



# Mabel Paine Elementary School

*"Where every student is college bound"*

Melanie Carmona ▪ Principal  
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4444 Plumosa Drive ▪ Yorba Linda, CA 92886  
(714) 986-7210 ▪ <http://mabelpaine.org>

Grades TK-5  
CDS Code 30-66647-6030936

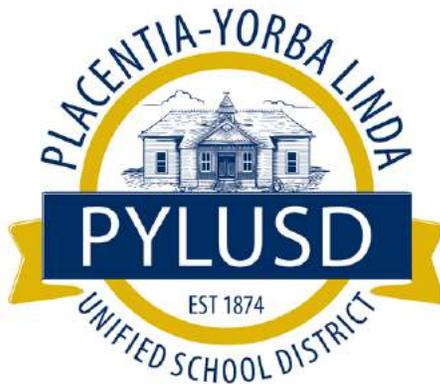
**SARC** 2016-17  
School Accountability  
Report Card  
Published in 2017-18



## Placentia-Yorba Linda USD

Placentia-Yorba Linda Unified School District ▪ 1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ [www.plyusd.org](http://www.plyusd.org)

Dr. Gregory S. Plutko, Superintendent ▪ [gplutko@plyusd.org](mailto:gplutko@plyusd.org) ▪ (714) 986-7000



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

### Governing Board

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## Superintendent's Message

Dear PYLUSD Families,

On behalf of the Placentia-Yorba Linda Unified School District (PYLUSD) Board of Trustees, I am delighted to welcome you to the 2017-18 school year. The first day of school is always filled with great anticipation and excitement, and though the first day of school marks a new beginning for our students, the district's vision for the year remains steady and clear: We are committed to being a dynamic learning community that prepares every student for success now and in the future.

In preparation for the new year, PYLUSD teachers, staff and administrators remained hard at work to ensure the continued growth of the district's five focus areas—academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources. This included developing curriculum, exploring new classroom strategies, engaging staff with various professional-growth opportunities, strengthening community partnerships, increasing educational opportunities outside of the classroom, updating campus facilities, and much more. Whew—I could not be more proud of the thoughtful work that staff bring to each and every school year!

Looking ahead to another successful PYL school year, the district will continue to be driven by the mutual sense of pride and appreciation for the community that embraces and supports the influence of our teachers and staff. We are keenly aware of the valuable partnership our families and community partners play in our everyday success. It is that same unique partnership that helps to provide our students the very best in 21st century educational experiences. Future ready ... you bet!

Whether students enter the new school year with their very first backpack and lunchbox in preppy-K or a senior preparing to start the journey leading to the family celebration of the graduation stage, PYLUSD wants to ensure that each student feel a sense of home and belonging on our campuses. Student and teacher success are vitally intertwined, and that momentum building success stems from a culture that promotes the emotional health, safety and well-being of students. That culture of care and belonging is truly the PYLUSD way!

Wishing you all the very best in the new school year. Let our journey begin!

Warm regards,

Gregory S. Plutko, Ed.D.  
 Superintendent

## District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

## District Vision Statement

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

## 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 work together with all members of our school community to ensure student success.

#### **Integrity**

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

#### **Innovation**

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

### Principal's Message

It is with pleasure that I introduce you to Mabel Paine Elementary School, a California Distinguished School and Gold Ribbon School. Our school is known to provide a welcoming environment and high-quality education to our students in partnership with strong parent support. We are a small, close-knit learning environment where the needs of our students are the highest priority. Our students experience a rigorous academic curriculum through hands-on activities, use of technology, and the support of early interventions to speed each student on his or her way to success. Our most important goal is to take the students in our care and move them forward as far as they can go each and every year. Above all, we strive to create a love of learning in our students that will serve them both now and in the future. Our experienced and innovative staff members work in professional learning communities to provide students with a balanced and comprehensive educational program. Teachers are highly qualified and child-centered. They willingly participate in ongoing professional growth and deliver the most current and relevant curriculum and instruction to students.

