

# George Mayne 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>                       | George Mayne Elementary School  |
| <b>Street</b>                            | 5030 N. First Street  |
| <b>City, State, Zip</b>                  | Alviso CA, 95002  |
| <b>Phone Number</b>                      | (408) 423-1700  |
| <b>Principal</b>                         | Socorro Olmos   |
| <b>Email Address</b>                     | sgolmos@scusd.net   |
| <b>School Website</b>                    | <a href="https://mayne.santaclarausd.org/">https://mayne.santaclarausd.org/</a> |
| <b>County-District-School (CDS) Code</b> | 43-69674-6048870  |

## 2023-24 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Santa Clara Unified School District                              |
| <b>Phone Number</b>     | (408) 423-2000   |
| <b>Superintendent</b>   | Gary Waddell, Ed.D.  |
| <b>Email Address</b>    | communications@scusd.net   |
| <b>District Website</b> | <a href="http://www.santaclarausd.org">www.santaclarausd.org</a> |

## 2023-24 School Description and Mission Statement

George Mayne Elementary School is a Title 1 school, located in the city of Alviso-San Jose. Mayne serves students from single-family homes, mobile park communities, and multiple-family dwellings residing in Alviso, San Jose, Santa Clara, and Sunnyvale. Mayne serves approximately 312 ethnically, linguistically, socio-economically, and academically diverse students, Kindergarten through fifth grade in general education classes. In addition, Mayne has two State Preschool classrooms, one being a co-taught special education inclusion program. Mayne staff works as a Professional Learning Community of learners, leaders, and thinkers focused on the belief in a growth mindset for parents, students, and our school team. Our partnerships with parents, businesses and the broader community help us provide quality education in a supportive environment. Each child's worth and potential are valued. Our mission at Mayne is equity and excellence in education. Our dedication is delivering the best for children in order to enable them to meet the challenges of the twenty-first century. The school promotes the District's mission "to provide equitable, engaging, and innovative educational experiences so that each student thrives in a global society". We focus on meeting State and district content and life-long learning standards and we provide a positive learning climate for social-emotional well-being and development.

Our Mayne Vision and Mission:

Equity and Excellence in Education.

When we do something at Mayne, we are passionate about doing it well and about providing what is needed so that everyone can do well. Students are the center of all we do. We are thoughtful about services that meet the needs of our students and practices that are best for our school. We use data and standards to inform the decisions we make. We are a community of leaders who have high expectations and believe that all students will achieve. We recognize the strength and resilience in our school community. We respect, appreciate, and celebrate our diversity.

We are Eagles Soaring to Success. (Our school mascot is the eagle. Our SOAR Program goals are Safe, Organized Achievers who are Respectful. It is also a description of our belief that every child (eagle) will soar (succeed). Each has an unlimited potential to reach new heights of achievement.)

We are a community of learners who care about each other and our school environment. We see developing character as important as developing academic skills. The acronym SOAR guides our school in this area: Be Safe, Be Organized, Be an Achiever, and Be Respectful.

## 2023-24 School Description and Mission Statement

As a staff, we persevere in our advocacy for our students and school. We are resilient, passionate, caring colleagues who support each other with respect personally, professionally, and socially.

The school has an outstanding team of classified and certificated personnel who collaborate collectively to improve teaching and learning and collaborate in grade-level teams to provide comprehensive services for parents, students, and our community. We know that our students will have to succeed in a collaborative and competitive workplace where an emphasis is placed on high-level skills in literacy, mathematics, and communication. Students are taught to strive toward personal standards of excellence, and to be self-motivated to succeed socially, emotionally, and academically. Over time this has resulted in significantly raising achievement at our school. Our staff includes full-time teachers in grades Kindergarten through 5th grade, an SAI Special Education Resource Teacher, a Speech and Language Pathologist, an Instructional Coach, Literacy Intervention Teachers, a Math Intervention Teacher, a library and media specialist, School Psychologist, PE Teacher, paraprofessionals, English Language support and Assessment Technician (ELSAT), part-time Wellness Coordinator, Counseling Associates, Secretary, Attendance Clerk, Custodian Team, part-time school nurse and full-time Health Assistant.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 35                 |
| Grade 1                 | 41                 |
| Grade 2                 | 42                 |
| Grade 3                 | 45                 |
| Grade 4                 | 70                 |
| Grade 5                 | 67                 |
| <b>Total Enrollment</b> | <b>300</b>         |

