Willard F. Payne Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Willard F. Payne Elementary School
Street	2850 N. Mountain View Road
City, State, Zip	El Monte, CA 91732-3201
Phone Number	(626) 652-4900
Principal	Dr. Hugo Moreno, Ph.D.
Email Address	hmoreno@mtviewschools.net
School Website	payne.mtviewschools.net
County-District-School (CDS) Code	19-64816-6020788

2021-22 District Contact Information

District Name	Mountain View School District
Phone Number	(626) 652-4000
Superintendent	Raymond Andry
Email Address	randry@mtviewschools.net
District Website Address	www.mtviewschools.com

2021-22 School Overview

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 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. We have established a Dual Language Spanish Immersion Program at our site based on community input and looking at the importance of having a multilingual student body that will be contributors to society who can view the world through multiple lenses.
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.
We received our Silver medallion for the 2018-2019 school year.

In addition to PBIS, our school continues to be committed to our campus beautification projects. The school was painted during the 2019-2020 school year.
In the past we had 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 believes in working with all stake holders and community partnerships. In the past we have worked closely with community partnerships through El Monte Parks and Recreation and our after school partnership with Think Together. Currently due to COVID we do have our partnership with Think Together and look forward to work with the city of El Monte's Parks and Recreation division.

2021-22 School Overview

We also promote higher education and have a partnership with CSULA providing us campus tours and presentations that address topics such as A-G requirements and scholarships.

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	45
Grade 2	52
Grade 3	48
Grade 4	75
Grade 5	79
Grade 6	53
Total Enrollment	432

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	4.4
Filipino	0.7
Hispanic or Latino	94.4
White	0.5
English Learners	61.1
Foster Youth	1.4
Homeless	6.9
Socioeconomically Disadvantaged	98.8
Students with Disabilities	7.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.9	94.7	247.7	96.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	5.3	3.0	1.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.3	0.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	6.4	2.5	18854.3	6.9
Total Teaching Positions	18.9	100.0	257.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 9, 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading/Writing Workshop K-6 (2017)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Houghton Mifflin Harcourt Big Ideas Grade 6 (2015)	Yes	0%
Science	Scott Foresman California Science (2008)	Yes	0%
History-Social Science	Harcourt Reflections K-6 (2007)	Yes	0%

School Facility Conditions and Planned Improvements

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 good condition. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority. There were 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. In 2019- 2020 we had our. school painted and in the fall of 2020 we had two new water fountains or hands free refill stations installed. In addition we are having UV sanitizing lighting installed in HVAC units to ensure better air quality in classrooms. Installed additional hand sanitizers throughout the campus. Installed wall thermometer to take temperatures and additional free standing digital thermometers.

Year and month of the most recent FIT report	08/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom 1- Ceiling tiles are stained. Classroom 35- Ceiling tiles are stained.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Classroom 18- Lighting fixture or bulbs are not working or missing. Classroom 30- Missing outlet cover near white board. Library- Missing light cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	NT	NT	NT	NT
Female	128	NT	NT	NT	NT
Male	137	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	248	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	163	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	66	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	23	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	NT	NT	NT	NT
Female	128	NT	NT	NT	NT
Male	137	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	248	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	163	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	66	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	23	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	268	255	95%	5%	30.6%
English Learners	160	151	94%	6%	17.9%
Socioeconomically Disadvantaged	264	232	88%	12%	32.3%
Students with Disabilities	33	21	64%	33%	4.8%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	268	238	91%	9%	7.1%
English Learners	160	145	91%	9%	4.1%
Socioeconomically Disadvantaged	264	220	83%	17%	7.7%
Students with Disabilities	33	21	70%	30%	0.0%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	NT	NT	NT	NT
Female	42	NT	NT		
Male	39	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	46	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.
On Fridays we offer personal growth workshops presented by our principal, community liaison or community partners.
We will have technology workshops sponsored by the division of family engagement to support our families become familiarized and proficient with the APPs that we are using to provide distance learning.
Continuing this year, we will be offering internet connected computers in our parent room for parent use. (Once we are allowed to do so by Los Angeles County Public Health and CDC)

