018-19 School Year |
|---|---|
| Percentage of Students Meeting Fitness Standards | Melrose ES |
| | Grade 5 |
| Four of six standards | 25.0% |
| Five of six standards | 12.0% |
| Six of six standards | 26.1% |

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.
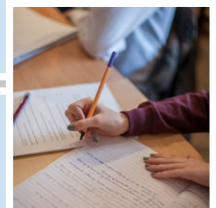
## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

## CAASPP Results by Student Group: English Language Arts (grades 3-5)

| Percentage of Students Meeting or Exceeding State Standards | | | | 2018-19 School Year | |
|---|---|---|---|---|---|
| **English Language Arts** | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| **All students** | 290 | 289 | 99.66% | 0.34% | 40.14% |
| **Male** | 152 | 152 | 100.00% | 0.00% | 39.47% |
| **Female** | 138 | 137 | 99.28% | 0.72% | 40.88% |
| **Black or African-American** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Filipino** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 278 | 277 | 99.64% | 0.36% | 40.07% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **White** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Two or more races** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Socioeconomically disadvantaged** | 281 | 281 | 100.00% | 0.00% | 39.50% |
| **English learners** | 230 | 229 | 99.57% | 0.43% | 35.81% |
| **Students with disabilities** | 60 | 60 | 100.00% | 0.00% | 5.00% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | 202 | 202 | 100.00% | 0.00% | 37.62% |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
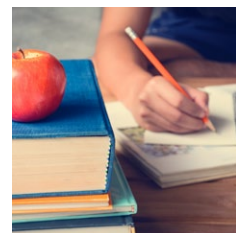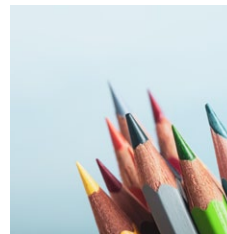
## CAASPP Results by Student Group: Mathematics (grades 3-5)

| Percentage of Students Meeting or Exceeding State Standards | 2018-19 School Year |
|---|---|

**Mathematics**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|---|---|---|---|---|
| All students | 290 | 290 | 100.00% | 0.00% | 30.69% |
| Male | 152 | 152 | 100.00% | 0.00% | 32.89% |
| Female | 138 | 138 | 100.00% | 0.00% | 28.26% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 278 | 278 | 100.00% | 0.00% | 30.94% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 281 | 281 | 100.00% | 0.00% | 30.96% |
| English learners | 230 | 230 | 100.00% | 0.00% | 29.57% |
| Students with disabilities | 60 | 60 | 100.00% | 0.00% | 5.00% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | 202 | 202 | 100.00% | 0.00% | 31.68% |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
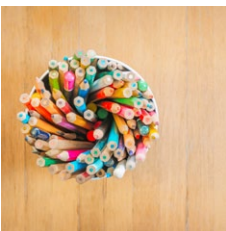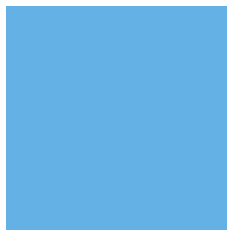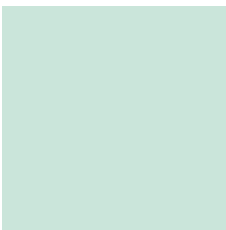
## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject | |
|---|---|
| **2019-20 School Year** | |
| **Reading/language arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History/social science** | 0% |
| **Visual and performing arts** | 0% |
| **Foreign language** | 0% |
| **Health** | 0% |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | |
|---|---|
| **2019-20 School Year** | |
| **Data collection date** | 9/10/2019 |

## Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2019. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks became available for preview in the spring of 2018. The Science Steering Committee recommended two K-5 publications two 6-8 publications for a pilot during the 2019-20 school year. The District Curriculum Council may recommended textbooks for adoption in the spring of 2020. If adopted, implementation of the NGSS aligned materials will begin in 2020-21.