## 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.3%                       |
| Male                                | 53.7%                       |
| American Indian or Alaska Native    | 0.7%                        |
| Asian                               | 19.7%                       |
| Black or African American           | 1.7%                        |
| Filipino                            | 3.3%                        |
| Hispanic or Latino                  | 58.7%                       |
| Native Hawaiian or Pacific Islander | 0.7%                        |
| Two or More Races                   | 5.3%                        |
| White                               | 10%                         |
| English Learners                    | 29.7%                       |
| Migrant                             | 0.3%                        |
| Socioeconomically Disadvantaged     | 66.7%                       |
| Students with Disabilities          | 10.7%                       |

### 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> | 21.50         | 98.53          | 660.20          | 87.60            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.30          | 1.51           | 1.70            | 0.23             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 14.20           | 1.89             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 20.70           | 2.75             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 56.70           | 7.52             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 21.80         | 100.00         | 753.60          | 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> | 19.30         | 100.00         | 690.20          | 89.56            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.10            | 0.15             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 10.00           | 1.30             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 20.20           | 2.63             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.00          | 0.00           | 48.90           | 6.36             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 19.30         | 100.00         | 770.60          | 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    | 0.00    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</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.

## 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><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.3     | 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

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: [www.santaclarausd.org/InstructionalResources](http://www.santaclarausd.org/InstructionalResources).

Year and month in which the data were collected

January 2024

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b>      | <a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a><br>Board adopted: July 2023 | Yes                         | 0  |
| <b>Mathematics</b>                | <a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a><br>Board adopted: July 2023 | Yes                         | 0  |
| <b>Science</b>                    | <a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a><br>Board adopted: July 2023 | Yes                         | 0  |
| <b>History-Social Science</b>     | <a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a><br>Board adopted: July 2023 | Yes                         | 0  |
| <b>Foreign Language</b>           | <a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a><br>Board adopted: July 2023 | Yes                         | 0  |
| <b>Health</b>                     | <a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a><br>Board adopted: July 2023 | Yes                         | 0  |
| <b>Visual and Performing Arts</b> | <a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a><br>Board adopted: July 2023 | Yes                         | 0  |

## School Facility Conditions and Planned Improvements

### General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Maintenance and Repair

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at [www.santaclarausd.org/BoardPolicies](http://www.santaclarausd.org/BoardPolicies). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program 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.

### Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: [www.santaclarausd.org/bond](http://www.santaclarausd.org/bond)

### Age of School Buildings

The main campus of George Mayne School was built in 1955 and 1960. Classrooms and a library were constructed in 1974 and the Multipurpose Room in 1975. Mayne School was totally renovated 2000 - 2005. Three new kindergarten classrooms were constructed in 2004-2005. This school has 29 classrooms, a multipurpose room, a library, and an administration building.

Year and month of the most recent FIT report

July 2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |



## School Facility Conditions and Planned Improvements

|   |   |  |   |
|---|---|--|---|
| <b>Electrical</b>   | X |  | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |

## 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<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 59                | 57                | 59                  | 59                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 49                | 50                | 47                  | 47                  | 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>                                  | 189                     | 189                  | 100.00                | 0.00                      | 57.14                          |
| <b>Female</b>  | 78                      | 78                   | 100.00                | 0.00                      | 60.26                          |
| <b>Male</b>  | 111                     | 111                  | 100.00                | 0.00                      | 54.95                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 45                      | 45                   | 100.00                | 0.00                      | 64.44                          |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 103                     | 103                  | 100.00                | 0.00                      | 42.72                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 25                      | 25                   | 100.00                | 0.00                      | 88.00                          |
| <b>English Learners</b>                              | 53                      | 53                   | 100.00                | 0.00                      | 33.96                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 130                     | 130                  | 100.00                | 0.00                      | 52.31                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 24                      | 24                   | 100.00                | 0.00                      | 33.33                          |

## 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>                                  | 189                     | 189                  | 100.00                | 0.00                      | 49.74                          |
| <b>Female</b>  | 78                      | 78                   | 100.00                | 0.00                      | 44.87                          |
| <b>Male</b>  | 111                     | 111                  | 100.00                | 0.00                      | 53.15                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 45                      | 45                   | 100.00                | 0.00                      | 73.33                          |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 103                     | 103                  | 100.00                | 0.00                      | 31.07                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 25                      | 25                   | 100.00                | 0.00                      | 72.00                          |
| <b>English Learners</b>                              | 53                      | 53                   | 100.00                | 0.00                      | 30.19                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 130                     | 130                  | 100.00                | 0.00                      | 44.62                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 24                      | 24                   | 100.00                | 0.00                      | 33.33                          |

## 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><br>(grades 5, 8 and high school) | 39.58          | 37.50          | 45.03            | 42.09            | 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>                                  | 72               | 72            | 100.00         | 0.00               | 37.50                   |
| <b>Female</b>  | 31               | 31            | 100.00         | 0.00               | 38.71                   |
| <b>Male</b>  | 41               | 41            | 100.00         | 0.00               | 36.59                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | 16               | 16            | 100.00         | 0.00               | 68.75                   |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 41               | 41            | 100.00         | 0.00               | 17.07                   |
| <b>Native Hawaiian or Pacific Islander</b>           | --               | --            | --             | --                 | --                      |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 18               | 18            | 100.00         | 0.00               | 11.11                   |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 49               | 49            | 100.00         | 0.00               | 32.65                   |
| <b>Students Receiving Migrant Education Services</b> | --               | --            | --             | --                 | --                      |
| <b>Students with Disabilities</b>                    | --               | --            | --             | --                 | --                      |

## 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 97.2                             | 97.2   | 98.6  | 76.4  | 98.6                        |

## 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

Our priority at George Mayne Elementary School is community. We encourage all families to be actively involved in the education of their children. Everyone gains when the home and the school work together to promote high achievement. We provide various opportunities for parents to be involved in their children's education at George Mayne School. We, also, acknowledge and value the learning and contributions that take place at home and in the community. Reading and conversations during family meals are as important as volunteering at school and serving on advisory committees. We offer many types of parental involvement that are needed in a school-home-community partnership that will help all our children to succeed.

Parents are encouraged to become involved in many different capacities: Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent volunteers. Parents help in classrooms, chaperone on field trips, supply educational materials, and serve on committees.

More information: (408) 423-1700

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 324                   | 320                                     | 44                        | 13.8                     |
| Female  | 149                   | 148                                     | 21                        | 14.2                     |
| Male  | 175                   | 172                                     | 23                        | 13.4                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 2                     | 2                                       | 0                         | 0.0                      |
| Asian   | 64                    | 64                                      | 4                         | 6.3                      |
| Black or African American                     | 5                     | 5                                       | 1                         | 20.0                     |
| Filipino                                      | 10                    | 10                                      | 2                         | 20.0                     |
| Hispanic or Latino                            | 191                   | 187                                     | 28                        | 15.0                     |
| Native Hawaiian or Pacific Islander           | 2                     | 2                                       | 1                         | 50.0                     |
| Two or More Races                             | 16                    | 16                                      | 1                         | 6.3                      |
| White   | 34                    | 34                                      | 7                         | 20.6                     |
| English Learners                              | 100                   | 97                                      | 7                         | 7.2                      |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 2                     | 0                                       | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 222                   | 218                                     | 28                        | 12.8                     |
| Students Receiving Migrant Education Services | 1                     | 1                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 42                    | 41                                      | 10                        | 24.4                     |