Mabel Paine is located in Yorba Linda, California. The student mobility rate is low, as many families have been here for several years. New students continue to enroll as the hills above the school fill with additional housing developments. Students are presented with a standards-based curriculum, which includes reading, written expression, mathematics, social science, science, physical education, visual and performing arts, and health. In addition to a wide range of materials and technology within the classrooms, there is a multimedia center that houses both the library and computer lab. The school provides a wealth of technology resources with several additional computer pods in close proximity to classrooms as well as Chromebook carts available to each grade-level team. Staff members include regular education classroom teachers, special education teachers, speech and language specialists, resource specialists, a psychologist, and the principal. We are joined by part-time staff to provide an educational program rich in the acquisition of academic skills and technology, as well as strong character development. The part-time staff includes physical education specialists as well as instrumental and choral music teachers for students in grades 4-5.

We are so proud of our school and consider our students family.

Sincerely,

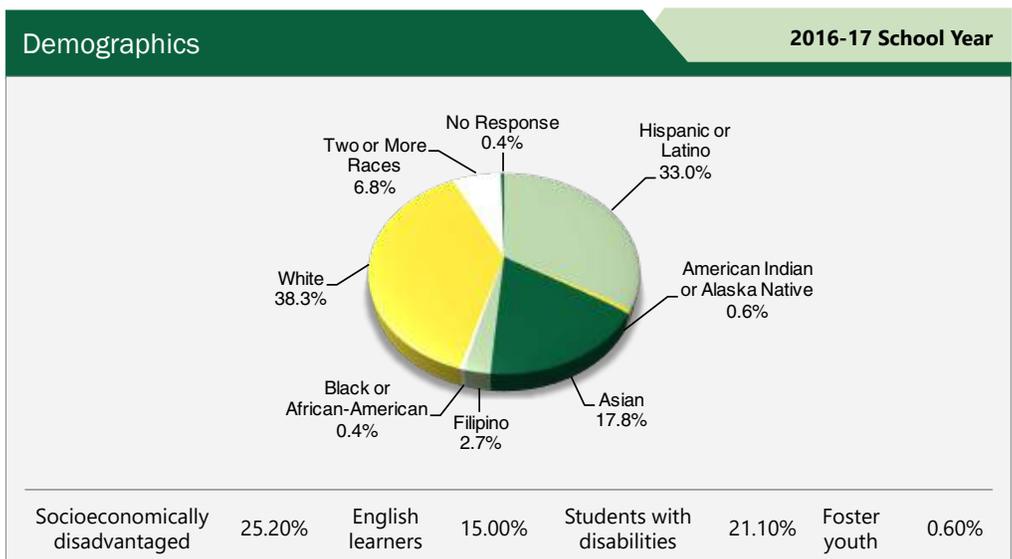
Melanie Carmona

### Parental Involvement

Parents are welcome and encouraged to be involved in the school program. There are numerous opportunities for parents to be involved with their children at Mabel Paine Elementary School. In addition to an active Parent Teacher Association (PTA), there are opportunities to work within the classrooms on a weekly basis as well as to take work home for special projects. Parent volunteers are an integral part of our daily life as they work with our students in classrooms all over campus. Parents also have an active role to play in the school decision-making process through School Site Council (SSC) and the English Learner Advisory Council (ELAC) and are encouraged to communicate with school staff at any time. Parents support schoolwide programs through book fairs, Read-a-thon, Jog-a-thon, School Carnival and Family Fun Nights. Mabel Paine social and academic events are always well-attended. In addition, parents are encouraged to attend special events such as back-to-school night, open house, parent-teacher conferences, Dads and Donuts, Muffins with Mom, reading events, and musical concerts. Mabel Paine is truly a neighborhood school with a strong tradition of working collaboratively with parents. Parents wishing to participate in the school programs may contact the school principal, Melanie Carmona, or the PTA president, Kristi Sova, at (714) 986-7210.