Under normal conditions Payne has extended the hours of our school Library until 4:00 pm 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. (Once we are allowed to do so by Los Angeles County Public Health and CDC)

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	457	451	16	3.5
Female	220	217	9	4.1
Male	237	234	7	3.0
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	0	0.0
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	432	426	16	3.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	0	0.0
English Learners	283	280	7	2.5
Foster Youth	6	6	0	0.0
Homeless	46	44	2	4.5
Socioeconomically Disadvantaged	448	443	16	3.6
Students Receiving Migrant Education Services	22	22	0	0.0
Students with Disabilities	33	33	1	3.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.74	0.00	1.79	0.00	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.37	0.93	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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.
It also reflects the current protocols for ingress/egress of campus and the safety protocols as staff enter campus.

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 will be developed and updated in January 2022 - February 2022 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. It also reflects COVID 19 safety protocols. The school safety committee, District personnel, and/or Leadership Team visit the plan annually and update the plan as needed.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	23		2	
2	22		3	
3	24		3	
4	31		1	
5	31		2	1
6	30		2	
Other	12	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	2	1	1
1	28		2	
2	26		2	
3	26		2	
4	31		2	
5	32		1	
6	30		2	
Other	20	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32	2	2	1
1	23	3		1
2	26	1	2	1
3	32		2	1
4	37	1		1
5	39	1		2
6	25	1	2	1
Other	13	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	864

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,536	$1,166	$5,370	$91,671
District	N/A	N/A	$9,903	$99,553
Percent Difference - School Site and District	N/A	N/A	-59.4	-8.2
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-44.5	6.5

2020-21 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 School 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 2021-2022 school year, the District received federal and State aid for the following categorical and support programs:

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,448	$52,060
Mid-Range Teacher Salary	$92,193	$84,043
Highest Teacher Salary	$110,243	$107,043
Average Principal Salary (Elementary)	$135,196	$133,582
Average Principal Salary (Middle)	$141,196	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$216,240	$240,628
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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. In the summer of 2019 we looked forward to our upper grades continuing our progression in becoming and AVID Elementary school. The summer and fall of 2020-2021 we had a combined three days of PD supporting distance learning programs and apps that we are using to deliver distance learning to our students. This past summer and fall of 2021-2022 we had a combined three days of PD along with monthly meetings supporting CPI Classroom Culture addressing classroom dynamics and SEL. During the summer od 2021 staff from grades 3 -5 attended AVID Summer to enhance their teaching practices and promote AVID.
2021 - 2022 CPI Classroom Culture, AVID
2020 -2021Schoology, PearDeck, Seesaw,
2019 -2020 SEAL AVID,
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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Mountain View School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Mountain View School District
Phone Number	(626) 652-4000
Superintendent	Raymond Andry
Email Address	randry@mtviewschools.net
District Website Address	www.mtviewschools.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3887	9	0.23	99.77	--
Female	1907	5	0.26	99.74	--
Male	1980	4	0.20	99.80	--
American Indian or Alaska Native	--	--	--	--	--
Asian	197	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	3655	9	0.25	99.75	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	1857	4	0.22	99.78	--
Foster Youth	38	0	0.00	100.00	--
Homeless	1276	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3777	9	0.24	99.76	--
Students Receiving Migrant Education Services	73	0	0.00	100.00	--
Students with Disabilities	515	9	1.75	98.25	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3887	11	0.28	99.72	0.00
Female	1907	7	0.37	99.63	--
Male	1980	4	0.20	99.80	--
American Indian or Alaska Native	--	--	--	--	--
Asian	197	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	3655	11	0.30	99.70	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--		--
English Learners	1857	5	0.27	99.73	--
Foster Youth	38	0	0.00	100.00	--
Homeless	1276	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3777	11	0.29	99.71	0.00
Students Receiving Migrant Education Services	73	0	0.00	100.00	--
Students with Disabilities	515	11	2.14	97.86	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.