

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Mabel M. Paine Elementary School

2014-15
School Accountability Report Card
Published in 2015-16



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PYLUSD: Where...

Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
 Happens!



Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room school-houses, and with courage, hard work, and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. We launched The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs, and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students, first and foremost; our district employees; families; and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key Focus Areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff, and parents as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff, and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2015-16 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents, and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Doug Domene, 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.

School 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.

School Vision

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

Principal's Message

It is a tremendous pleasure to represent Mabel Paine Elementary School, a California Distinguished School and a symbol of educational excellence in our community since 1961. Our motto, "Together Everyone Achieves More," encompasses the outstanding spirit of cooperation and teamwork among administrators, staff, parents and students that has been a hallmark of our school's success. "Excellence" is the focus of all our efforts, the goal to which we are all committed.

Keeping with the past football-team theme, this year we will be adding an overarching university theme which will emphasize college readiness for all students in our pursuit of academic excellence. Each K-5 classroom will represent a university chosen by the teacher. In addition, we will have university T-shirts available to purchase for each class, special University Spirit Days, team chants and much more. We want to ensure that each student knows that their elementary experience is one very important stepping stone on the path to college readiness.

Here at Mabel Paine Elementary, we proudly house six special day classes (SDCs)—three preschool SDCs, one kindergarten SDC and two first- through fifth-grade SDCs—and 14 general-education classes (transitional K-5), totaling 490 "college bound" students.

It continues to be my priority to ensure students have a safe, positive environment and to make sure the quality of instruction is second to none. Our staff will continue to participate in ongoing professional development and deliver the most current and relevant curriculum and instruction to students. We will work diligently to meet the individual needs of all students' academic learning styles and achievement levels. I am confident that as we continue to work together in our educational community, we will make wonderful things happen for the students.

It is a true honor to be part of this multifaceted, diverse learning community, and it is my goal to continue the tradition of excellence here at Mabel Paine Elementary and to help our students, staff, and community work as a "TEAM" to ensure that all students are college and career ready.

Sincerely,

Tamie Beeuwsaert
Principal

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. While touring the school, one is always struck by the high numbers of parent volunteers working with children in classroom settings. 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 the 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. Once each quarter, parents and families are invited to our Family Picnic—a time for families to join with one another and their children at lunchtime. In addition, parents are encouraged to attend special events such as Back-to-School Night, Open House, parent-teacher conferences, Doughnuts for Dad and Muffins for 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, Tamie Beeuwsaert, or the PTA president, Leigh Kerr, at (714) 986-7210.



Core Values

Our vision and mission focus on the following Core Values:

- Excellence
- Collaboration
- Integrity
- Innovation

*"Together Everyone
Achieves More."*



"We will work diligently to meet the individual needs of all students' academic learning styles and achievement levels."



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 Description

Mabel Paine Elementary School is a California Distinguished School located in Yorba Linda, California. There are 14 regular-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 26 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.

Our school is known to provide a welcoming environment and high-quality education to students in partnership with strong parent support. It is a small, close-knit learning community where the needs of our students are given the highest priority. Students experience a rigorous academic curriculum through hands-on activities, use of the technology, and the support of early interventions to speed each student on his or her way to success. All K-5 students are given benchmark assessments in the area of reading three times per year as part of the Response to Intervention (RTI) program. RTI assures that struggling students will be identified and helped early and also that students needing enrichment will be accelerated. Our most important goal is to take each student 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 collegial 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 in order to ensure they are college and career ready when they leave high school.