### 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           | 0.90           | 0.62           | 0.12             | 2.57             | 2.78             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.00             | 0.01             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.62             | 0               |
| Female  | 0                | 0               |
| Male  | 1.14             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 1.56             | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0.52             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 1                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0.45             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

## 2023-24 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2023.

## 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           | 21                 | 1                                    | 2                                     |                                     |
| 1           | 24                 |                                      | 3                                     |                                     |
| 2           | 17                 | 3                                    | 1                                     |                                     |
| 3           | 24                 |                                      | 3                                     |                                     |
| 4           | 22                 |                                      | 2                                     |                                     |
| 5           | 23                 |                                      | 3                                     |                                     |
| Other       | 17                 | 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           | 20                 | 2                                    |                                       |                                     |
| 1           | 18                 | 2                                    |                                       |                                     |
| 2           | 14                 | 3                                    |                                       |                                     |
| 3           | 21                 |                                      | 3                                     |                                     |
| 4           | 20                 | 3                                    |                                       |                                     |
| 5           | 18                 | 3                                    |                                       |                                     |
| Other       | 11                 | 1                                    |                                       |                                     |

## 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           | 18                 | 2                                    | 0                                     | 0                                   |
| 1           | 21                 | 1                                    | 1                                     | 0                                   |
| 2           | 21                 | 0                                    | 2                                     | 0                                   |
| 3           | 23                 | 0                                    | 2                                     | 0                                   |
| 4           | 23                 | 0                                    | 3                                     | 0                                   |
| 5           | 22                 | 0                                    | 3                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 0                  | 0                                    | 0                                     | 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 |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 0     |

## 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 |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> |                                  |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  |                                  |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            | 0.5                              |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   | 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | 15389                        | 344                                 | 15045                                 | \$133,591              |
| <b>District</b>                                      | N/A                          | N/A                                 | \$12,187                              | \$122,976              |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 21.0                                  | 8.3                    |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$90,632               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 65.7                                  | 38.3                   |

## Fiscal Year 2022-23 Types of Services Funded

At George Mayne Elementary School, our goal is to provide various opportunities to support student success. Our staff provides after-school extended tutoring and summer intervention classes in reading, math, and ELD. The staff utilizes district-adopted and supported resources and materials for these supplemental educational services.

George Mayne Elementary School receives the following funding:

- \* Title 1 - to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.
- \* Targeted Funds - to help educationally disadvantaged students, English Learners, Migrant, Homeless, and Foster Youth to succeed in the regular education program.
- \* ESSER Funds (Elementary and Secondary School Emergency Relief funds) - to address loss of instructional time and instructional learning during COVID by providing educational and social-emotional interventionists.

These funding sources support our Literacy Intervention Teachers, Math Intervention Teacher, English Language Development Instructors, after school tutorial for English Learners and Multilingual Learners, after school reading support (1st Grade), additional support staff, counseling time, professional development for teachers, enrichment opportunities (chess club, sports, performing arts class, arts/craft class, maker/science class), Family programs (Literacy Night, Science Night, Math Night, Academic Celebrations, Art Night, Schoolwide Celebrations), supplies and materials, and resources that support our students.

## 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$81,047        | \$55,550                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$122,516       | \$84,645                                     |
| <b>Highest Teacher Salary</b>                        | \$145,248       | \$111,284                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$179,532       | \$139,860                                    |
| <b>Average Principal Salary (Middle)</b>             | \$194,368       | \$146,440                                    |
| <b>Average Principal Salary (High)</b>               | \$202,770       | \$158,447                                    |
| <b>Superintendent Salary</b>                         | \$298,733       | \$278,268                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 34.74%          | 32.21%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.67%           | 4.89%  |

## Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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> | 4       | 4       | 4       |