



Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Mayne Elementary School	43-69674-6048870	March 25, 2025	June 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by George Mayne Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The single site plan describes George Mayne Elementary School's school wide programs and additional targeted support and improvement with goals for achievement in English Language Arts, Mathematics, English Language Development, and School Culture/Social Emotional well-being. During the 2025 - 2026 school year, we will continue to commit to our focus on closing the academic gap for our English Language Learners and Hispanic/Latino/a sub groups in ELA and Math. Examples of this focus include but are not limited to the use of instructional strategies such as sentence stems and frames, partner talk, and small group instruction. We will also continue the district phonics and morphology focus.

These plans and goals were developed on data analysis with input from multiple stakeholders. The school's plan is aligned with the district's LCAP goals in order to enhance student achievement in support of underserved student. The School Wide Plan will be reviewed annually with our School Site Council through a continuous cycle of action, reflection, and improvement to establish an annual budget, make modifications to the plan and reflect changing needs and priorities.

Educational Partner Involvement

How, when, and with whom did your George Mayne Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) members, (English Language Advisory Committee) ELAC members, school community, and the George Mayne Staff are consulted throughout the year for input.

SSC Meetings: Oct. 29, Nov. 19, Dec. 17, Jan. 28, Feb. 25, and Mar. 25. Meetings are open to the public. Per the SSC's bylaws, agendas are posted at least 72 hours in advance both in the main office, outside in the display window, and goes home to every family through ParentSquare. Agendas include time for current and future SPSA feedback.

ELAC Meetings: Dec. 13, Feb. 7, and Mar. 21. May 2 (TBD) At each SSC meeting, there's an opportunity to share information about the ELAC Meetings. At each ELAC meeting, the principal shares information about the SSC and SPSA to members of the ELAC and asks for feedback regarding school support offered to EL students. All EL parents and guardians are invited to the ELAC meetings. Agendas are posted at least 72 hours in advance both in the main office, outside in the display window, and goes home to every family through ParentSquare.

Budget conversations, Dashboard Data is reviewed annually with the staff, parents, and community members at faculty, PTA, and SSC meetings.

Surveys were utilized such as the California Healthy Survey, Teacher feedback, SSC feedback, ELAC feedback, and PTA feedback via meetings. Our Leadership Team collaboratively analyzed multiple sources of data to identify strengths and weaknesses, identified problem statements, and used root cause analysis tool to identify strategies for addressing our weaknesses or gaps.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In 2023, our overall performance on the state indicators (Chronic Absenteeism (yellow), Suspension Rate (green), English Learner Progress (blue), English Language Arts (green), Mathematics (green)) was in the yellow, green, and blue performance category. None were in the Red or Orange performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In 2023, Students with Disabilities (10 students) in the Chronic Absenteeism state indicator was two or more performance levels below the "all student" performance. The Asian group (1 student) in the Suspension Rate state indicator was two or more performance levels below the "all student" performance. The Hispanic group in the English Language Arts state indicator was two or more performance levels below the "all student" performance. No groups in the English Learner Progress state indicator or in the Mathematics state indicator had two or more performance levels below the "all student" performance. To address this, we will examine the data, identify the problem, and provide appropriate supports.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level George Mayne Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.33%	0.67%	0.70%	1	2	2
African American	1.97%	1.67%	1.05%	6	5	3
Asian	18.69%	19.67%	19.23%	57	59	55
Filipino	4.26%	3.33%	3.85%	13	10	11
Hispanic/Latino	59.02%	58.67%	59.09%	180	176	169
Pacific Islander	0.66%	0.67%	0.35%	2	2	1
White	8.20%	10%	10.84%	25	30	31
Multiple/No Response	6.89%	5.33%	4.90%	21	16	14
Total Enrollment				305	300	286

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	40	35	44
Grade 1	35	41	38
Grade 2	43	42	43
Grade3	69	45	39
Grade 4	64	70	47
Grade 5	54	67	75
Total Enrollment	305	300	286

Conclusions based on this data:

1. In the '23-'24 school year, the total enrollment was 286 students. Across the district, there's a significant decrease in student enrollment. In addition to this, the new boundary lines moved Westwinds/El Bosque from Mayne to the Agnews Campus.
2. The Hispanic/Latino student group has the highest percentage of enrollment at 59.09%. Since '21-'22, there has been a decrease in the number of enrolled Hispanic/Latino students.
3. The African American student group has the lowest percentage of enrollment at 1.05%. Since '21-'22, there has been a decrease in the number of enrolled African American students. In the '22-'23 school year, there was a

decrease in the number of enrolled students compared to the '21-'22 school year. The African American and Hispanic/Latino student groups decreased, while the Asian, Filipino, and White student groups increased. The percentage of Asian students increased from 18.69% to 19.67%, and the percentage of White students increased from 8.20% to 10.84%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	117	89	68	31.70%	38.4%	23.8%
Fluent English Proficient (FEP)	41	63	79	14.30%	13.4%	27.6%
Reclassified Fluent English Proficient (RFEP)	22	41	55	10.5%	7.2%	19.2%

Conclusions based on this data:

1. From the '21-'22 school year to the '23-'24 school year, there was a significant decrease in the number of English Learners enrolled. Overall, data indicates that a growing number of EL students are FEPed or RFEP explaining a decrease in the number of English Learners.
2. From the '21-'22 school year to the '23-'24 school year, there was a significant increase in the number of Fluent English Proficient students enrolled.
3. From the '21-'22 school year to the '22-'23 school year, there was a decrease in the number of EL students and a significant increase in the number of students who were reclassified (18% to 46%).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	46	41	66	46	39	66	46	39	100.0	100.0	95.1
Grade 4	67	71	45	65	71	45	65	71	45	97.0	100.0	100
Grade 5	48	72	77	48	72	77	48	72	77	100.0	100.0	100
All Grades	181	189	163	179	189	161	179	189	161	98.9	100.0	98.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2446.	2441.	2419.	28.79	30.43	20.51	33.33	28.26	25.64	18.18	19.57	28.21	19.70	21.74	25.64
Grade 4	2487.	2493.	2470.	30.77	35.21	28.89	29.23	26.76	28.89	26.15	21.13	17.78	13.85	16.90	24.44
Grade 5	2518.	2510.	2529.	29.17	25.00	33.77	22.92	26.39	31.17	31.25	26.39	18.18	16.67	22.22	16.88
All Grades	N/A	N/A	N/A	29.61	30.16	29.19	29.05	26.98	29.19	24.58	22.75	20.50	16.76	20.11	21.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.24	26.09	12.82	68.18	54.35	69.23	7.58	19.57	17.95
Grade 4	16.92	19.72	20.00	72.31	64.79	62.22	10.77	15.49	17.78
Grade 5	22.92	20.83	28.57	68.75	66.67	61.04	8.33	12.50	10.39
All Grades	21.23	21.69	22.36	69.83	62.96	63.35	8.94	15.34	14.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.79	19.57	23.08	53.03	60.87	51.28	18.18	19.57	25.64
Grade 4	24.62	16.90	11.11	61.54	69.01	62.22	13.85	14.08	26.67
Grade 5	14.58	22.22	20.78	60.42	61.11	61.04	25.00	16.67	18.18
All Grades	23.46	19.58	18.63	58.10	64.02	59.01	18.44	16.40	22.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.73	10.87	7.69	63.64	82.61	71.79	13.64	6.52	20.51
Grade 4	7.69	21.13	6.67	78.46	67.61	82.22	13.85	11.27	11.11
Grade 5	18.75	22.22	19.48	75.00	62.50	70.13	6.25	15.28	10.39
All Grades	16.20	19.05	13.04	72.07	69.31	73.91	11.73	11.64	13.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.73	21.74	17.95	62.12	60.87	58.97	15.15	17.39	23.08
Grade 4	13.85	25.35	17.78	78.46	67.61	64.44	7.69	7.04	17.78
Grade 5	27.08	20.83	24.68	60.42	62.50	63.64	12.50	16.67	11.69
All Grades	20.67	22.75	21.12	67.60	64.02	62.73	11.73	13.23	16.15

Conclusions based on this data:

1. Writing: Producing clear and purposeful writing

Grade Level	'21-'22	'22-'23	'23-'24
% Above Standard			
Grade 3	28.79	19.57	23.08
Grade 4	24.62	16.90	11.11
Grade 5	14.58	22.22	20.78
All Grades	23.46	19.58	18.63

Over the three years, there has been a decline in the percentage of students performing Above Standard in writing across all grades. While there were fluctuations in the percentage of students performing At or Near Standard, there was a general increase in the percentage performing Below Standard. This suggests a need for focused attention on writing instruction to improve students' ability to produce clear and purposeful writing, and to ensure that fewer students are performing below grade level.

2. Listening: Demonstrating effective communication skills

Grade Level	'21-'22	'22-'23	'23-'24
% Above Standard			
Grade 3	22.73	10.87	7.69
Grade 4	7.69	21.13	6.67
Grade 5	18.75	22.22	19.48

All Grades	16.20	19.05	13.04
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While the percentage of students performing At or Near Standard has increased overall, the percentage performing Above Standard has decreased. This suggests that while more students are meeting the basic requirements for demonstrating effective communication skills, fewer students are exceeding those standards. There may be a need for instructional strategies that push students to excel in listening and communication.