| Textbooks and Instructional Materials List | | 2019-20 School Year |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **English language arts** | Benchmark Advance, Benchmark Education Company  (K-5) | 2017 |
| **English language arts** | *Reading,* Houghton Mifflin (K-5) | 2003 |
| **English language arts** | *Medallions,* Houghton Mifflin (upgrade) | 2003 |
| **English language arts** | Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6) | 2017 |
| **English language arts** | Language Circle Series, Project Read Phonology | 2003 |
| **English language arts** | *Written Expression* | 2003 |
| **Mathematics** | *California Math,* Houghton Mifflin (K-5) | 2009 |
| **Mathematics** | *Mathematics, Course 1;* Prentice Hall (6) | 2009 |
| **Science** | Full Option Science System (FOSS), California Edition; Delta Education (K-5) | 2008 |
| **Science** | *Focus on Earth Science*, California Edition; Glencoe (6) | 2007 |
| **History/social science** | *History-Social Science for California,* Scott Foresman (K-5) | 2007 |
| **History/social science** | *Discovering Our Past: Ancient Civilizations,* Glencoe (6) | 2006 |

## Quality of Textbooks

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

| Quality of Textbooks | 2019-20 School Year |
|---|---|
| **Criteria** | **Yes/No** |
| **Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?** | Yes |
| **Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?** | Yes |
| **Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?** | Yes |

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status | 2019-20 School Year |
|---|---|
| **Items Inspected** | **Repair Status** |
| **Systems:** Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good |
| **Interior:** Interior surfaces (floors, ceilings, walls and window casings) | Good |
| **Cleanliness:** Pest/vermin control, overall cleanliness | Good |
| **Electrical:** Electrical systems | Good |
| **Restrooms/fountains:** Restrooms, sinks and drinking fountains | Good |
| **Safety:** Fire safety, emergency systems, hazardous materials | Good |
| **Structural:** Structural condition, roofs | Good |
| **External:** Windows/doors/gates/fences, playgrounds/school grounds | Good |
| **Overall summary of facility conditions** | Good |
| **Date of the most recent school site inspection** | 4/12/2019 |
| **Date of the most recent completion of the inspection form** | 4/12/2019 |

## Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised.

## School Description

Melrose Elementary School opened in 2004 and is located 1 mile south of downtown Placentia in suburban Orange County, California. It is snuggled between a busy business district and a densely populated multifamily residential neighborhood with a bridge joining the two. Melrose Elementary School serves 540 students in grades preppy K to fifth grade. The student population includes 97% of students receiving free or reduced-price lunch, 64% are English learners and 55% qualify under the McKinney-Vento Homeless Assistance Act. Melrose serves a homogenous student population that is 97.2% Hispanic, including student newcomers.

Melrose Elementary School serves as a beacon in the community and provides support to students and families beyond academic instruction, including emotional and basic needs. Melrose families benefit from a weekly nutrition backpack program, a monthly fresh-food distribution (Second Harvest Food Bank), no-cost immunizations, USC Dental Clinic and two student uniform field trips. Through a mental health grant, we are also able to provide on-campus counseling for students. Melrose Elementary also hosts Community-Based English Tutoring (CBET) classes supported by child-care and state preschool programs on campus.

Melrose Elementary students are provided a comprehensive curriculum, which includes reading, language arts, mathematics, history/social science, English language development (ELD), science, visual and performing arts, and physical education. A state-of-the-art computer lab and library provide additional educational opportunities for our students. Melrose Elementary School students are thriving under the implementation of California Common Core Standards. To support academic instruction, 3-5 grade teams are committed to implementing Advancement Via Individual Determination (AVID) methodologies and strategies across all academic areas. We also benefit from a partnership with the California State University, Fullerton (CSUF) iSTEM program. It provides opportunities for collaboration between teachers and student teachers and the implementation of technology. Students are supported through after-school programs such as Club Marlin.

Melrose Elementary School staff works tirelessly to promote positive school attendance through our focus on supporting the entire school community and creating a positive environment that promotes student achievement.

## School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Melrose Elementary School site underwent extensive modernization and construction of new buildings and reopened in 2004 with 33 classrooms, a state-of-the-art library, centralized computer lab, seven computer pods, a kitchen, gymnasium, multiple restrooms and athletic fields. All exterior school buildings were painted during the summer of 2017, giving our school a colorful makeover.

