Willard F. Payne Elementary School

2850 N. Mountain View Road • El Monte, CA 91732-3201 • (626) 652-4900 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Mountain View School District
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School Description

Welcome to Willard F. Payne Elementary School, home of the Payne Panthers. The Payne School team of teachers and staff join parents and community members in a collaborative effort to promote student development for acquisition of basic academic skills to the application of those skills through rigorous standard-based instruction. Payne Elementary School's child-centered environment focuses on providing a positive, supportive climate that enables students to develop social interaction skills, foster personal responsibility and helps them become successful, contributing members of a global society. Payne promotes a community of personal responsibility in an environment that is respectful and positive, in which students can flourish academically and socially.

Payne's Positive Behavioral Interventions and Supports (PBIS) establishes a climate in which appropriate behavior is the norm. It foments teaching behavioral expectations and rewards students for following them. PBIS is a positive approach by acknowledging good behavior, which in turn reduces negative behavior leading to a cultural shift, while holding students accountable for their actions.

PBIS has been implemented since the 2015-2016 school year. Our staff has ongoing to stay up to date with the PBIS principles held under the Los Angeles County Office of Education.

In addition to PBIS, our school continues to be committed to our campus beautification projects. The 40 or so trees that have been planted on our campus are well kept and healthy.
Finally, students have opportunities to participate not only in intervention programs, but in enrichment programs so that the students have additional support in the classroom.

Payne works closely with community partnerships through El Monte Parks and Recreation and our after school partnership with Think Together.

Our goal in presenting you with the information within this report card is to keep our community well-informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school at (626) 652 - 4900.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	53
Grade 2	67
Grade 3	72
Grade 4	50
Grade 5	93
Grade 6	63
Total Enrollment	470

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	5.1
Hispanic or Latino	94.3
White	0.2
Socioeconomically Disadvantaged	96
English Learners	68.9
Students with Disabilities	10.6
Foster Youth	2.1
Homeless	8.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Willard F. Payne	17-18	18-19	19-20
With Full Credential	21	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mountain View School	17-18	18-19	19-20
With Full Credential	♦	♦	285
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Willard F. Payne Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

During the fall of 2017, a new ELA/ELD program was adopted by our district McGraw Hill's Wonders. In-services have been provided by the publisher and by district personal to assist in the implementation process at the site. The edition selected was chosen from a state approved list through our district adoption committee.

Textbooks and Instructional Materials
Year and month in which data were collected: November 9, 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading Writing Workshop (2017)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Math Expressions (2015)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman California Science (2008)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Reflections (2007)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Willard F. Payne Elementary school is the oldest school in the District and has tiles from the Works Progress Administration (WPA) with dates of 1936 on them. The school itself was in existence on our present site for at least 10 years prior to this date. The school is built in the mission style with an inner courtyard. The white stucco walls and red tile roof has been preserved by the District to maintain these unique features.

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good shape and receive basic cleaning on a daily basis. Detailed cleaning is done during the vacation periods. The District provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers schedule maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority.

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the District office.