3. Research/Inquiry: Investigating, analyzing, and presenting information

Grade Level	'21-'22	'22-'23	'23-'24
% Above Standard	% At or Near Standard	% Below Standard	
Grade 3	22.73	21.74	17.95
Grade 4	13.85	25.35	17.78
Grade 5	27.08	20.83	24.68
All Grades	20.67	22.75	21.12

The percentage of students performing Above Standard has remained relatively stable, with a slight increase from '21-'22 to '22-'23, followed by a decrease in '23-'24. However, the percentage of students performing Below Standard has shown a gradual increase over the three years. This suggests a need for continued attention to research and inquiry skills, with a focus on providing targeted support to students who are struggling to meet the standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	46	41	66	46	41	66	46	41	100.0	100.0	100
Grade 4	67	71	45	65	71	45	65	71	45	97.0	100.0	100
Grade 5	48	72	77	48	72	77	48	72	77	100.0	100.0	100
All Grades	181	189	163	179	189	163	179	189	163	98.9	100.0	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2459.	2444.	2423.	30.30	26.09	14.63	34.85	23.91	41.46	15.15	30.43	17.07	19.70	19.57	26.83
Grade 4	2475.	2493.	2478.	24.62	19.72	13.33	24.62	33.80	33.33	27.69	32.39	33.33	23.08	14.08	20.00
Grade 5	2476.	2502.	2523.	12.50	20.83	25.97	12.50	25.00	18.18	35.42	22.22	35.06	39.58	31.94	20.78
All Grades	N/A	N/A	N/A	23.46	21.69	19.63	25.14	28.04	28.22	25.14	28.04	30.06	26.26	22.22	22.09

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.39	30.43	24.39	45.45	52.17	46.34	15.15	17.39	29.27
Grade 4	26.15	28.17	20.00	49.23	57.75	60.00	24.62	14.08	20.00
Grade 5	10.42	19.44	22.08	60.42	52.78	62.34	29.17	27.78	15.58
All Grades	26.82	25.40	22.09	50.84	54.50	57.67	22.35	20.11	20.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.82	32.61	21.95	54.55	56.52	58.54	13.64	10.87	19.51
Grade 4	23.08	22.54	17.78	56.92	64.79	64.44	20.00	12.68	17.78
Grade 5	8.33	15.28	16.88	62.50	61.11	67.53	29.17	23.61	15.58
All Grades	22.35	22.22	18.40	57.54	61.38	64.42	20.11	16.40	17.18

Conclusions based on this data:

1. In the '21-'22 school year, 23.46% of students exceeded the standard in Mathematics.
2. In the '22-'23 school year, 21.69% of students exceeded the standard in Mathematics.
In the '23-'24 school year, 19.63% of students exceeded the standard in Mathematics.
3. In the '23-'24 school year, 47.9% of students met or exceeded the standard in Mathematics. Mayne surpassed the district percentage by .1%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1456.5	*	1438.3	1450.7	*	1440.0	1469.6	*	1434.3	15	10	16
1	1428.1	*	*	1431.3	*	*	1424.2	*	*	18	7	7
2	1492.3	1488.3	*	1504.5	1482.8	*	1479.4	1493.2	*	17	20	7
3	1477.8	1532.6	1510.4	1486.6	1540.5	1516.0	1468.4	1524.4	1504.5	14	17	22
4	1505.7	1559.2	1517.6	1502.6	1568.3	1519.3	1508.3	1549.4	1515.5	14	18	12
5	1535.0	1565.7	*	1540.6	1564.6	*	1528.8	1566.6	*	13	18	10
All Grades										91	90	74

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	*	18.75	46.67	*	37.50	20.00	*	43.75	0.00	*	0.00	15	*	16
1	5.56	*	*	38.89	*	*	22.22	*	*	33.33	*	*	18	*	*
2	11.76	15.00	*	58.82	45.00	*	17.65	25.00	*	11.76	15.00	*	17	20	*
3	7.14	41.18	27.27	35.71	52.94	45.45	21.43	5.88	13.64	35.71	0.00	13.64	14	17	22
4	7.14	61.11	25.00	64.29	27.78	50.00	21.43	11.11	16.67	7.14	0.00	8.33	14	18	12
5	30.77	44.44	*	46.15	44.44	*	15.38	5.56	*	7.69	5.56	*	13	18	*
All Grades	15.38	37.78	25.68	48.35	42.22	40.54	19.78	15.56	25.68	16.48	4.44	8.11	91	90	74

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.67	*	12.50	33.33	*	37.50	40.00	*	50.00	0.00	*	0.00	15	*	16
1	27.78	*	*	11.11	*	*	27.78	*	*	33.33	*	*	18	*	*
2	47.06	25.00	*	35.29	35.00	*	11.76	25.00	*	5.88	15.00	*	17	20	*
3	21.43	76.47	50.00	35.71	17.65	27.27	35.71	5.88	4.55	7.14	0.00	18.18	14	17	22
4	57.14	77.78	58.33	21.43	16.67	33.33	14.29	5.56	0.00	7.14	0.00	8.33	14	18	12
5	61.54	61.11	*	30.77	27.78	*	0.00	11.11	*	7.69	0.00	*	13	18	*
All Grades	39.56	53.33	35.14	27.47	27.78	40.54	21.98	15.56	17.57	10.99	3.33	6.76	91	90	74

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	*	12.50	46.67	*	68.75	26.67	*	18.75	6.67	*	0.00	15	*	16
1	5.56	*	*	22.22	*	*	27.78	*	*	44.44	*	*	18	*	*
2	5.88	10.00	*	52.94	45.00	*	17.65	45.00	*	23.53	0.00	*	17	20	*
3	0.00	23.53	22.73	21.43	23.53	22.73	28.57	47.06	36.36	50.00	5.88	18.18	14	17	22
4	0.00	27.78	8.33	35.71	50.00	33.33	50.00	11.11	33.33	14.29	11.11	25.00	14	18	12
5	7.69	33.33	*	23.08	22.22	*	61.54	33.33	*	7.69	11.11	*	13	18	*
All Grades	6.59	22.22	17.57	34.07	36.67	36.49	34.07	35.56	29.73	25.27	5.56	16.22	91	90	74

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.67	*	12.50	46.67	*	87.50	6.67	*	0.00	15	*	16
1	33.33	*	*	38.89	*	*	27.78	*	*	18	*	*
2	41.18	25.00	*	52.94	75.00	*	5.88	0.00	*	17	20	*
3	28.57	41.18	40.91	35.71	52.94	40.91	35.71	5.88	18.18	14	17	22
4	50.00	50.00	50.00	42.86	44.44	41.67	7.14	5.56	8.33	14	18	12
5	38.46	44.44	*	53.85	50.00	*	7.69	5.56	*	13	18	*
All Grades	39.56	41.11	37.84	45.05	55.56	54.05	15.38	3.33	8.11	91	90	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.67	*	31.25	60.00	*	62.50	13.33	*	6.25	15	*	16
1	11.11	*	*	44.44	*	*	44.44	*	*	18	*	*
2	29.41	50.00	*	58.82	25.00	*	11.76	25.00	*	17	20	*
3	50.00	88.24	50.00	35.71	11.76	36.36	14.29	0.00	13.64	14	17	22
4	28.57	83.33	58.33	64.29	16.67	33.33	7.14	0.00	8.33	14	18	12
5	76.92	88.89	*	15.38	5.56	*	7.69	5.56	*	13	18	*
All Grades	35.16	67.78	40.54	47.25	22.22	51.35	17.58	10.00	8.11	91	90	74

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	*	12.50	80.00	*	87.50	0.00	*	0.00	15	*	16
1	11.11	*	*	38.89	*	*	50.00	*	*	18	*	*
2	5.88	25.00	*	70.59	65.00	*	23.53	10.00	*	17	20	*
3	7.14	17.65	4.55	35.71	41.18	63.64	57.14	41.18	31.82	14	17	22
4	7.14	22.22	8.33	71.43	55.56	58.33	21.43	22.22	33.33	14	18	12
5	15.38	27.78	*	38.46	61.11	*	46.15	11.11	*	13	18	*
All Grades	10.99	25.56	10.81	56.04	57.78	67.57	32.97	16.67	21.62	91	90	74

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	60.00	*	56.25	33.33	*	43.75	6.67	*	0.00	15	*	16
1	5.56	*	*	61.11	*	*	33.33	*	*	18	*	*
2	35.29	5.00	*	52.94	95.00	*	11.76	0.00	*	17	20	*
3	0.00	58.82	40.91	78.57	41.18	50.00	21.43	0.00	9.09	14	17	22
4	7.14	61.11	41.67	85.71	38.89	50.00	7.14	0.00	8.33	14	18	12
5	23.08	66.67	*	69.23	27.78	*	7.69	5.56	*	13	18	*
All Grades	21.98	44.44	41.89	62.64	54.44	51.35	15.38	1.11	6.76	91	90	74

Conclusions based on this data:

1. In the '21-'22 school year, 15.38% of all students were at Level 4 in Overall Language.
2. In the '22-'23 school year, 37.78% of all students were at Level 4 in Overall Language.
In the '23-'24 school year, 25.68% of all students were at Level 4 in Overall Language.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
286	46.9%	23.8%	0.0%
Total Number of Students enrolled in George Mayne Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	23.8%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	134	46.9%
Students with Disabilities	36	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1%
American Indian	2	0.7%
Asian	55	19.2%
Filipino	11	3.8%
Hispanic	169	59.1%
Two or More Races	14	4.9%
Pacific Islander	1	0.3%
White	31	10.8%

Conclusions based on this data:

1. In '21 - '22, Hispanic students continue to represent our largest Race/Ethnicity subgroup, 59% (180 students). Socioeconomically Disadvantaged students represent our largest student subgroup, 52.8% (161 students). English Learner students represent our second largest student subgroup, 38.4% (117 students).

In '22 - '23,
Hispanic students continue to represent our largest Race/Ethnicity student group, 58.7% (176 students).
Asian students represent the second largest student group, 19.7% (59 students)
Socioeconomically Disadvantaged students represent our largest student subgroup, 66.7% (200 students).
English Learner students represent our second largest student subgroup, 29.7% (89 students).

In '22 - '23, compared to '21 - '22,
A slight decrease in the number of students in the Hispanic students subgroup, (4 students)
An increase in the number of students in the Socioeconomically Disadvantaged student group (39 students)
A decrease in the number of students in the English Learners student group, (28 students)

In '23 - '24,
The Hispanic/Latino student group has the highest percentage of enrollment at 59.1% (169 students)
Since the 2021-22 school year, there has been a decrease in the number of enrolled Hispanic/Latino students. 46.9% (134 students) of the students were classified as socioeconomically disadvantaged. This represents a significant portion of the student body.
23.8% (68 students) of the students were identified as English Learners. This indicates that a significant percentage of the student population is in the process of acquiring English language proficiency.
2. Strong likelihood that 6.2% of the Hispanic/Latino student population also falls in the Socioeconomically Disadvantaged subgroup.

In '22 - '23, strong likelihood that 43% of the Hispanic/Latino student population also falls in the Socioeconomically Disadvantaged subgroup. (Total number of students by Race/Ethnicity subtract the number of Hispanic students)

In '23-'24, it is likely that approximately 79.3% of the Hispanic/Latino student population also falls within the Socioeconomically Disadvantage subgroup. ($134 / 169 = 0.793$)
3. Strong likelihood that a percentge of the Hispanic/Latino student population also falls in the English Learners subgroup.

In '22 - '23, strong likelihood that a percentge of the Hispanic/Latino student population also falls in the English Learners subgroup.