## Public Internet Access

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

## Parental Involvement

Melrose is an inclusive community. Open communication is shared and valued among staff, parents and students. Parents take an active role in decision-making both formally and informally, through membership on-site and district-level committees. Parent involvement opportunities include: development of a school parent-involvement policy, school compact and parent participation calendar, classroom parent volunteers, Parent Teacher Association (PTA) volunteers, Orange County Gang Reduction and Intervention Partnership (OC GRIP) greeters, School Site Council volunteers, library volunteers, and office volunteers. Every month, the principal hosts a Coffee with the Principal to provide information that will help parents become more involved in their children's education. Community members such as the Placentia police chief, Placentia mayor and our school superintendent have used this Friday forum to dispense information and gain valuable parent input. Teachers host a back-to-school night in September and an open house in March to highlight student learning.

For more information on how to become involved at school, please contact Adriana Craw, PTA president, or Susan Swinford, community liaison, at (714) 986-7220.

## School Safety

Student safety is the primary concern of all those involved in the education of students at Melrose Elementary School and in the Placentia-Yorba Linda Unified School District. It is the desire of the school board and superintendent that all efforts are made to provide a safe learning environment for students and staff. To this end, each school is charged with the responsibility for the overall development of a comprehensive school safety plan. This comprehensive school safety plan may be evaluated and amended, as needed, by the School Site Council or School Safety Planning Committee, but shall be evaluated at least once a year to ensure that the comprehensive school safety plan is properly implemented. In developing the policies and procedures of this plan, the administration has solicited the participation, views and advice from the following representatives: School Site Council, PTA, school staff and the PBIS team.

The following documents were reviewed in preparation for writing the school safety plan:

- Parent and Student Survey
- Yearly Suspension/Expulsion Data
- Healthy Kids Survey
- Discipline Policies and Procedures
- Truancy Rates/Action
- SART/SARB Referral Data

**COMPONENT 1: SCHOOL'S PHYSICAL ENVIRONMENT:** The physical conditions in which education takes place.

**The Goal:** To ensure that all students and staff members are provided with a safe, clean and secure school environment.

**Our Areas of Pride:** The Safe School Planning Committee recognizes and commends the students, staff and parents for the following conditions and programs at Melrose Elementary School that positively affect the physical conditions of the campus.

- Before and after-school supervision of the front entrance and back parking lot
- Campus visitors check-in procedure
- Williams settlement review—100% in compliance
- District's ongoing maintenance program
- District's immediate response to graffiti

**Our Areas of Change:** Develop a comprehensive security plan that would ensure a closed and safe campus.

**Significant Actions:** During the school day, school gates are secured with locks that require a school key.

- Review of existing safety plan
- Update all evacuation and emergency preparedness procedures
- Develop and refurbish classroom emergency kits
- Conduct fire, earthquake and lockdown drills monthly

**COMPONENT 2: SCHOOL'S SOCIAL ENVIRONMENT:** The organizational and interpersonal process that occurs in and around the school.

**The Goal:** To further develop an organizational structure that creates a consistent, safe, proactive and positive climate on our school campus.

**Our Areas of Pride:** The Safe School Planning Committee recognizes and commends the students, staff and parents for the following conditions and program at Melrose Elementary School that positively affect the physical and psychological well-being of all persons on campus.

- ABC Awards assemblies
- Schoolwide PBIS program implemented
- School uniforms used extensively by all
- Coffee with the Principal meetings
- Daily and weekly positive school reward system—Magnificent Marlins, Blue Card Drawings
- Anti-bullying assemblies
- Character education through morning messages
- PBIS Signage around campus reinforcing our commitment to the High Five Rules

**Our Areas of Change:** Develop and implement PBIS to promote and recognize students being responsible, respectful, helpful, safe and kind.