### Enrollment by Student Group

The total enrollment at the school was 473 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



### 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.

### School Mission Statement

Our school is known to provide a welcoming environment and high-quality education to our students in partnership with strong parent support. We are a small, close-knit learning environment where the needs of our students are the highest priority. Our students experience a rigorous academic curriculum through hands-on activities, use of technology, and the support of early interventions to speed each student on his or her way to success. Our most important goal is to take the students in our care and move them forward as far as they can go every year. Above all, we strive to create a love of learning in our students that will serve them both now and in the future. Our experienced and innovative staff members work in professional learning communities to provide students with a balanced and comprehensive educational program. Teachers are highly qualified and child-centered. They willingly participate in ongoing professional growth and deliver the most current and relevant curriculum and instruction to students.

### School Vision Statement

Our vision is to create an environment that provides students with the tools and knowledge they need to be college and career ready.



### Mabel Paine Core Values

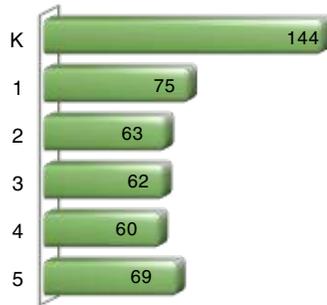
Our vision and mission focus on the following core values:

- Collaboration
- Respect
- Compassion
- Diversity

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

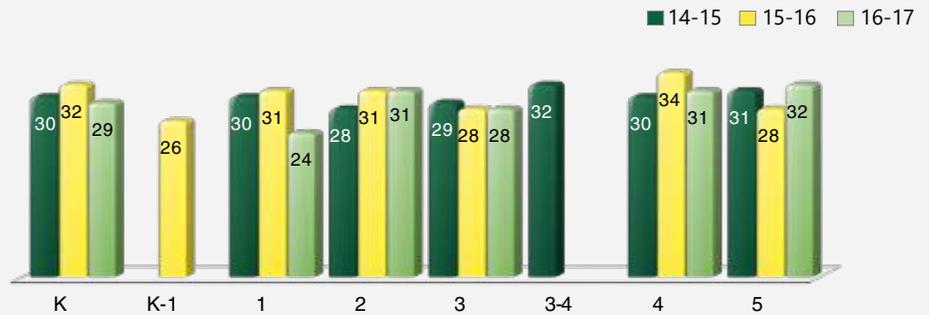


## Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			2			2	
K-1					1				
1		2			2			3	
2		2			2			2	
3		2			2			2	
3-4		1							
4		1				2		2	
5		2			2			2	

## 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

Mabel Paine ES			
	14-15	15-16	16-17
Suspension rates	1.9%	0.8%	1.0%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	14-15	15-16	16-17
Suspension rates	2.4%	2.6%	2.6%
Expulsion rates	0.0%	0.0%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

## School Description

Mabel Paine Elementary School is a California Distinguished School located in Yorba Linda, California. There are 14 general-education and six special-education classrooms. The mobility rate is extremely low, as many families have been here for several years. New students continue to enroll as the hills above the school fill with new housing developments. Students are presented with a standards-based curriculum that includes reading, written expression, mathematics, social science, science, physical education, visual and performing arts, and health. In addition to a wide range of materials and technology within the classrooms, there is a multimedia center that houses both the library and computer lab. The school provides a wealth of technology resources with several additional computer pods in close proximity to classrooms. The kindergarten classrooms each have a small pod of computers in their room. A total of 28 staff members, including regular-education classroom teachers, special-education teachers, a speech and language specialist, resource specialist, psychologist, and principal are joined by part-time staff all working closely together to provide an educational program rich in the acquisition of academic skills as well as strong character development. The part-time staff includes physical education specialists and instrumental music teachers for grade 5. The school is pleased to offer the innovative MIND Research Institute Spatial-Temporal (ST) Math program, where all students take part in weekly standards-aligned web-based math activities. Fourth- and fifth-grade students take part in the district elementary band, orchestra and vocal music programs. We also offer child care before and after school, which includes homework assistance, healthy snacks and enrichment activities in a safe on-campus environment from 6:30 a.m. until 6 p.m.

