

# Willard F. Payne Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2023-24 School Contact Information

<b>School Name</b>	Willard F. Payne Elementary School
<b>Street</b>	2850 N. Mountain View Road
<b>City, State, Zip</b>	El Monte, CA 91732-3201
<b>Phone Number</b>	(626) 652-4900
<b>Principal</b>	Aileen J. La Corte, Ph.D.
<b>Email Address</b>	alacorte@mtviewschools.net
<b>School Website</b>	payne.mtviewschools.net
<b>County-District-School (CDS) Code</b>	19-64816-6020788

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 from grades K through 4th grade. Our community strongly believes in the importance of having a multilingual student body as future contributors to society who can view the world through multiple lenses. Additionally, one of the Mountain View School District's Newcomers classes is a part of Payne School. The class includes students who have newly arrived to the United States from countries that include, but not limited to Mexico, Guatemala, China, and Russia.

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 foment 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 and holding students accountable for their actions. Our PBIS team is lead by a coach and certificated staff members under the guidance of our Dean of Instruction. Our staff reviews and reflects on our expectations yearly with modifications adjusted as a result. In addition to PBIS, our school continues to be committed to our campus beautification projects as observed in a new digital school marquee, cafeteria flooring, and a student led gardens.

Lastly, students have a variety of opportunities in order to grow academically, physically, emotionally, and artistically. Our 5th and 6th grade teaching staff have been trained in AVID and utilize its classroom strategies. Payne Students not meeting academic goals, intervention programs are offered first through sixth grades. Visual and performing enrichment programs are a part of the school day. These programs consist of puppetry, dancing, and theater. Our second grade students participate in the El Monte Aquatic program so that our students learn the basic swimming skills. Payne School continues to have an after school partnership with Think Together and, most recently, programs that consist of soccer, tennis, ceramics, and STEM, for example.

Our goal in presenting you with the information within this report card is to keep our community well-informed. If you have any

## 2023-24 School Description and Mission Statement

questions or are interested in making an appointment to discuss this report, please call our school at (626) 652 - 4900.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	72
Grade 2	82
Grade 3	69
Grade 4	89
Grade 5	87
Grade 6	101
Total Enrollment	579

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.9%
Asian	4%
Black or African American	0.2%
Filipino	0.3%
Hispanic or Latino	95.5%
English Learners	59.8%
Foster Youth	0.9%
Homeless	5.2%
Migrant	0.9%
Socioeconomically Disadvantaged	85.1%
Students with Disabilities	11.6%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.90	94.73	247.70	96.20	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.27	3.00	1.16	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.30	0.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	6.40	2.49	18854.30	6.86
<b>Total Teaching Positions</b>	18.90	100.00	257.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.50	90.14	223.30	81.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.10	3.95	3.00	1.09	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	2.32	8.90	3.24	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.60	0.60	11953.10	4.28
<b>Unknown</b>	1.00	3.52	38.30	13.91	15831.90	5.67
<b>Total Teaching Positions</b>	28.30	100.00	275.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	18.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
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%

<b>Science</b>	Scott Foresman California Science (2008)	Yes	0%
<b>History-Social Science</b>	TK - 5, TCI Social Studies Alive!, 6 - 8 TCI History Alive!	Yes	0%
<b>Foreign Language</b>			

## 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. New flooring in a variety of classrooms and our cafeteria became a priority in the summer of 2023.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Classroom 1- Ceiling tiles are stained. Classroom 35- Ceiling tiles are stained.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Classroom 18- Lighting fixture or bulbs are not working or missing. Classroom 30- Missing outlet cover near white board. Library- Missing light cover.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	21	19	29	28	47	46
<b>Mathematics</b> (grades 3-8 and 11)	13	13	16	17	33	34

## 2022-23 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.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	347	346	99.71	0.29	18.50
<b>Female</b>	183	182	99.45	0.55	23.08
<b>Male</b>	164	164	100.00	0.00	13.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	50.00
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	333	332	99.70	0.30	17.17
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	185	185	100.00	0.00	3.24
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100.00	0.00	12.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	287	287	100.00	0.00	19.51
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	43	43	100.00	0.00	0.00

## 2022-23 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.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	347	346	99.71	0.29	13.29
<b>Female</b>	183	182	99.45	0.55	12.64
<b>Male</b>	164	164	100.00	0.00	14.02
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	57.14
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	333	332	99.70	0.30	11.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	185	185	100.00	0.00	3.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100.00	0.00	12.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	287	287	100.00	0.00	13.24
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	43	43	100.00	0.00	0.00

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	9.71	3.49	12.28	12.92	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	86	86	100.00	0.00	3.49
<b>Female</b>	41	41	100.00	0.00	0.00
<b>Male</b>	45	45	100.00	0.00	6.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	82	82	100.00	0.00	1.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	52	52	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	72	72	100.00	0.00	2.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	0.00

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.6	97.6	97.6	96.4	98.8

## 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.

#### 2023-24 Opportunities for Parental Involvement

The "Partnership Action Team" is a program that helps organize parents, teachers, staff 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)
- CAFE Academies informing and empowering our staff and parents in their awareness of how they can support the educational experience of our students.
- - 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.

Payne has extended the hours of our school Library until 4:00 pm daily and scheduled two family trips during the year. The contact for parent involvement is our Community Liaison, Nellie Huerta; she can be reached at (626) 652-4900.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	610	189	31.0
Female	317	309	99	32.0
Male	313	301	90	29.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	27	27	1	3.7
Black or African American	1	1	1	100.0
Filipino	2	2	0	0.0
Hispanic or Latino	600	580	187	32.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	382	371	92	24.8
Foster Youth	10	9	5	55.6
Homeless	60	57	15	26.3
Socioeconomically Disadvantaged	579	562	176	31.3
Students Receiving Migrant Education Services	5	5	0	0.0
Students with Disabilities	83	82	34	41.5

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.36	2.86	0.00	2.60	4.02	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.86	0
Female	2.84	0
Male	2.88	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.88	0
Foster Youth	0	0
Homeless	1.67	0
Socioeconomically Disadvantaged	2.76	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.02	0

## 2023-24 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.

Our Comprehensive School Safety plan was developed and updated submitted and approved in October 2023 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 and instructional 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.

### 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		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	12	6	2	
1	13	4	3	
2	11	4	3	
3	13	4	3	
4	12	4	3	
5	14	4	3	
6	15	4	3	
Other	8	3		



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	2	2	0
1	23	1	3	0
2	16	5	0	0
3	17	3	1	0
4	15	4	2	0
5	16	3	2	0
6	20	2	3	0
Other	16	2	1	0

## 2022-23 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	1158

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$105,802
Percent Difference - School Site and District	N/A	N/A	-59.4	-9.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-20.5	4.9

## Fiscal Year 2022-23 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 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$56,158	\$54,046
Mid-Range Teacher Salary	\$96,867	\$84,515
Highest Teacher Salary	\$115,832	\$110,867
Average Principal Salary (Elementary)	\$142,050	\$136,841
Average Principal Salary (Middle)	\$148,050	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$200,000	\$217,473
Percent of Budget for Teacher Salaries	31.85%	32.43%
Percent of Budget for Administrative Salaries	4.31%	5.62%

## Professional Development

The district, as well as our school, has focused on providing training in the areas of English Language Arts, Mathematics, and English Language Development. Payne School continues with our implementation of AVID. During the summer of 2023, several teachers 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 our TK - 3rd grade 2nd and 3rd grade. PD days are built into the district approved calendar. There were a total of three PD days before and during the school year.

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 Duto'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.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3