**Significant Actions:** Systematic Supervision program used by all staff

- Train PBIS Team on PBIS school wide rules
- Inform and involve parents regarding PBIS school wide rules
- Schedule ABC Awards assemblies
- Reinforce and support schoolwide PBIS

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

# Professional Development

## 2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in Common Core State Standards (CCSS).

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward Next Generation Science Standards (NGSS), Universal Design for Learning (UDL), writing, inquiry, collaboration, organization and reading (WICOR), Advancement Via Individual Determination (AVID) Strategies, technology, including the annual Google Summit, and districtwide initiatives, such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and Positive Behavioral Interventions and Supports (PBIS). These trainings are provided in the form of all-day trainings, half-day trainings, Professional Learning Communities (PLC) modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

## 2018-19

PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR (AVID Strategies) and technology, including You Cube hybrid PD and the annual Google Summit provided by the EdTech Team that integrates educational technology into instruction. Districtwide training on initiatives such as CGI, ECM, FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and PBIS are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on PLCs and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.

## 2019-2020

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

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

# Professional Development

*Continued from left*

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

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. All teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays or late-start Mondays. These days allow teachers the time necessary for collaborative team meetings by grade level and department.

| Professional Development Days | |
|---|---|
| **Number of school days dedicated to staff development and continuous improvement** | |
| **2017-18** | 0.5 days |
| **2018-19** | 0.5 days |
| **2019-20** | 0.5 days |

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

| Teacher Credential Information | | Three-Year Data | | |
|---|---|---|---|---|
| | **PYLUSD** | **Melrose ES** | | |
| **Teachers** | **19-20** | **17-18** | **18-19** | **19-20** |
| **With a full credential** | 1,077 | 29 | 26 | 25 |
| **Without a full credential** | 9 | 0 | 0 | 0 |
| **Teaching outside subject area of competence (with full credential)** | 0 | 0 | 0 | 0 |

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff Data | |
|---|---|
| **2018-19 School Year** | |
| | **Ratio** |
| **Academic counselors** | ✧ |
| **Support Staff** | **FTE** |
| **Counselor (academic, social/behavioral or career development)** | 0.40 |
| **Library media teacher (librarian)** | 0.00 |
| **Library media services staff (paraprofessional)** | 1.00 |
| **Psychologist** | 1.00 |
| **Social worker** | 0.00 |
| **Nurse** | 0.33 |
| **Speech/language/hearing specialist** | 1.00 |
| **Resource specialist (nonteaching)** | 2.00 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | Three-Year Data | | |
|---|---|---|---|
| | **Melrose ES** | | |
| **Teachers** | **17-18** | **18-19** | **19-20** |
| **Teacher misassignments of English learners** | 0 | 0 | 0 |
| **Total teacher misassignments** | 0 | 0 | 0 |
| **Vacant teacher positions** | 0 | 0 | 0 |

## Types of Services Funded

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

- School and Library Improvement Plan budget
- 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- and reduced-price lunch participation rates to provide additional services
- Other grants: Community-Based English Tutoring (CBET), Elementary Counseling, State Preschool
- McKinney-Vento Homeless Education Assistance Improvements Act of 2001 supports students and families

✧ Not applicable.

## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data | | 2017-18 Fiscal Year |
|---|---|---|
| | **PYLUSD** | **Similar Sized District** |
| **Beginning teacher salary** | $44,630 | $48,612 |
| **Midrange teacher salary** | $82,740 | $74,676 |
| **Highest teacher salary** | $103,802 | $99,791 |
| **Average elementary school principal salary** | $116,469 | $125,830 |
| **Average middle school principal salary** | $118,850 | $131,167 |
| **Average high school principal salary** | $135,949 | $144,822 |
| **Superintendent salary** | $299,970 | $275,796 |
| **Teacher salaries: percentage of budget** | 37% | 34% |
| **Administrative salaries: percentage of budget** | 5% | 5% |

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | 2017-18 Fiscal Year |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Melrose ES** | $5,886 | $84,015 |
| **PYLUSD** | $7,860 | $87,995 |
| **California** | $7,507 | $82,403 |
| **School and district: percentage difference** | -25.1% | -4.5% |
| **School and California: percentage difference** | -21.6% | +2.0% |

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|---|---|
| **2017-18 Fiscal Year** | |
| **Total expenditures per pupil** | $6,804 |
| **Expenditures per pupil from restricted sources** | $917 |
| **Expenditures per pupil from unrestricted sources** | $5,886 |
| **Annual average teacher salary** | $84,015 |

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

# Melrose Elementary School

School Accountability Report Card

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