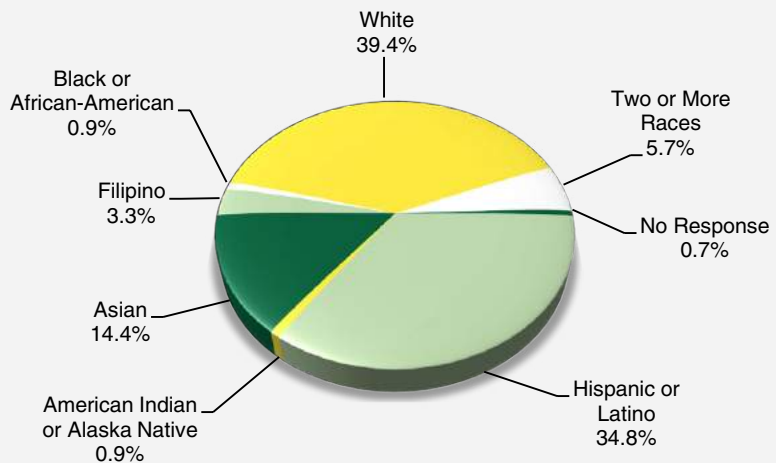
"Our school is known to provide a welcoming environment and high-quality education to students in partnership with strong parent support."

Enrollment by Student Group

The total enrollment at the school was 457 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

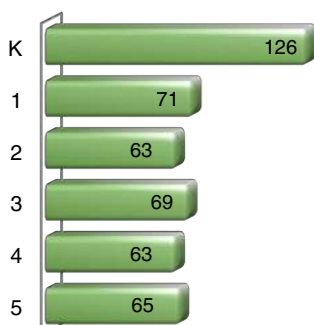
2014-15 School Year



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

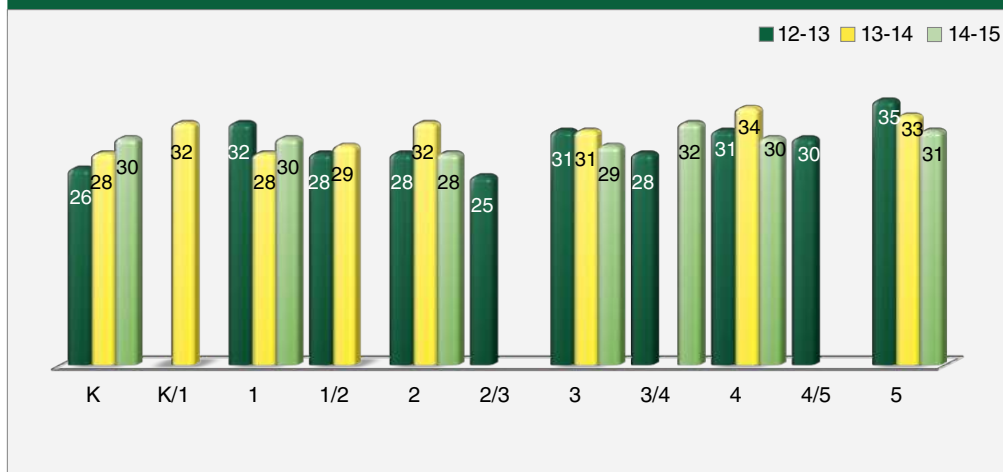


Class Size Distribution

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			3			4	
K/1					1				
1		2			2			2	
1/2			1		1				
2		1			2			2	
2/3		1							
3		1			2			2	
3/4		1						1	
4		1			1	1		1	
4/5		1							
5		1	1			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.

Suspensions and Expulsions

Three-Year Data

	Mabel Paine ES			Placentia-Yorba Linda USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspension rates	1.1%	1.6%	1.9%	3.6%	3.4%	2.4%	5.1%	4.4%	3.8%
Expulsion rates	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

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 lunch participation rates to provide additional services
- Title III federal funding: for English learners
- Other grants: CBET, MIND Math Institute, Elementary Counseling and School Readiness





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.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	12.7%
Five of six standards	17.5%
Six of six standards	65.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Mabel Paine ES	Placentia-Yorba Linda USD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	Yes	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. 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 2015-16 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.