Each year the school is inspected by the Los Angeles County Office of Education. The most recent inspection finds the campus in fair condition. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority. There are some major improvements for the 2015-16 school year which include HVAC upgrades of 29 units, asphalt repair in a section of the school and Wi-Fi upgrades. During the summer of 2017, our school experience plumbing and wiring upgrades to reinforce the infrastructure of the school. The plumbing and plumbing upgrades stemmed from the outer portions of the school to the buildings themselves completing stage one of upgrades. In addition a water reclamation basin was installed in our field to maximize water reclamation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/27/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Girls restroom by room 24 peeling paint; Main Office Ceiling tiles loose, classroom 7 & 13 peeling paint and stained ceiling tiles, Boys restroom by room 10 wall damage by door. Stained tiles will be replaced by custodial staff / maintenance. Paint concerns as well as damage wall by restroom 10 door will be addressed by maintenance and operations.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Evidence of cockroaches under sink room 2. Pest control was called by maintenance and operations to address concern. Classrooms 2, 7, 12, 14, 18, 24 unsecured items stored too high.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	32	37	40	50	50
Math	17	23	25	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	269	93.73	31.60
Male	152	144	94.74	31.25
Female	135	125	92.59	32.00
Asian	14	10	71.43	70.00
Hispanic or Latino	270	256	94.81	30.08
White	--	--	--	--
Socioeconomically Disadvantaged	272	257	94.49	31.13
English Learners	230	213	92.61	32.86
Students with Disabilities	35	34	97.14	17.65
Students Receiving Migrant Education Services	19	19	100.00	42.11
Foster Youth	--	--	--	--
Homeless	32	32	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	285	99.30	22.97
Male	152	151	99.34	26.17
Female	135	134	99.26	19.40
Asian	14	14	100.00	50.00
Hispanic or Latino	270	268	99.26	21.80
White	--	--	--	--
Socioeconomically Disadvantaged	272	270	99.26	23.51
English Learners	230	229	99.57	23.25
Students with Disabilities	35	34	97.14	14.71
Students Receiving Migrant Education Services	19	19	100.00	26.32
Foster Youth	--	--	--	--
Homeless	32	32	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
The "Partnership Action Team" is a program that helps organize parents, teachers, and administrators to focus on student academic goals. All stakeholders participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate in one or more of the following committees or organizations:
• - Parent Academies focusing on self awareness and educational readiness to help at home.
• -School Site Council (SSC)
• -English Learner Advisory Committee (ELAC)
• -Parent Advisory Committee (PAC)
• -Superintendent's Parent Advisory Committee (SPAC)
• -Monthly Payne Parent Advisory Committee Meetings (PPAC)
• CABE Academies informing and empowering our parents in their awareness of how they can support the educational experience of our students.
• -Dr. Moreno's Reading Club promoting self-awareness and empowerment to meet the educational needs of our community.
• - High School and College Awareness Workshops.
The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school.

Meetings are also held to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

In addition, parents are encouraged to become a part of the home-school partnership. There are several ways in which to do this. We provide free English as a Second Language (ESL) literacy classes Monday and Wednesdays. On Fridays we offer personal growth workshops presented by our principal and or community liaison.

Continuing this year, we will continue offering internet connected computers in our parent room for parent use. Payne has extended the hours of our school Library until 4:00pm daily, and we are scheduling two free family field trips one on the weekend and one during the school day. The former can be to such places as the Latino Book and Family Festival at CSUSB, The Plaza Museum at Olvera Street, the Chinese American Museum in Los Angeles, the Japanese American National Historical Museum, California Science Center, the Los Angeles County Museum of Art, and a botanical garden. The latter will be a college/university trip to California State University Los Angeles. As a continuing collaborative initiative, we created a partnership with California State University Los Angeles which is having university students conduct educational/financial Aid workshops and having university tours for parents to focus on access to higher education.

The contact for parent involvement is our Community Liaison, Nellie Huerta; she can be reached at (626) 652-4900.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Safety of students and staff is the primary concern at our school. The school's disaster preparedness plan includes steps for ensuring student and staff are safe during a disaster.

Disaster drills (earthquake, fire, and lock down) are conducted on a monthly basis throughout the school year. A storage bin contains water and other supplies for use during the disaster.
In addition, each classroom is equipped with a bucket with supplies needed during a disaster.

Our school is a closed campus. All visitors are required to sign-in at the school's office. Before school, after school, and during lunch the principal and other campus supervisors monitor activity to ensure student safety.