All K-5 students take diagnostic benchmark assessments in the area of reading three times per year as part of the Response to Intervention (RTI) program. RTI ensures that struggling students will be identified and helped early and also that students needing enrichment will be accelerated.

## Professional Development

### 2015-16

While the 2015-16 school year did not allow for a devoted professional development day during preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Interventions and Supports (PBIS), and AVID/WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn) strategies. Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as the Individualized Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [BTSA]).

### 2016-17

All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

### 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 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 NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide 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 PBIS. These trainings are provided in the form of all day trainings, half day trainings, 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.



## 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](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

#### 2016-17 School Year

#### Grade 5

<b>Four of six standards</b>	11.30%
<b>Five of six standards</b>	27.40%
<b>Six of six standards</b>	59.70%

### Professional Development Days

#### Three-Year Data

	2015-16	2016-17	2017-18
<b>Mabel Paine ES</b>	0 days	0.5 days	0.5 days

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

For the 2016-17 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 math 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](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy 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 Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Mabel Paine ES		PYLUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	79%	69%	75%	74%	56%	54%

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (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	
	Mabel Paine ES		PYLUSD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	57%	63%	66%	67%	48%	48%
Mathematics	61%	69%	57%	59%	36%	37%

## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program			2017-18 School Year
	Mabel Paine ES	PYLUSD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2013-2014	
Year in Program Improvement	◇	Year 1	
Number of schools currently in Program Improvement	6		
Percentage of schools currently in Program Improvement	75.00%		

◇ Not applicable. The school is not in Program Improvement.

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

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	192	183	95.31%	63.39%
Male	109	106	97.25%	60.38%
Female	83	77	92.77%	67.53%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	33	26	78.79%	69.23%
Filipino	❖	❖	❖	❖
Hispanic or Latino	67	65	97.01%	61.54%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	74	74	100.00%	62.16%
Two or more races	15	15	100.00%	60.00%
Socioeconomically disadvantaged	51	48	94.12%	58.33%
English learners	36	28	77.78%	53.57%
Students with disabilities	39	38	97.44%	34.21%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	192	189	98.44%	68.78%
Male	109	108	99.08%	68.52%
Female	83	81	97.59%	69.14%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	33	31	93.94%	80.65%
Filipino	❖	❖	❖	❖
Hispanic or Latino	67	66	98.51%	60.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	74	74	100.00%	70.27%
Two or more races	15	15	100.00%	66.67%
Socioeconomically disadvantaged	51	50	98.04%	54.00%
English learners	36	34	94.44%	52.94%
Students with disabilities	39	38	97.44%	50.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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	
2017-18 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	
2017-18 School Year	
Data collection date	9/12/2017

## Textbooks and Instructional Materials

The assistant superintendent of Educational Services 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 (elementary) 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 materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review 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 assistant superintendent of Educational Services. The assistant 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 2017. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New State Frameworks have been adopted in History Social Science to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the State of California adoption timeline. English language arts and English language development textbooks were adopted in the spring of 2017. History Social Science textbooks will be available for preview in the spring of 2018 for a possible pilot during the 2018-19 school year and recommended for adoption in the spring of 2019 for implementation in 2019-20.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	<i>The Language of Literature</i> , McDougal Littell (6)	2010
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics</i> , Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

## Quality of Textbooks

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

Quality of Textbooks		2017-18 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	



*"Our most important goal is to take the students in our care and move them forward as far as they can go each and every year."*

## 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		2017-18 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	5/5/2017	
<b>Date of the most recent completion of the inspection form</b>	5/5/2017	

## 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 2017-18 school year. Maintenance items will be prioritized so that student safety is not compromised.