Federal Intervention Program		2015-16 School Year	
	Mabel Paine ES	Placentia-Yorba Linda USD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2013-2014	
Year in Program Improvement	◇	Year 1	
Number of Title I schools currently in Program Improvement	6		
Percentage of Title I schools currently in Program Improvement	75.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

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

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Mabel Paine ES			Placentia-Yorba Linda USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	71%	57%	79%	76%	77%	75%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	75%	
All students at the school	79%	
Male	84%	
Female	74%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	61%	
Native Hawaiian or Pacific Islander	❖	
White	91%	
Two or more races	❖	
Socioeconomically disadvantaged	66%	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	❖	

California Assessment of Student Performance and Progress Results 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/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Mabel Paine ES	Placentia-Yorba Linda USD	California
English language arts/literacy	48%	62%	44%
Mathematics	53%	54%	33%

❖ 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.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

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 tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	69	63	91.3%	27%	25%	30%	17%
Male		33	47.8%	24%	24%	48%	3%
Female		30	43.5%	30%	27%	10%	33%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	14.5%	❖	❖	❖	❖
Filipino		1	1.4%	❖	❖	❖	❖
Hispanic or Latino		19	27.5%	32%	16%	42%	11%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		29	42.0%	31%	31%	24%	14%
Two or more races		4	5.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	18.8%	38%	23%	31%	8%
English learners		7	10.1%	❖	❖	❖	❖
Students with disabilities		10	14.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	69	63	91.3%	21%	17%	35%	27%
Male		33	47.8%	12%	21%	45%	21%
Female		30	43.5%	30%	13%	23%	33%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	14.5%	❖	❖	❖	❖
Filipino		1	1.4%	❖	❖	❖	❖
Hispanic or Latino		19	27.5%	16%	26%	53%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		29	42.0%	28%	17%	17%	38%
Two or more races		4	5.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	18.8%	15%	38%	38%	8%
English learners		7	10.1%	❖	❖	❖	❖
Students with disabilities		10	14.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	57	56	98.2%	39%	25%	20%	16%
Male		26	45.6%	42%	23%	27%	8%
Female		30	52.6%	37%	27%	13%	23%
Black or African-American		1	1.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	8.8%	❖	❖	❖	❖
Filipino		2	3.5%	❖	❖	❖	❖
Hispanic or Latino		17	29.8%	35%	24%	12%	29%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		28	49.1%	43%	29%	18%	11%
Two or more races		3	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	21.1%	58%	25%	8%	8%
English learners		2	3.5%	❖	❖	❖	❖
Students with disabilities		8	14.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	57	56	98.2%	14%	41%	27%	18%
Male		26	45.6%	15%	38%	27%	19%
Female		30	52.6%	13%	43%	27%	17%
Black or African-American		1	1.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	8.8%	❖	❖	❖	❖
Filipino		2	3.5%	❖	❖	❖	❖
Hispanic or Latino		17	29.8%	6%	24%	53%	18%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		28	49.1%	18%	54%	11%	18%
Two or more races		3	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	21.1%	25%	42%	25%	8%
English learners		2	3.5%	❖	❖	❖	❖
Students with disabilities		8	14.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	65	62	95.4%	19%	21%	39%	21%
Male		34	52.3%	21%	26%	32%	21%
Female		28	43.1%	18%	14%	46%	21%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	15.4%	❖	❖	❖	❖
Filipino		3	4.6%	❖	❖	❖	❖
Hispanic or Latino		23	35.4%	39%	22%	22%	17%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		23	35.4%	9%	17%	43%	30%
Two or more races		3	4.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	27.7%	39%	33%	6%	22%
English learners		11	16.9%	64%	27%	9%	0%
Students with disabilities		8	12.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	65	62	95.4%	18%	29%	19%	32%
Male		34	52.3%	15%	32%	18%	35%
Female		28	43.1%	21%	25%	21%	29%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	15.4%	❖	❖	❖	❖
Filipino		3	4.6%	❖	❖	❖	❖
Hispanic or Latino		23	35.4%	35%	26%	17%	17%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		23	35.4%	4%	22%	26%	48%
Two or more races		3	4.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	27.7%	28%	44%	6%	22%
English learners		11	16.9%	73%	9%	9%	9%
Students with disabilities		8	12.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