In '23-'24, it is likely that approximately 40.2% of the Hispanic/Latino student population also falls within the English Learners subgroup. ($68 / 169 = 0.402$)

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1.
- Performance Levels:

Blue: Highest performance.

Green: Good performance.

Yellow: Moderate performance.

Orange: Below average performance.

Red: Lowest performance.

Academic Performance:

In 2018, students made adequate progress in English Language Arts and in Mathematics.

In 2019, students continue to make progress (green) in English Language Arts and in Mathematics. No data available for English Learner progress.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

The 2022 academic status in English Language Arts is High. The academic status in Mathematics and English Language Progress is Medium. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in Mathematics and need to continue making progress in English Language Development.

In '22 - '23, students performed High (Green) and (Blue)

English Language Arts (Green)

Mathematics (Green)

English Learner Progress (Blue)

Overall, Mayne students continue to make academic progress especially in English Learner progress.

In '23 - '24, students performed Good (Green)

English Language Arts (Green)

Mathematics (Yellow)

English Learner Progress (Orange)

Overall, Mayne students is performing well in English Language Arts, as indicated by the green rating. Students are generally meeting grade-level standards and demonstrating proficiency in this area.

*English Learner Progress is an area of concern (Orange rating). English Learner students are not making adequate progress in acquiring English Language Proficiency. This subgroup requires additional support and targeted interventions.

There is a need for improvement in Mathematics (yellow rating). While students are making some progress, there are areas where they need additional support to achieve proficiency.

2. Academic Engagement:

(2018), we need to increase student daily attendance and decrease the number of students suspended.

(2019), we need to continue to focus on decreasing chronic absenteeism (yellow).

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, the Chronic Absenteeism status is very High. The very high Chronic Absenteeism status for students with disabilities identified this cohort for ATSI in 2022-23.

In 2023, the Chronic Absenteeism status is mid range (yellow). The high Chronic Absenteeism status for students with disabilities identified this cohort for ATSI in 2023-24.

In 2024, the Chronic Absenteeism status is mid range (yellow). Even though we've made great strides in this area, this area continues to need to be addressed. Students that miss school frequently can negatively impact their academic success.

Mayne is no longer an ATSI School.

3. Conditions and Climate:

(2018) We need to decrease the number of students suspended.

(2019) We need to decrease the number of students suspended (orange) by addressing the root cause of the behavior.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, the Suspension Rate status is low.

In '22 - '23, the Suspension Rate status is low (green).

In '23-'24, the suspension Rate is moderate (yellow). Two 2 students were suspended.

George Mayne Elementary School has a low overall suspension rate. Most student groups have either maintained or decreased their suspension rates. However, there are slight increases in the suspension rates for English Learners and a more significant increase for White students.

School and Student Performance Data

Academic Performance English Language Arts

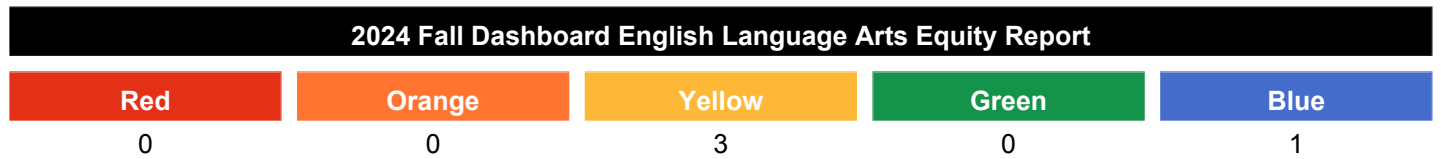
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 13.7 points above standard Maintained 1.9 points 152 Students	English Learners  Yellow 2.5 points below standard Maintained 0.8 points 74 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 4.9 points below standard Declined 10.7 points 80 Students

Students with Disabilities  No Performance Color 63.5 points below standard Declined 21.7 points 28 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 47.2 points above standard Maintained 1.1 points 36 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 11.1 points below standard Increased 5.7 points 89 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 54.3 points above standard Maintained 0.8 points 17 Students

Conclusions based on this data:

- Performance Levels:
Blue: Highest performance.
Green: Good performance.
Yellow: Moderate performance.
Orange: Below average performance.
Red: Lowest performance.

English Language Arts Performance Equity Report and All Students/Student Group:

(2018) Overall, zero student groups fell in the red or orange performance level. Students with Disabilities gained the most points followed by the Socioeconomically Disadvantaged group.

(2019) Overall, zero student groups fell in the red, orange, or yellow performance level. The English Learner group and the Socioeconomically Disadvantaged group are in the yellow performance level. The Student with Disabilities group was not assigned a performance level.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in English Language Arts, the status is high (14.5 points above standard). The status for the Socioeconomically Disadvantaged group and the English Learners group is Medium. The Socioeconomically Disadvantaged group status is 2.0 points above standard and the status for the English Learners group is 4.5 points below standard.

In '22 - '23,

Equity Report:

Zero groups are in the red performance level, one student group fell in the orange and in the yellow performance level, and 2 student groups fell in the green performance level.

All Students/Student Group:

Overall, students are performing in the green performance level (178 students: 15.6 points above standard, Maintained +1.1 points)

The English Learners student group are performing in the yellow performance level (medium performance level) (78 students: 1.7 points below standard, Maintained +2.8 points). Possible conclusion, English Learner students are (slowly) closing the grade-level standards gap.

The Socioeconomically Disadvantaged student group are performing in the green performance level (high performance level) (123 students: 5.8 points above standard, Increased +3.8 points). Possible conclusion, Socioeconomically Disadvantaged students are closing the grade-level standards gap.

The Students with Disabilities student group was not assigned a performance level (fewer than 30 students): However, (24 students: 41.8 points below standard, Increased +6.3 points). Wondering: What contributed to the 6.3 point gain? RSP is using Science of Reading phonics in upper grade. Did this focus contribute to the gain?

In '23 - '24,

Equity Report:

Zero groups are in the red, orange, or green performance level, three student groups fell in the yellow performance level, and 1 student groups fell in the blue performance level.

All Students/Student Group:

Overall, students are performing in the green performance level (152 students: 13.7 points above standard, Maintained -1.9 points)

The English Learners student group are performing in the yellow performance level (medium performance level) (74 students: 2.5 points below standard, Maintained -0.8 points). Possible conclusion, English Learner students need more support to reach grade-level standards in English Language Arts.

The Socioeconomically Disadvantaged student group are performing in the yellow performance level (medium performance level) (80 students: 4.9 points below standard, Declined 10.7 points). Comparing '22 - '23 and '23 - '24, the socioeconomically disadvantaged group saw a decrease in the number of students from 123 to 80, and their performance dropped from 5.8 points above standard to 4.9 points below standard. Possible conclusion, Socioeconomically Disadvantaged students need more support to reach grade-level standards.

The Students with Disabilities student group was not assigned a performance level (fewer than 30 students): However, (28 students: 63.5 points below standard, Declined 21.7 points). The significant decline suggests that Students with Disabilities require targeted interventions and support to improve their academic outcomes.

2. English Language Arts Performance by Race/Ethnicity:

(2018) Overall, all students and student groups are demonstrating progress towards meeting grade-level standards on the English Language Arts assessment. However, by ethnicity, the Hispanic group is demonstrating growth but are 32.1 points below standard. Whereas, the Asian group is 36.4 points above standard but declined by 10.5 points.

(2019) Overall, all students and student groups are demonstrating progress towards meeting grade-level standards on the English Language Arts assessment. By ethnicity, the Hispanic group is demonstrating growth, 7.9 points growth, but continues to be 24.2 points below standard. The Asian group increased significantly (26.1 points) and 62.5 above standard. The White and Two or more races have maintained their performance.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, in English Language Arts performance by race/ethnicity, the Asian subgroup, status Very High (55.5 points above standard), outperformed the Hispanic subgroup, status low (19.4 points below standard).

In '22 - '23,

Zero groups are in the red performance level, one student group fell in the orange and in the green performance level.

The Hispanic ethnic group are performing in the orange performance level (low performance level) (98 students: 16.8 points below standard, Maintained +2.6 points). Possible conclusion, Hispanic students are (slowly) closing the grade-level standards gap. (2.6 point difference between '23 and '22) Are we offering academic intervention supports for our Hispanic group? How else can we close the achievement gap for the Hispanic group? Is there a large number of Hispanic students identified as SpEd? How is this contributing to the gain or loss of points?

The Asian ethnic group are performing in the green performance level (high performance level) (41 students: 46.1 points above standard, decreased -9.4 points). The Asian group outperformed the Hispanic group even with the decrease in points. Why did the Asian group decrease in points? Has the Asian population changed?

The White students group was not assigned a performance level (fewer than 30 students): However, (23 students: 55.1 points above standard, Increased +4.6 points). Wondering: What contributed to the 4.6 point gain? How is their experience different from the Hispanic group experience?

In '23 - '24,

Zero groups are in the red performance level, one student group fell in the yellow and blue performance level.

The Hispanic ethnic group are performing in the yellow performance level (moderate performance level) (89 students: 11.1 points below standard, Increased +5.7 points). Possible conclusion, Hispanic students are (slowly) closing the grade-level standards gap. Are we offering academic intervention supports for our Hispanic group? How else can we close the achievement gap for the Hispanic group? Is there a large number of Hispanic students identified as SpEd? How is this contributing to the gain or loss of points?

The Asian ethnic group are performing in the blue performance level (highest performance level) (36 students: 47.2 points above standard, Maintained 1.1 points). The Asian group outperformed the Hispanic group.

The White students group was not assigned a performance level (fewer than 30 students): However, (17 students: 54.3 points above standard, Maintained -0.8 points).

3. Comparisons for English Learners:

(2019) The current English Learners group has increased 6.8 points but performed 48.8 points below standard. The current Reclassified group has significantly increased 15.7 points and are performing 64.3 points above standard. The current English Only group has declined 8 points but performed 8.2 points above standard. Students are moving from EL to RFEP identification. RFEP students are performing significantly well on the SBAC test.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, the Current English Learner group is 68.0 points below standard. The Reclassified English Learners group and the English Only group are exceeding standard. The Reclassified English Learners group is 43.0 points above standard. The English Only group is 29.4 points above standard. The Reclassified English Learners group exceeded the English Only in points above standard. The English Learner group will need to continue to be the focus in 2023-24.

In '22 - '23,

Current English Learner group (24 students: 100.6 points below standard, Decreased Significantly -32.7 points).

Reclassified English Learners group (54 students: 42.2 points above standard, Maintained -0.8 points).

English Only group (83 students: 27.7 points above standard, Maintained -1.7 points).