A Comprehensive School Safety plan was developed and updated in November 2019 as a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety plan include: campus security, District policy on campus security, campus safety and hazardous substances, discipline procedures, suspension and expulsion procedures, disaster response procedures, child abuse reporting procedures, sexual harassment policy and dress code policy. The school safety committee, District personnel, and/or Leadership Team visit the plan annually and update the plan as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.0	3.3	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		4		26		3		20	2	2	
1	26		3		22	1	2		23		2	
2	23		2		24		3		22		3	
3	22	1	3		25		2		24		3	
4	32		2		28		3		31		1	
5	32		2		33		1	1	31		2	1
6	23	1	2		31		2		30		2	
Other**	13	1			8	2			12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Over the last 5 years, Payne School has used data driven decision making to determine the type of professional development needed by the staff. Using the results from summative and formative tests, the school has focused on providing training in the areas of English Language Arts, Mathematics, and English Language Development. Over time, teachers have been given approximately 20 days of best practice training to improve instruction.This year we begin the foundational steps in implementing AVID for the year. During the summer several teachers including our SDC instructor and site counselor participated in the AVID summer institute in San Diego. In addition, SEAL continues to be an integral part of an on going PD throughout the year for 2nd and 3rd grade as well as maintenance for other primary grades. PD days are built into the calendar via our district to ensure that the implementation has the support needed to allow for a fluid implementation. TOSAs serve as a resource for our SEAL teams expanding TK - 3.

Payne School's ongoing focus has been to make curriculum accessible and meaningful to us students. The use of Language Function Walls incorporate many of the PD strategies that have been presented to the staff through out the years. In the past we have worked on the curriculum alignment approach. Curriculum Alignment approach. Curriculum alignment is a process in which teachers are provided with ongoing staff development to align State standards to teaching strategies, develop unit tests aligned to CA standards and Common Core State Standards and meet to study results, reflect on practices and "tell the story" about each student. In years past training was provided 5 days before the start of each school year. Data Reflection Sessions / meetings happen during the instructional day every time a benchmark is given in the areas of English Language Arts, Mathematics, Pre & Post ELD District Assessments, and Diagnostic Online Reading Assessment (DORA & ADAM for mathematics) for all teachers.

In reference to English Language Development, TK- 3 grade teachers and are trained in Sobrato Early Academic Language (SEAL), teachers and staff are trained in Susanna Dutro's Systematic English Language Development as well as best practices. ELPAC data is constantly reviewed to support instruction. Teachers use proven strategies such as Language Function Walls that incorporate Thinking Maps, Vocabulary, Sentence frames and sentence stems, Frayer model that lead to Think, Pair, Share, Collaborative Conversations, Close Reading and constructed response. Teachers are supported during implementation by in-class coaching, ELL support teacher training at faculty meetings, principal-teacher meetings and district meetings. In reference to our upper grades span 4th - 6th all have been trained in Advancement Via Individual Determination (AVID) strategies, training has been given to all upper grade teachers during the past summer and in the month of October. We are looking forward to our upper grades to continue trying this upcoming summer 2019 and continue our progression in becoming and AVID Elementary school.

2018 - 2019 Six Days
2017 -2018 Eight - 10 days (SEAL, AVID, Wonders)
2016-2017 Two Days
2013-14 Eight Days
2012-13 Three Days
2011-12 None
2010-11 None

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,625	$45,741
Mid-Range Teacher Salary	$89,049	$81,840
Highest Teacher Salary	$106,483	$102,065
Average Principal Salary (ES)	$130,265	$129,221
Average Principal Salary (MS)	$136,265	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$208,075	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,536	$1,166	$5,370	$91,671
District	N/A	N/A	$9,903	$94,271.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-59.4	-1.6
School Site/ State	-28.1	12.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Willard F. Payne Elementary School utilizes funds from the State and federal government to meet the diverse academic and socio-emotional needs of our students. The Single Plan for Student Achievement outlines these goals and our planned budgetary expenditures to meet them. Our School Site Council, made up of staff and parents, annually reviews and revises the plan and our progress towards meeting our goals, which follows the criteria outlined in our program improvement status. In addition, the School Site Council monitors the plan's implementation throughout the school year and seeks input from parent groups, school staff, and the English Learner Advisory Council to update the plan as needed.

In addition to money from the State's general fund, the District receives State and federal categorical funding for special programs. For the 2018-2019 school year, the District received federal and State aid for the following categorical and support programs:

- -Title I: funds parent programs, programs for English Language Learners, supplemental instructional materials for students, and professional development for staff.
- -Local Control Funding Formula (LCFF): funds instructional materials for students, technology, and safety support.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Willard F. Payne Elementary	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Mountain View School District	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

*   Where there are student course enrollments.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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