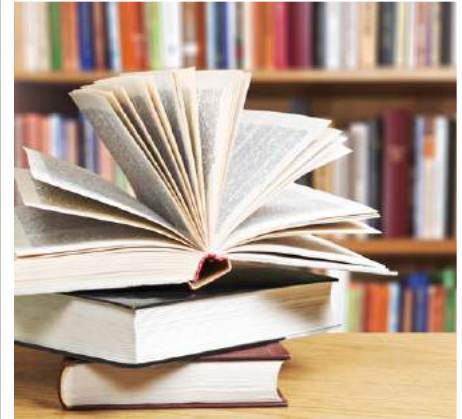
Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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 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 which 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 2015. 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 English language arts and English language development and mathematics 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. Mathematics textbooks were adopted in the spring of 2015. English language arts and English language development textbooks will be available for preview in the spring of 2016 for a possible pilot during the 2016-17 school year and recommended for adoption in the spring of 2017 for implementation in 2017-18.



Textbooks and Instructional Materials List

2015-16 School Year

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

Quality of Textbooks

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

Quality of Textbooks

2015-16 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

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-serve 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.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks

2015-16 School Year

Data collection date	9/2015
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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

2015-16 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/20/2015
Date of the most recent completion of the inspection form			8/20/2015

"Our school is known to provide a welcoming environment and high-quality education to students in partnership with strong parent support. It is a small, close-knit learning community where the needs of our students are given the highest priority."

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 2015-16 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 work with the 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 31 classrooms and two portables on campus. The school is in excellent condition. It features a newly upgraded multipurpose room, computer lab, library, kitchen, OT 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.

"Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff."





"Our staff will continue to participate in ongoing professional development and deliver the most current and relevant curriculum and instruction to students."



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 the fall rules assemblies; 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 December 2015.

Professional Development

To support teachers during the one day of Preservice in August 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards (CCSS). Specific focus areas for Preservice in 2014 included unwrapping the English and language arts (ELA) Speaking and Listening standards and the English language development (ELD) Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content-area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For Preservice training, teachers attend workshop presentations at various sites in grade-level and content-area groupings. Trainers mostly consist of trained district staff with outside presenters as needed and appropriate. For 2014, the Preservice training was one all-day training.

Follow-up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all-day trainings, site support, and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on-site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade-level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction, and assessment.

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 Intervention and Supports (PBIS), and AVID/WICOR 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.

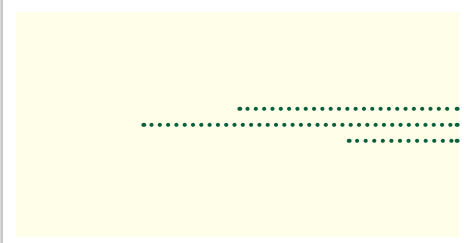
PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as Individual 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]).



"Students experience a rigorous academic curriculum through hands-on activities, use of the technology, and the support of early interventions to speed each student on his or her way to success."



Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Mabel Paine ES	1 day	1 day	0 days



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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	1.0
Social worker	1.0
Nurse	0.0
Speech/language/hearing specialist	2.0
Resource specialist (nonteaching)	1.0
Other	
FTE	
OT	2.0
Custodians	2.0
Secretary	1.0

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			
	Placentia-Yorba Linda USD	Mabel Paine ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	1,067	20	21	28
Without full credential	1	0	2	0
Teaching outside subject area of competence	4	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 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	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Mabel Paine ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data		2013-14 Fiscal Year
	Placentia-Yorba Linda USD	Similar Sized District
Beginning teacher salary	\$39,997	\$43,165
Midrange teacher salary	\$74,152	\$68,574
Highest teacher salary	\$93,027	\$89,146
Average elementary school principal salary	\$111,686	\$111,129
Average middle school principal salary	\$115,999	\$116,569
Average high school principal salary	\$125,379	\$127,448
Superintendent salary	\$233,520	\$234,382
Teacher salaries: percentage of budget	42%	38%
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		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mabel Paine ES	\$4,310	\$63,136
Placentia-Yorba Linda USD	\$6,023	\$73,852
California	\$5,348	\$72,971
School and district: percentage difference	-28.4%	-14.5%
School and California: percentage difference	-19.4%	-13.5%

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,042
Expenditures per pupil from restricted sources	\$1,732
Expenditures per pupil from unrestricted sources	\$4,310
Annual average teacher salary	\$63,136



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.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.