The Reclassified English Learners group exceeded the English Only in points above standard (14.5 point difference).

The English Learner group will need to continue to be the focus in 2024-25.

In '23 - '24,

English Learners student group continued to perform in the yellow performance level, with 74 students scoring 2.5 points below standard and maintaining a progress of -0.8 points.

Comparing the '22 - '23 and '23 - '24 school years, the number of students in the English Learners group decreased from 78 to 74, and their points below the standard increased from 1.7 to 2.5. Possible conclusion, English Learners student group continue to need more academic support to reach grade-level standards in ELA. We need to continue implementing targeted interventions to improve academic outcomes and we need to continue our efforts to close the achievement gap for English Learners, as there has been a trend of slowly closing this gap.

School and Student Performance Data

Academic Performance Mathematics

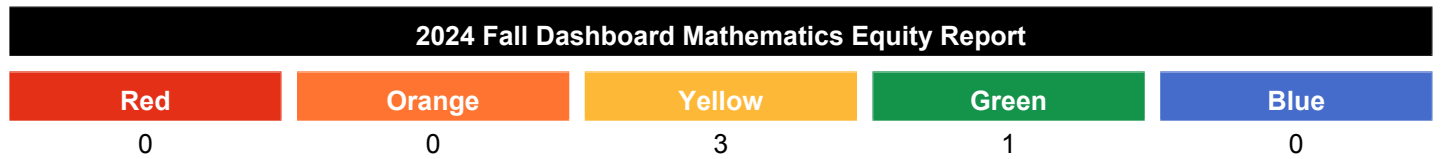
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 6.7 points below standard Declined 3.0 points 154 Students	English Learners  Yellow 18.1 points below standard Declined 9.0 points 76 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 23.5 points below standard Declined 7.6 points 82 Students

Students with Disabilities  No Performance Color 60.0 points below standard Declined 17.7 points 28 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 39.4 points above standard Declined 14.8 points 37 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 32.2 points below standard Increased 4.3 points 90 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 14.6 points above standard Declined 6.1 points 17 Students

Conclusions based on this data:

- Performance Levels:**
Blue: Highest performance.
Green: Good performance.
Yellow: Moderate performance.
Orange: Below average performance.
Red: Lowest performance.

Equity Report and Performance for All Students/Student Group:

Overall, zero student groups fall in the red or orange performance level.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in math, the All Students group, and the English Learners subgroup and Socioeconomically Disadvantaged subgroups scored a status level of medium and scored points below standard. The All Students group is 7.9 points below standard, and the English Learners subgroup is 14.4 points below standard and Socioeconomically Disadvantaged subgroup is 15.3 points below standard. It is very likely that the students identified as English Learners are also Socioeconomically disadvantaged.

In '22 - '23,

Equity Report:

Zero groups are in the red, orange, or blue performance level, two student groups fell in the yellow and in the green performance level, and 2 student groups fell in the green performance level.

All Students/Student Group:

Overall, students are performing in the green performance level (178 students: 3.7 points below standard, Increased +4.2 points)

The English Learners student group are performing in the green performance level (high performance level) (78 students: 9.1 points below standard, Increased +5.3 points). Possible conclusion, English Learner students are performing more successfully in Math compared to Language Arts.

The Socioeconomically Disadvantaged student group are performing in the yellow performance level (medium performance level) (123 students: 15.9 points below standard, Maintained -0.6 points). Possible conclusion, Socioeconomically Disadvantaged students are not performing as well as the English Learner student group.

The Students with Disabilities student group was not assigned a performance level (fewer than 30 students): However, (24 students: 42.3 points below standard, Increased Significantly +17.2 points). Wondering: What contributed to the +17.2 point gain? What do Students with Disabilities academically need to close the academic gap? Students with Disabilities need to be a focus in 2024 - 2025.

In '23 - '24,

Overall, students are performing in the yellow performance level (154 students: 6.7 points below standard, Declined 3.0 points)

The English Learners student group are performing in the yellow performance level (moderate performance level) (76 students: 18.1 points below standard, Declined 9.0 points). Possible conclusion, English Learner students are performing more successfully in Language Arts compared to Math possibly because we focused more on closing the achievement gap in ELA.

The Socioeconomically Disadvantaged student group are performing in the yellow performance level (moderate performance level) (82 students: 23.5 points below standard, Declined 7.6 points). Possible conclusion, Socioeconomically Disadvantaged students are not performing as well as the English Learner student group.

The Students with Disabilities student group was not assigned a performance level (fewer than 30 students): However, (28 students: 60 points below standard, Declined 17.7 points). Wondering: What contributed to the 17.9 point loss? What do Students with Disabilities academically need to close the academic gap? Students with Disabilities continue to need to be a focus in 2025 - 2026.

2. Performance by Race/Ethnicity:

All students and student groups increased by points. The students with Disabilities increased by most points (70.4 points) followed by the socioeconomically disadvantaged group (24.9 points). Overall, all students/student groups are performing below standards. The all students group is 7.1 points below standards. The English Learner group is 25.6 points below standards. The socioeconomic group is 22.9 points below standards. The students with disabilities group is 49.2 points below standards. By race and ethnicity classification, the Asian student population is 42 points above standard and the White student population is 16.2 points above standard. The Hispanic student population is 32.6 points below standard. All race and ethnic groups increased points and the Hispanic group increased the most points.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in math by Race/Ethnicity, the Asian subgroup's status is Very High and the Hispanic subgroup's status is Low. the Asian subgroup is 58.6 points above standard and the Hispanic subgroup is 46.8 points below standard. The Asian subgroup outperformed the Hispanic group.

In '22 - '23,

Zero groups are in the red performance level, one student group fell in the yellow and green performance level.

The Hispanic ethnic group are performing in the yellow performance level (medium performance level) (98 students: 36.5 points below standard, Increased +10.2 points). Possible conclusion, Hispanic students are (slowly) closing the grade-level standards gap. (10.3 point difference between '23 and '22) Are we offering academic intervention supports for our Hispanic group? How else can we close the achievement gap for the Hispanic group? Is there a large number of Hispanic students identified as SpEd? How is this contributing to the gain or loss of points?

The Asian ethnic group are performing in the green performance level (high performance level) (41 students: 54.2 points above standard, decreased -4.4 points). The Asian group outperformed the Hispanic group even with the decrease in points. Why did the Asian group decrease in points? Has the Asian population changed?

The White students group was not assigned a performance level (fewer than 30 students): However, (23 students: 20.8 points above standard, Decreased -7.7 points). Wondering: Why did the White student group decrease in points?

In math, how is the Asian student group and the White student group experience different from the Hispanic group experience?

In '23 - '24,

There were variations in how different ethnic groups performed.

The Hispanic ethnic group are performing in the yellow performance level (moderate performance level) (90 students: 32.2 points below standard, Increased 4.3 points). Possible conclusion, Hispanic students continue to slowly close the grade-level standards gap. Are we offering academic intervention supports for our Hispanic group? Yes How else can we close the achievement gap for the Hispanic group? Afford every opportunity for our Hispanic/Latino group to participate in interventions.

The Asian ethnic group are performing in the green performance level (good performance level) (37 students: 39.4 points above standard, decreased 14.8 points). The Asian group outperformed the Hispanic group even with the decrease in points. Has the Asian population changed? Yes While the Asian group outperformed the Hispanic group, there was a decrease in their scores.

The White students group was not assigned a performance level (fewer than 30 students): However, (17 students: 14.6 points above standard, Decreased 6.1 points) they also experienced a decrease in scores.

3. Comparisons for English Learners:

English Learners and English only students increased by points. The reclassified English Learners are 38.2 points above standard and the English only group is 11.9 points above standard. The current English Learner group is 51.7 points below standard.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, in math for English Learners, the Current English Learner group and the English Only group scored below standard. The Reclassified English Learners scored above standard, 27 points above standard. The Current English Learner group is 69.5 points below standard and the English Only group is 6.9 points below standard. The Reclassified English Learners outperformed their counterparts.

In '22 - '23,

Current English Learner group (24 students: 60.6 points below standard, Increased +8.9 points).

Reclassified English Learners group (54 students: 13.9 points above standard, Decreased - 13.2 points).

English Only group (83 students: 6.1 points below standard, Maintained + 0.8 points).

The Reclassified English Learners group exceeded the English Only in points above standard (7.8 point difference).

The English Learner group will need to continue to be the focus in 2024-25.

In '23 - '24,

Current English Learner group (76 students: 18.1 points below standard, declined 9.0 points). The English Learner group is still performing significantly below standard and should therefore remain a focus for support and intervention. We've implemented targeted interventions for '24 - '25 in foundational skills and fluency.

Reclassified English Learners group (No Data Provided on this chart).

English Only group (No Data Provided on this chart).

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 57.7% making progress. Number Students: 52 Students	 No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5%	30.8%	1.9%	55.8%

Conclusions based on this data:

1. Performance Levels:
Blue: Highest performance.
Green: Good performance.
Yellow: Moderate performance.
Orange: Below average performance.
Red: Lowest performance.
- English Learner Progress:
- Overall, 72% of English Learners performed at Moderately Developed and Well Developed.
- In 2022, overall, 53.7 of 67 English Learners are making progress towards English Language Proficiency.
- In '22 - '23,
Overall, English Learners are performing in the blue (very high) performance level (75 students: 81.3 points above standard making progress towards English Language proficiency, performance level 5)

In '23 - '24,
Overall, English Learners are performing in the orange (below average) performance level (52 students: 57.7% making progress towards English Language proficiency)

2. Student English Language Acquisition Results:

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, 53.7% progressed at least one ELPI level. 46.3% either decreased one ELPI level (22.4%) or maintained 23.9%.

In '22 - '23,
4 students decreased at least one ELPI level.
10 students maintained ELPI level 1, 2L, 2H, 3L, or 3H
0 students maintained ELPI Level 4
61 students progressed at least one ELPI level.

There was a notable improvement, with the majority of students progressing at least one ELPI level. However, a small percentage of students still decreased in the ELPI level. Conclusion, academic strategies that support English Language Learners, Professional Development focussed on English Language Learners, interventions that target English Language Learners, tracking and analyzing data for our English Language Learner students is making a difference in the English Learner Progress.

In '23 - '24,
11.5% (6) students decreased at least one ELPI level. (compared to '22 - '23, 2 more students decreased)
30.8% (16) students maintained ELPI level 1, 2L, 2H, 3L, or 3H (compared to '22 - '23, 6 more students maintained)
1.9% (1) student maintained ELPI Level 4 (compared to '22 - '23, 1 more student maintained)
55.8% (29) students progressed at least one ELPI Level (significantly less students progressed at least one ELPI level).