## 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.

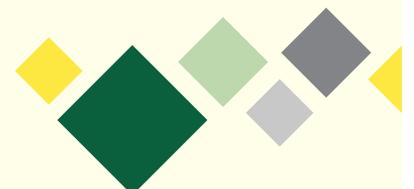
Mabel Paine was built in 1961 and opened in the 1961-62 school year. There are 28 modernized classrooms and two portables on campus. All classrooms contain a surround sound system, distributed sound microphones, and Promethean smart boards for enhanced student learning. The school is in excellent condition, as our maintenance crew is always at work to clean the campus and conduct any necessary repairs in a timely manner. It features a multipurpose room, computer lab, library, kitchen, occupational therapy gymnasium, conference room, and two large athletic fields. The space available is more than sufficient to support teaching and learning. Our campus is locked at all times, and all parents and visitors must check in the front office before, during and after school to ensure the safety of our students and staff. In addition, all volunteers and visitors must sign in at the front office and wear a badge at all times while on campus.



## School Safety

The school safety plan is updated each year and reviewed with the staff and parents. The plan includes a schoolwide discipline plan that is sent home each year and reviewed with the students at behavior expectations assemblies held in the fall; a crisis plan including earthquake, fire and lockdown practice drill; and a staff duty schedule to provide appropriate supervision before, during and after school. The Safe School Plan addresses both the physical environment and the social environment and establishes goals in both areas. In addition, district and community resources are available to students and parents as needed. Through the Comprehensive Safe School Plan, the students and staff of Mabel Paine School work collaboratively to maintain a safe and orderly campus by adhering to schoolwide expectations for the safety of all. There are regularly scheduled fire, earthquake, evacuation and lockdown drills where students are taught the proper procedures and behavior. District-assigned school nurses and health clerks have clearly established procedures, including the use of EpiPens (epinephrine auto-injectors). All medications are stored and dispensed according to district practice. Individual health-care plans are developed for students with chronic diseases and made available to the respective teachers.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2017.





## 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	
2016-17 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
<b>Support Staff</b>	
<b>FTE</b>	
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.39
Psychologist	1.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	2.00
Resource specialist (nonteaching)	1.40
<b>Other</b>	
<b>FTE</b>	
Computer instructional specialist (CIS)	0.39
Health clerk	0.47

## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	PYLUUSD	Mabel Paine ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	1,103	21	28	26
Without a full credential	2	2	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

## 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		
	Mabel Paine ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0



*"Our experienced and innovative staff members work in professional learning communities to provide students with a balanced and comprehensive educational program."*

## Types of Services Funded

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

- 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

## 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 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.

### Financial Data

The financial data displayed in this SARC is from the 2015-16 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](http://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](http://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](http://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.

District Salary Data		2015-16 Fiscal Year
	PYLUUSD	Similar Sized District
Beginning teacher salary	\$44,188	\$47,808
Midrange teacher salary	\$81,921	\$73,555
Highest teacher salary	\$102,774	\$95,850
Average elementary school principal salary	\$117,581	\$120,448
Average middle school principal salary	\$125,626	\$125,592
Average high school principal salary	\$135,431	\$138,175
Superintendent salary	\$255,732	\$264,457
Teacher salaries: percentage of budget	39%	35%
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		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mabel Paine ES	\$4,945	\$82,296
PYLUUSD	\$7,202	\$82,486
California	\$6,574	\$79,228
School and district: percentage difference	-31.3%	-0.2%
School and California: percentage difference	-24.8%	+3.9%

### 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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,957
Expenditures per pupil from restricted sources	\$2,012
Expenditures per pupil from unrestricted sources	\$4,945
Annual average teacher salary	\$82,296



### 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.

# Mabel Paine Elementary School



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

## School Accountability Report Card

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