Mayne continues to show a positive trend in supporting English Learners' progress, with an increase in the percentage of students advancing at least one ELPI level. This suggests that the strategies and interventions are having a positive impact. However, some students are still experiencing a decrease in their ELPI levels. Academic strategies that support English Language Learners, Professional Development focussed on English Language Learners, interventions that target English Language Learners, tracking and analyzing data for our English Language Learner students needs to continue.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 10.7% Chronically Absent Declined 3 298 Students	English Learners  Orange 9.2% Chronically Absent Increased 2 76 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Yellow 10.5% Chronically Absent Declined 2.4 153 Students

Students with Disabilities  Yellow 16% Chronically Absent Declined 8.4 50 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 7% Chronically Absent Increased 0.8 57 Students	Filipino  No Performance Color 0% Chronically Absent 0 11 Students	Hispanic  Yellow 12.9% Chronically Absent Declined 2.1 178 Students
Two or More Races  No Performance Color 0% Chronically Absent Declined 6.3 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 16.1% Chronically Absent Declined 4.5 31 Students

Conclusions based on this data:

- Performance Levels:**
Blue: Highest performance.
Green: Good performance.
Yellow: Moderate performance.
Orange: Below average performance.
Red: Lowest performance.

Equity Report

In 2022, overall, 27.1% out of 325 students were Chronically Absent. The Socioeconomically Disadvantaged subgroup (29.6% out of 169 students), English Learners subgroup (21.1% out of 128 students), and Students with Disabilities subgroup (21.1% out of 38 students), represent our largest subgroups with a Very High performance level (status) of chronically absent students.

In '22 - '23,

Equity Report:

One student group is in the red performance level, zero student group are in the orange and in the blue performance level, and 2 student groups are in the yellow and green performance level.

In '23 - '24,

Equity Report:

No student group is in the red, green, or blue performance level, 2 student groups are in the orange performance level, and 4 student groups are in the yellow performance level.

2. All Students/Student Group:

In 2019, Chronic absenteeism by Race/Ethnicity: The White and Hispanic groups represent our largest subgroup of students with over 10% chronically absent.

In 2022, the Hispanic subgroup (31.3% out of 192 students) and the Asian subgroup (14.5% out of 62 students), represent Mayne's largest Chronic Absenteeism by Race/Ethnicity subgroups with a Very High and High performance level (status) of chronically absent students.

In '22 - '23,

All Students/Student Group:

Overall, students are performing in the yellow (medium) performance level (320 students: 13.8% (45 students) Chronically Absent, Declined Significantly -13.3)

The English Learners student group are performing in the green (high) performance level (97 students: 7.2% (7 students) Chronically Absent, Declined -13.9).

The Socioeconomically Disadvantaged student group are performing in the yellow (medium) performance level (218 students: 7.2% (16 students) Chronically Absent, Declined Significantly -16.7).

The Students with Disabilities student group are performing in the red (very low) performance level (41 students: 24.4% (10 students) Chronically Absent, Increased 3.3).

Conclusion:

The very high chronic absenteeism status for students with disabilities identified this student group for ATSI in 2023-24 and 2024 - 25.

Continue and increase focus on attendance (phone calls, visits to families over the summer, letters, etc.)

Focus on Students with Disabilities in 2024 - 2025

In '23 - '24,

All Students/Student Group:

Overall, students are performing in the yellow (moderate) performance level (298 students: 10.7% (32 students) Chronically Absent, Declined Significantly 3.1%, Declined 3)

The English Learners student group are performing in the orange (below average) performance level (76 students: 9.2% (7 students) Chronically Absent, Increased 2). The English Learners student group had a lower rate of chronic absenteeism (9.2%) compared to the all students group (10.7%)

The Socioeconomically Disadvantaged student group are performing in the yellow (moderate) performance level (153 students: 10.5% (16 students) Chronically Absent, Declined 2.4). The Socioeconomically Disadvantaged group also had a chronic absenteeism rate (10.5%) similar to the all students group.

The Students with Disabilities student group are performing in the yellow (moderate) performance level (50 students: 16% (8 students) Chronically Absent, Declined 8.4). The Students with Disabilities group had a higher rate of chronic absenteeism (16%)

Conclusion:

Mayne has made progress in reducing chronic absenteeism. The chronic absenteeism rates for English Learners and Socioeconomically Disadvantage students are similar to the overall student body. The very high chronic absenteeism status for students with disabilities identified this student group for ATSI in 2023-24 and 2024 - 25. George Mayne is no longer classified as an ATSI school. However, chronic absenteeism remains a significant issue for Students with Disabilities.

3. Race/Ethnicity:

In 2022, the very high chronic absenteeism status for students with disabilities identified this student group for ATSI in 2022-23.

In '22 - '23,

Zero groups are in the red performance level, one student group is in the yellow and in the green performance level.

The Hispanic ethnic group are performing in the yellow (low) performance level (187 students: 15% (29 students) Chronically Absent, Declined Significantly -16.3)
The Asian ethnic group are performing in the green (high) performance level (64 students: 6.3% (5 students) Chronically Absent, Declined -8.3)
The White students group was not assigned a performance level (fewer than 30 students): However, (34 students: 20.6% (8 students) Chronically Absent, Declined -5.3).
Conclusion:
Continue and increase focus on attendance (phone calls, visits to families over the summer, letters, etc.)

In '23 - '24,
Zero groups are in the red, green, or blue performance level, one student group is in the orange performance level, and two student groups are in the yellow performance level.
The Hispanic student group are performing in the yellow (moderate) performance level (178 students: 12.9% (23 students) Chronically Absent, Declined 2.1).
The Asian student group are performing in the orange (below average) performance level (57 students: 7% (4 students) Chronically Absent, Increased 0.8).
The White student group are performing in the yellow (moderate) performance level (31 students: 16.1% (5 students) Chronically Absent, Declined 4.5).
Conclusion:
In '23 - '24, most student groups are performing at the moderate (yellow) level, therefore we need to continue and increase focus on attendance (phone calls, visits to families over the summer, letters, etc.). Chronic absenteeism is a concern particularly among White students (16.1%) and Hispanic students (12.9%).

School and Student Performance Data

Conditions & Climate Suspension Rate

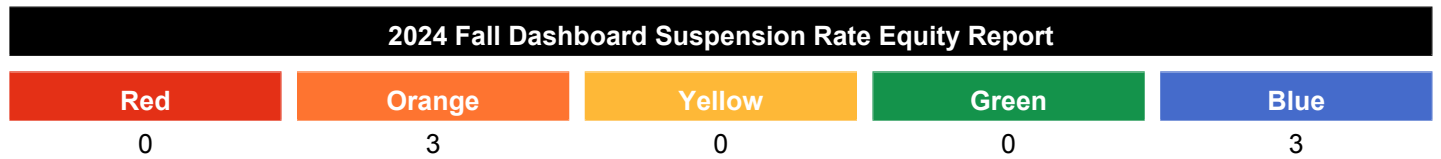
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1% suspended at least one day Increased 0.4% 302 Students	English Learners  Orange 1.3% suspended at least one day Increased 0.3% 79 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 0.5% 156 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 50 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Declined 1.6% 58 Students	Filipino  No Performance Color 0% suspended at least one day 11 Students	Hispanic  Orange 1.1% suspended at least one day Increased 0.6% 180 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 3.1% suspended at least one day Increased 3.1% 32 Students

Conclusions based on this data:

- Performance Levels:**
Blue: Highest performance.
Green: Good performance.
Yellow: Moderate performance.
Orange: Below average performance.
Red: Lowest performance.

Equity Report:

In 2019, there was a total of 7 suspensions.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall 0.9% out of 322 students were suspended identifying this group as a Low status. 0.6% out of 170 Socioeconomically Disadvantaged students and 2.6% out of 38 Students with Disabilities were suspended representing < 3 students.

In '22 - '23,
Equity Report:
Zero student groups are in the red, or green performance level, one student group is in the orange and in the yellow performance level, and 3 student groups are in the blue performance level.

In '23 - '24,

Equity Report:

Zero student groups are in the red, yellow, or green performance level, three student groups are in the orange and in the orange and blue performance level.

2. All Students/Student Group:

In '22 - '23,

All Students/Student Group:

Overall, students are performing in the green (high) performance level (324 students: 0.6% (2 students) suspended at least one day, Declined -0.3)

The English Learners student group are performing in the yellow (medium) performance level (100 students: 1% (.1 student) suspended at least one day, Increased 1).

The Socioeconomically Disadvantaged student group are performing in the blue (very high) performance level (222 students: 0.5% (1.11 students) suspended at least one day, Maintained -0.1).

The Students with Disabilities student group are performing in the blue (very high) performance level (42 students: 0% (0 students) suspended at least one day, Declined -2.6).

Conclusion:

Continue to work on S.O.A.R.(Safe, Organized, Achievers, Respectful), provide Wellness support,

In '23 - '24,

All Students/Student Group:

Overall, students are performing in the yellow (moderate) performance level (302 students: 1% (3 students) suspended at least one day, Increased 0.4%).

The English Learners student group are performing in the orange (below average) performance level (79 students: 1.3% (1 student) suspended at least one day, Increased 0.3%).

The Socioeconomically Disadvantaged student group are performing in the blue (very high) performance level (222 students: 0.5% (1.11 students) suspended at least one day, Maintained -0.1).

The Students with Disabilities student group are performing in the blue (very high) performance level (156 students: 0% (0 students) suspended at least one day, Declined 0.5%).

Conclusion:

Overall, Mayne has a low suspension rate, with most student groups experiencing minimal to no suspensions. The Socioeconomically Disadvantaged and Students with Disabilities groups show very positive results, with the former maintaining a low suspension rate and the latter achieving a 0% rate. However, English Learners, while still having a low suspension rate, are performing below average and show a slight increase in suspensions. Mayne will continue to work on S.O.A.R.(Safe, Organized, Achievers, Respectful) and provide Wellness support.

3. Race/Ethnicity:

In 2022, 1% out of 196 Hispanic students were suspended representing < 2 students.

In '22 - '23,

Zero groups are in the red performance level, one student group is in the orange and blue performance level.

The Hispanic ethnic group are performing in the blue (very high) performance level (191 students: 0.5% (1 student) suspended at least one day, Declined -0.5)

The Asian ethnic group are performing in the orange (low) performance level (64 students: 1.6% (1 student) suspended at least one day, Increased 1.6)

The White students group was not assigned a performance level (fewer than 30 students): However, (34 students: 0% (0 students) suspended at least one day, Maintained 0).

Conclusion:

Continue to work on S.O.A.R.(Safe, Organized, Achievers, Respectful) and provide Wellness support.

In '23 - '24,

Zero groups are in the red, yellow, or green performance level, one student group is in the blue performance level, and two student groups are in the orange performance level.

The Hispanic ethnic group is performing in the orange (below average) performance level (180 students: 1.1% (2 students) suspended at least one day, Increased 0.6%)

The Asian ethnic group is performing in the blue (highest) performance level (58 students: 0% (0 student) suspended at least one day, Declined 1.6%)

The White students group is performing in the orange (below average) performance level (32 students: 3.1% (1 student) suspended at least one day, Increased 3.1%)

Conclusion:

Overall, Mayne's suspension rates are relatively low. The Asian student group has the strongest performance, with no suspensions and a declining suspension rate. In contrast, both the Hispanic and White student groups are in the below-average performance level and have experienced increases in suspension rates, with the White student group showing a more substantial increase. We will continue to work on S.O.A.R.(Safe, Organized, Achievers, Respectful) and provide Wellness support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reading/Language Arts

All students will demonstrate growth in reading and language arts, and the achievement gaps between higher and lower performing students will be reduced, as measured by state assessments (grades 3-5) and local assessments (i-Ready Reading Diagnostic, Fountas & Pinnell).

1. Increase the percentage of students who score Standard Met or Standard Exceeded on the English Language Arts (ELA) portion of the California Assessment of Student Performance and Progress (CAASPP).
2. Support Teachers as they continue to incorporate phonics (UFLI) (K - 5th) and Morphology (3rd - 5h grade).
3. Support student reading for enjoyment as indicated by an increase in library circulation of materials.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise students achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP/ELA assessment results indicate a need for students overall to increase academic performance. Student group results show that English Learners need continued focus. i-Ready (K-5) results show that the focus on English learners significantly increased achievement.

There is a continued need to focus on students with IEPs and Hispanic/Latinx students to close the gap between these groups and all students. F&P results show higher achievement overall and for all groups, with the exception of English Learners, and gaps between groups are not as large as i-Ready results. The need to support students with IEPs is also supported by F&P results.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA (3-5)	(Fall, 2022) 61.48% Overall meeting/exceeding 36% English learner meeting/exceeding 58.91% Low-Income meeting/exceeding 48.44%Hispanic/Latinx meeting/exceeding 54.54% Students with IEP's meeting/exceeding (Fall, 2023) 63% Overall meeting/exceeding 40% English learner meeting/exceeding 62% Low-Income meeting/exceeding 51%Hispanic/Latinx meeting/exceeding 56% Students with IEP's meeting/exceeding (Fall, 2024) 58% Overall meeting/exceeding 17% English learner meeting/exceeding 51% Low-Income meeting/exceeding 45%Hispanic/Latinx meeting/exceeding % Students with IEP's meeting/exceeding (Not assigned a performance level)	(Set in Fall, 2025 based baseline) 60% Overall meeting/exceeding 20% English learner meeting/exceeding 55% Low-Income meeting/exceeding 50% Hispanic/Latinx meeting/exceeding % Students with IEP's meeting/exceeding (Not assigned a performance level)
i-Ready Reading (K-5)	(Based on mid-year, 2023) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding) 48% Overall 55% English Learner	(Based on mid-year, 2025 for expected mid-year 2026) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding) 55% Overall

	53% Low-Income 37%Hispanic/Latinx 19.41% Students with IEP's (Based on mid-year, 2024) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding) 67% Overall 38% English Learner 47% Low-Income 63%Hispanic/Latinx 27% Students with IEP's (Based on mid-year, 2025, Diagnostic 3) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding) 52% Overall 33% English Learner 50% Low-Income 48%Hispanic/Latinx 57% Students with IEP's	35% English Learner 50% Low-Income 50%Hispanic/Latinx 60% Students with IEP's
F&P Reading	(based on mid-year, 2023) 57% Overall meeting/exceeding 41.75% English learner meeting/exceeding 59.96% Low-Income meeting/exceeding 54.56% Hispanic/Latinx meeting/exceediing 32.14% Students with IEP's meeting/exceeding Based on mid-year, 2024) 51.85% Overall meeting/exceeding	(based on mid-year, 2025 for expected mid-year 2026) 55% Overall meeting/exceeding 35% English learner meeting/exceeding 57% Low-Income meeting/exceeding 58% Hispanic/Latinx meeting/exceediing 32% Students with IEP's meeting/exceeding

	25.97% English learner meeting/exceeding 48.39% Low-Income meeting/exceeding 50.28%Hispanic/Latinx meeting/exceediing 22.22% Students with IEP's meeting/exceeding Based on mid-year, 2025) 276 students 54% Overall meeting/exceeding (150 / 276 students) 35% English learner meeting/exceeding (22/63 students) 55% Low-Income meeting/exceeding (77/141 students) 58%Hispanic/Latinx meeting/exceediing (84/162 students) 30% Students with IEP's meeting/exceeding (9/30 students)	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Literacy (including Math, ELD, and social-emotional) Intervention through targeted small group instruction	Students furthest from grade level proficiency in reading, including low-income, English learner and students with IEP's	226,803 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE Literacy Intervention; Kinder - 5th (LH) 32,000 Title I 2000-2999: Classified Personnel Salaries Classroom "push-in" instructional support provider & Emotional Support Provider (MA) Classroom "push-in" instructional support providers & Emotional Support Provider (RH, MO, JN) Provide extended learning opportunities before, during, and after the school day,

			Saturdays, EL Saturdays, intercessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students. 58,500 Targeted Allocation 2000-2999: Classified Personnel Salaries Classroom "push-in" instructional support providers & Emotional Support Provider (RH, MO, JN) Provide extended learning opportunities before, during, and after the school day, Saturdays, EL Saturdays, intercessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students.
1.2	Provide extended learning opportunities before, during, and after the school day, Saturdays, EL Saturdays, intercessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students	Prioritize students furthest from grade level standard	13,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Provide extended learning opportunities before, during, and after the school day, Saturdays, EL Saturdays, intercessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students (DH)
1.3	Purchase materials and supplies for supplemental literacy instruction and enrichment, including, but not limited to additional library collections, classroom magazines, additional leveled books, trade books, classroom materials, decodable phonics readers, and other literacy intervention materials and supplies.	All students	21,000 Title I 4000-4999: Books And Supplies Purchase materials and supplies for supplemental literacy instruction and enrichment, including but not limited to additional library collections, classroom magazines, additional leveled books, trade books, classroom materials, decodable phonics readers, and other literacy intervention materials and supplies
1.4	Registration, travel, accommodations, materials and substitute costs to support professional development, training and conference attendance. This includes, but is not limited to: California Reading Association Conference, IMSE Orton-	All students	

	Gillingham, CAFE, PLC workshops, peer observations, Professional Books		
1.5	Provide release time or additional hourly time to staff to support the use of data to inform classroom instruction. Activities include, but are not limited to: a. Grade level PLCs b. Teacher goal setting conferences c. Grade level target meetings d. Cross grade level alignment	All students	
1.6	Provide motivation, real world experience and enrichment to students related to reading and literacy themes, math, science, visual and performing art through assemblies and field study trips. Costs include but are not limited to fees and transportation.	All students	Provide motivation, real world experience and enrichment to students related to reading and literacy themes, math, and science, visual and performing art through assemblies and field study trips. Costs include but are not limited to fees and transportation.
1.7	Provide support to teachers in completing 1:1 assessments. Costs include, but are not limited to substitute teachers or additional classified support.	All students	Provide support to teachers in completing 1:1 assessments. Costs include but are not limited to substitute teachers or additional classified support.
1.8			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, students that participate in Literacy, ELD, (and math) interventions show growth in reading (and math). 99% of the 1st Grade students in the targeted after school literacy intervention class and that completed the cycle of intervention met the end of year school benchmark. This is significant because 48.5% of Mayne students are stating below grade level in literacy. In F&P, there is a downward trend as the students go higher in grade level. At this time, we do not have enough data to determine if the cause is decoding or comprehension. The F&P data shows that the Hispanic EL students have the highest need, therefore, we targeted this group as a priority focus group.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With tier 1 instruction firmly in place as well as before school, during the school day, and after school reading interventions (1:1 Reading Recovery in 1st Grade, and Rising group Reading Recovery intervention in 2nd grade, K-5th grade 1 reading Intervention teacher, Instructional Support Providers working with Kindergarten, 3rd, 4th, 5th, and afterschool reading intervention in 1st grade for our students that are far below and below grade level benchmarks are making good progress.

At the end of the 2023 - 2024 school year, we had to significantly reduce the number of hours (percentage) our interventionists and cut other programs/activities so that we can continue to provide reading intervention for our students in 2024 - 2025.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly reduced the number of hours (percentage) our math interventionists and financial allocations to other programs/activities so that we can continue to provide reading intervention for our students in 2025 - 2026.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

All students will demonstrate growth in mathematics, and achievement gaps between higher and lower-performing students will be reduced, as measured by state (grades 3-5) and local assessments, i-Ready Math diagnostics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise students achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP/Math assessment results indicate a need for students overall to increase meeting or exceeding standards. Student group results show, overall, all groups need to be a focus. Mid-year i-Ready (K-5) results show a need to focus on Hispanic / Latinx and English Learners to continue to close the gap between these groups and all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/Math (3-5)	Fall, 2023 49.73% Overall meeting/exceeding 25% English learner meeting/exceeding 52.54% Low-Income meeting/exceeding 35.49% Hispanic/Latinx meeting/exceeding 31.25% Students with IEP's meeting/exceeding Fall, 2024 48% Overall meeting/exceeding 30% English learner meeting/exceeding 50% Low-Income meeting/exceeding 36% Hispanic/Latinx meeting/exceeding __% Students with IEP's meeting/exceeding (<30 students, the performance level is not included) TBD Fall, 2025 __% Overall meeting/exceeding __% English learner meeting/exceeding __% Low-Income meeting/exceeding __% Hispanic/Latinx meeting/exceeding __% Students with IEP's meeting/exceeding	Set in Fall, 2024 based on baseline Projected: 53% Overall meeting/exceeding 35% English learner meeting/exceeding 55% Low-Income meeting/exceeding 40% Hispanic/Latinx meeting/exceeding % Students with IEP's meeting/exceeding (<30 students, the performance level is not included)
i-Ready Math (K-5)	(Based on mid-year, 2023) 32% Overall meeting/exceeding 18.62% English learner meeting/exceeding 27% Low-Income meeting/exceeding	(based on mid-year, 2024 for expected mid-year 2025) Projected: 60% Overall meeting/exceeding 30% English learner meeting/exceeding

	17.82%Hispanic/Latinx meeting/exceediing 24.7% Students with IEP's meeting/exceeding (Based on mid-year, 2024) 56% Overall meeting/exceeding 28% English learner meeting/exceeding % Low-Income meeting/exceeding 44%Hispanic/Latinx meeting/exceediing 56% Students with IEP's meeting/exceeding (Based on mid-year, 2025) 53% Overall meeting/exceeding 36% English learner meeting/exceeding 45% Low-Income meeting/exceeding 43%Hispanic/Latinx meeting/exceediing 53% Students with IEP's meeting/exceeding	% Low-Income meeting/exceeding 45%Hispanic/Latinx meeting/exceediing 58% Students with IEP's meeting/exceeding
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase targeted math instruction and support through before, during and afterschool small group instruction.	Students furthest from grade level standard	Donations Math Intervention Provider (RN) Donations Classroom "push-in" instructional support provider & Emotional Support Provider (MA, RH, MO, JN) Classroom "push-in" instructional support providers & Emotional Support

			Provider. Provide extended learning opportunities before, during, and after the school day, Saturdays, EL Saturdays, intercessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students. 300 Title I 4000-4999: Books And Supplies Purchase materials and supplies for supplemental math instruction, intervention, and enrichment, including but not limited to additional math collections, materials and supplies
1.6			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, students that participated in math intervention improved in number sense, algebraic equations, and number fluidity as seen in the iReady analysis for the students that received intervention.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With tier 1 instruction in place as well as during the school day and after school math interventions (3rd -5th Grade math interventionist) students far below and below grade level benchmarks in math are making progress in foundational number sense, Algebraic Thinking, and math fluidity.

Unfortunately, due to declining student enrollment and a decrease in unduplicated students our funds are also declining. Funding for math interventions can not be funded through Title 1 or Targeted funds. We will use Donations If monies are available.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funding for math interventions will be funded through donations, if available.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development and Reclassification of English learners to Fluent English Proficient (RFEP)

English Learners will demonstrate continuous growth in English language acquisition, and the achievement gap between English Learners/Reclassified Fluent English Proficient students and their English-only peers will be eliminated, as measured by CAASPP, i-Ready Reading and Math and Fountas and Pinnell

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise students achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall, there's a need to provide additional supports and interventions for English Learners across ELA and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	From DataZone ("All" and "Tested in this school") 20-21: Students enrolled at Mayne during ELPAC testing: Level 4: 30% (37) Level 3: 38% (51) Level 2: 24% (29) Level 1: 8% (9) 21-22: Students enrolled at Mayne during ELPAC testing (Fall 2022 "All" and "Tested in this school") Level 4: 16.09% (14) Level 3: 47.13% (41) Level 2: 20.69% (18) Level 1: 16.09% (14) 22-23: Students enrolled at Mayne during ELPAC testing (TBD, fall 2023 "All" and "Tested in this school") Level 4: 35.82% (24) Level 3: 38.81% (26) Level 2: 19.4% (13) Level 1: 5.97% (4) Percentage of students at each level who are currently (Fall, 2024) enrolled at Mayne (110 students) Level 4: 40% (44) Level 3: 25% (28) Level 2: 22% (24) Level 1: 13% (14)	Based on Fall, 2024 Summative ELPAC Increase percentage of students that progress on each level of ELPAC: Level 4: 40% to 45% Level 3: 25% to 35% (10% increase from L3 to L4 AND 10% increase from L2 to L3) Level 2: 22% to 15% Level 1: 13% to 13% Results from 2024 Summative ELPAC
F&P (K-5)	From DataZone Trimester 2 (Winter), 2023 Percent EL meeting grade level standard: 41.75% Percent nearly meeting: 11.97% Percent not meeting: 46.28% Trimester 2 (Winter), 2024 Percent EL meeting grade level standard: 35% Percent nearly meeting: 22% Percent not meeting: 43%	Trimester 2, 2024 for expected mid-year 2025 Percent EL meeting grade level standard: increase by 5% Percent nearly meeting: 5% Percent not meeting: decrease by 5%
CAASPP ELA	From DataZone Spring, 2023	TBD based on Spring, 2024 results

	Percent EL met or exceeded grade level standard: 6.25% Percent nearly met grade level standard: 18.75% Percent not met: 75% From DataZone Spring, 2024 Percent EL met or exceeded grade level standard: 8% Percent nearly met grade level standard: 38% Percent not met: 54%	Percent EL meeting or exceeding grade level standard: increase by 5% Percent nearly meeting grade level standard: increase by 5% Percent not meeting: decrease by 5%
CAASPP Math	From DataZone Spring, 2023 Percent EL met or exceeded grade level standard: 25% Percent nearly met grade level standard: 25% Percent not met: 50% From DataZone Spring, 2024 Percent EL met or exceeded grade level standard: 21% Percent nearly met grade level standard: 31% Percent not met: 48%	TBD based on Spring, 2024 results Percent EL meeting or exceeding grade level standard: increase by 5% Percent nearly meeting grade level standard: increase by 5% Percent not meeting: decrease by 5%
i-Ready Reading (K-5)	From DataZone Diagnostic 2 (Winter), 2023 Percent mid, early on, or above grade level: 27% Percent one grade level below: 44% Percent two grade levels below: 26% Percent three or more grade levels below: 5% From DataZone Diagnostic 2 (Winter), 2024 Percent mid, early on, or above grade level: 18% Percent one grade level below: 52% Percent two grade levels below: 18% Percent three or more grade levels below: 11%	From DataZone Diagnostic 2 (Winter), 2025 Increase percent of English learners achieving mid, early on or above grade level by 10%. Decrease percent of English learners at one or more grade levels below by at least 10%
i-Ready Math (K-5)	From DataZone Diagnostic 2 (Winter), 2023	From DataZone Diagnostic 2 (Winter), 2025

	Percent EL mid, early on, or above grade level: 28% Percent one grade level below: 50% Percent two grade levels below: 19% Percent three or more grade levels below: 4% From DataZone Diagnostic 2 (Winter), 2024 Percent EL mid, early on, or above grade level: 21% Percent one grade level below: 58% Percent two grade levels below: 15% Percent three or more grade levels below: 6%	Increase percent of English learners achieving mid, early on or above grade level by 10%. Decrease percent of English learners at one or more grade levels below by at least 10%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional language development support to identified English learners, with a focus on Level 1 students and students who have been at level 3 for 2 or more years.	English Learners	25,000 Targeted Allocation 2000-2999: Classified Personnel Salaries Language Development Support Provider (Additional hours) (JN) (See Goal 1)
1.3			
1.5			
1.8			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students receiving English Language Development intervention are making gains.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With integrated and designated English Language Instruction in place, as well as before school, during the school day, and after school reading interventions (1:1 Reading Recovery in 1st Grade, and Rising group Reading Recovery intervention in 2nd grade, K-5th grade 1 reading Intervention teacher, Instructional Support Providers working with Kindergarten, and afterschool reading intervention in 1st grade), additional hours for our ELSAT to work directly with our EL students, and site funded English Language Intervention, our far below and below grade level benchmarks in reading and math are making good progress as seen above.

In 2022-2023, 2023-2024, and 2024 - 2025, we made a concerted effort to target EL students for reading, writing, math, and English Language Development intervention support. Due to this focus, we have seen a significant rise in the number of students that we've redesignated and or moved from one EL level to the next.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly reduced the number of hours (percentage) from our interventionists and cut other programs/activities so that we can continue to provide additional hours of English Language Support with our ELSAT for our students in 2025 - 2026.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate, Parent and Community Engagement

All partners, including staff, students, parents and larger community will maintain positive engagement with the school community.

80% or more students who are surveyed will respond positively to questions regarding academic motivation, having at least one caring adult on campus and that they have opportunities to engage in meaningful participation in school.

All students and staff will work in an environment that supports physical and emotional health and safety.

Maintain at least 95% average daily attendance.

Decrease chronic absenteeism to 10% or below (30 or fewer students) overall and reduce absenteeism of most affected students

Maintain positive student behavior and pro-social interaction (Wellness and SEL support)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to continue a concentrated focus on social-emotional wellness, improving attendance and engagement, as well as ensuring that all students' needs are met through the MTSS process. There is a particular need to focus on students whose siblings/families have a history of chronic absenteeism ("generational absentees") and students with disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
--Attendance of parents, staff and community at SSC and ELAC tracked by sign-in sheet (actual or virtual) and indicating role of attendees. --Ballots, agendas and minutes of SSC and ELAC will show that representatives have been elected according to Ed. Code (parents elect parents, classified elects classified, certificated elects certificated and elected ELAC representatives are parents of English learners. --Agendas, surveys and minutes of SSC and ELAC will show: ELAC and SSC have advised the principal in the development of the schoolwide needs assessment (identifying what data points will be analyzed for revision of the SPSA) ELAC has advised the principal and staff in the development of the site plan for ELs and submitted the plan to the school site council for consideration for inclusion in the SPSA. ELAC has advised the principal on ways to make parents aware of the importance of regular school attendance.	Spring 2025: SSC meetings have had a quorum of elected attendees 100% of meetings this year. ELAC has at least had the attendance of the chairperson and the ELAC representative to DELAC.	Spring 2026: SSC: Continue to have a quorum at 100% of meetings ELAC: Maintain or increase elected representation and attendance.
California Healthy Kids, Staff and Parent Surveys (CHKS, CSSS, CSPS)	Winter, 2023 Data G. Mayne District School Connectedness 65% 77% Academic Motivation 76% 86% Caring adults in school 53% 74% Social and emotional learning supports 63% 79% Total number of Mayne 5th graders: 75 Final sample size of students who took the survey: 57 76% response rate Closer look at CHKS data in 2024-2025 School Boredom 54% (but 76% Academically Motivated) Caring Adults in School 53% --listen when you have something to say? 69% --make an effort to get to know you? 38% --care about you? 56%	Winter, 2024 (informal re-survey), Increase student connectedness, Motivation, caring adults in school, Meaningful Participation, Social and Learning Supports to match or exceed District percentages. How: Implement a once a month School-wide assembly which will include the Pledge of Allegiance, school chant or song, presentation of a grade level or singular service to school/community project, and the Impossible Challenge (recognition of the classes that show overall improvement in their running average). Noon Duty training to build capacity and consistency. Cozy Corners (a safe / calming place for students) is open during recess. During the day, students are able to go to Cozy Corners. After school enrichment programs: Allera Sports (soccer) and Chess Wizzards.

	Meaningful Participation 27% --Given a chance to help decide classroom activities/rules 7% --teachers ask what you want to learn 11% Students Well Behaved 46% Students Treated Fairly when break rules 47%	Continue our upper grade Kinder Helpers "morning drop-off program"; Upper grade students welcome and greet TK and kindergarten students as well as their driver. Kinder Helpers also engage with the students in the playground. Every day, a Volunteer Welcome/Safety Committee adult greets students in the morning and assist them in exiting from their vehicle.
Attendance	From DataZone, March, 2023 year-to-date Average Daily Attendance 94.26% Overall 95.10% English 94.37% Low-Income 93.80% Hispanic/Latinx 93.35% Students with IEP's ___% Generational absentees (Student group in DataZone) From DataZone, March, 2024 year-to-date Average Daily Attendance 94.48% Overall 95.56% English Learner 94.53% Low-Income 94.20% Hispanic/Latinx 92.19% Students with IEP's ___% Generational absentees (Student group in DataZone) From DataZone, April, 2025 year-to-date Average Daily Attendance 94.28% Overall	March, 2025: Continue to increase school attendance for all groups. How: Follow district protocols: 10% letter, meeting with the principal, SARB if needed Home visits: two this school year Phone calls: Average 10 - 12 phone calls a day

	94.88% English Learner 93.82% Low-Income 93.87% Hispanic/Latinx 93.46% Students with IEP's ___% Generational absentees (Student group in DataZone)	
Chronic absenteeism	From DataZone, March, 2023 year-to-date Chronic Absentee rate (moderate % (number of students), severe% (number of students)) 14.11% Overall (13.48% (43), 0.63% (2)) 6.59% English (6.59% (6)) 14.21% Low-Income (14.21% (26)) 15.76% Hispanic/Latinx (15.76% (29)) 20.41% Students with IEP's (16.33% (8), 4.08% (2)) ___% Generational absentees (Student group in DataZone) From DataZone, March, 2024 year-to-date Chronic Absentee rate (moderate % (number of students), severe% (number of students)) No % Overall (% (8), % (3)) No% English Learner (% (4 Chronic), % (1 severe chronic)) No% Low-Income (% (9 Chronic), % (4 severe chronic)) No% Hispanic/Latinx (% (15 Chronic), % (6 severe chronic)) No% Students with IEP's (% (8 chronic), % (3 severe chronic)) ___% Generational absentees (Student group in DataZone)	March, 2025: Continue to increase school attendance for all groups. Celebration: We increased school attendance for Students with Disabilities as identified by ATSI. Mayne is no longer classified as an ATSI school. How: Follow district protocols: 10% letter, meeting with the principal, SARB if needed Home visits: two this school year Phone calls: Average 10 - 12 phone calls a day

	From DataZone, April, 2025 year-to-date (PK - 5th: 297 students) Chronic Absentee rate (moderate % (number of students), severe% (number of students)) 16.16 % Overall (48 students) 16.42% English Learner (11 students) 17.18% Low-Income (28 students) 18.48% Hispanic/Latinx (34 students) 16.07% Students with IEP's (9 students) ___% Generational absentees (Student group in DataZone)	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.	All students	2,367 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies (including some food items related to projects) for Curriculum Celebrations, Parent Education/Family Nights, and other hands-on projects and experiments. Including Childcare, Translation/Interpretation. Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) Materials, supplies and light refreshments for parent engagement activities. Materials and supplies, including snacks for school events

1.2	Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) Provide childcare, translation (flyers, newsletters, phone blasts), and interpretation.	All students, with a focus on English learners (ELAC)	2000-2999: Classified Personnel Salaries Childcare (see Goal 4: 1.1) 2000-2999: Classified Personnel Salaries Translation/Interpreters (see Goal 4: 1.1) 4000-4999: Books And Supplies Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) Publicize and provide support for attendance at Parent Meetings and school events Publicize and provide support for attendance at Parent Meetings and school events (see Goal 4: 1.1)
1.3	Re-establish and improve coordinated process for student reviews (MTSS/SST) Including parent communication, tracking and monitoring both hard copy/folders and in Aeries (Social, behavioral and academic)	All students with a focus on students who are most struggling either social-emotionally, behaviorally, or academically	Cost of substitutes to release teachers for reviews of student progress (MTSS/SST)
1.4	Parent Education and Community Involvement programs, examples: PIQE, ESL instruction for parents, Regular Parent Education meetings, Annual Resource Fairs	All	External provider costs, materials and supplies
1.5	Counseling Services	Students needing support with anxiety coping skills, SEL Support, attention and impulsivity control skills, organizational and attention skills	Add an additional Counseling Day Purchase materials and supplies for supplemental SEL instruction, intervention, and enrichment, including snacks and drinks
1.6	Extracurricular Enrichment Programs, including art, music, computer, math, science , and other special interest clubs Provide interactive guidance, structured sports instruction and supervision during recesses to facilitate positive behaviors and peer interactions.	All students with priority given to students furthest from opportunity and most in need of support	15,208 Title I 5800: Professional/Consulting Services And Operating Expenditures Program Cost (Chess, Alera Sports, Arts Connect, Starting Arts. Montalvo Arts Program,

			Keeping Busy/Healthy Play/Playworks) Enrichment and supervision, positive behavior reinforcement and campus safety support. In addition, create structures for recess facilitated gameplay, outdoor/indoor activities to support students' social emotional learning, and conflict resolution. Including Professional Development / Training for staff and yard duty.
1.7	Implement MTSS process and IEP Release Time	All students with priority given to students furthest from opportunity and most in need of support	Professional Development/Training for Staff and Yard Duty Materials (posters, incentives, etc)
1.8	Safety and Emergency Preparedness CPR/1st Aid/Emergency Response Training (Run, Hide, Defend) for staff	All	CPR/First Aid/Emergency Response Training for Staff and Yard Duty Materials (communication equipment, replenish consumables, ID's/tags)
1.9	Curriculum related field studies and programs in addition to literacy related trips, including Digging Deeper Collaborative K-5 and 5th grade Science Camp.	All	Science Camp (District Funded) Field study trips related to other curricular areas (See Goal 1)
1.10	Maintain and update technology and supplies. Examples include, but are not limited to: teacher laptops, classroom computers/notebooks/tablets, document cameras, projectors, (color) printers, digital cameras, and audio equipment.	All	300 Title I 6000-6999: Capital Outlay Technology (Headphones, iPads, Digital Camera, copier supplies, etc.)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, based on the CHKS data, students do not feel connected to our school, feel that they have caring adults in the school, or feel that we have enough social and emotional learning supports.

For this, we have established a once a month school-wide assembly which includes the Pledge of Allegiance, the school song or chant, presentation of a grade level's Service to School/Community Project, group movement/stretch, and the Impossible Challenge which celebrates a classroom's overall improvement in PE (running).

For school safety and to reinforce student belonging, parents have formed a Volunteer Welcome/Safety Committee. Every day, volunteers greet students in the morning and assist them in exiting from their vehicle.

For school safety and to reinforce student belonging, upper grade students greet and assist TK and Kindergarten students as Kinder Helpers during morning drop-off. The Kinder Helpers also help in the Kinder Yard by being a Kinder Buddy.

For school safety, noon duty supervisors attend trainings such as de-escalation trainings, behavior strategies, etc.

For school connectedness, Cozy Corners is open during lunch recess and is available to students during the school day. This is a safe place for students to re-center themselves and engage in quiet activities.

We supported several after school enrichment programs with SPSA money (Allera Sports and Chess Wizzards).

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Based on the CHKS data, students do not feel connected to our school, feel that they have caring adults in the school, or feel that we have enough social and emotional learning supports.

For school safety, noon duty supervisors attend trainings such as problem-solving techniques, de-escalation strategies, behavior strategies, and to build a common language using S.O.A.R. (Safe, Organized, Achiever, Respectful) expectations. This became an unexpected expense as we had not planned to have as many trainings as we needed in order to have a cohesive positive behavior interaction and consistency between the Noon Duty Supervisors and the Noon Duty Supervisors with the students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly reduced the number of hours (percentage) from our interventionists and cut other programs/activities so that we can continue to provide emotional support intervention and Cozy Corners for our students in 2025 - 2026. We need to do a better job at tracking student participation/use of Cozy Corners, look for trends, and provide supports as needed. Mayne teachers will have to incorporate more SEL lessons/activities in class, identify and refer more students for counseling services. Students will attend Field trips which will allow them to make connections and observe real-world applications of material they are learning in class, expand and deepen their understanding of a subject matter, explore new environments, and stimulate their curiosity.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,478.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$295,611.00
Title I Part A: Parent Involvement	\$2,367.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$297,978.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$96,500.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$96,500.00

Total of federal, state, and/or local funds for this school: \$394,478.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	96,500	0.00
Title I	295,611	0.00
Title I Part A: Parent Involvement	2,367	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	96,500.00
Title I	295,611.00
Title I Part A: Parent Involvement	2,367.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	239,803.00
2000-2999: Classified Personnel Salaries	115,500.00
4000-4999: Books And Supplies	23,667.00
5800: Professional/Consulting Services And Operating Expenditures	15,208.00
6000-6999: Capital Outlay	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	13,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	83,500.00
1000-1999: Certificated Personnel Salaries	Title I	226,803.00

2000-2999: Classified Personnel Salaries	Title I	32,000.00
4000-4999: Books And Supplies	Title I	21,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,208.00
6000-6999: Capital Outlay	Title I	300.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,367.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	351,303.00
Goal 2	300.00
Goal 3	25,000.00
Goal 4	17,875.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Socorro Olmos	Principal
Damaris Llamas Mendoza	Other School Staff
Kiki Korakis	Classroom Teacher
Lamar Nicholson	Classroom Teacher
Stefanie Blanco Wills	Parent or Community Member
Tara Kaverman Fernandez	Parent or Community Member
Isabel Samano	Parent or Community Member
Erica Cazares	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Socorro Olmos on March 25, 2025



SSC Chairperson, Stefanie Blanco on May 1, 2025