



**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 31, 2026                         | June 11, 2026             |

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 2026 - 2027 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: Sept. 30, Oct. 28, Nov. 18, Dec. 9, Jan. 27, Feb. 24, Mar. 31 and April 28. Meetings are open to the public. Per SSC's bylaws, agendas are posted at least 72 hours in advance through ParentSquare. Agendas include time for current and future SPSA feedback.

ELAC Meetings: Oct. 24, Dec. 19, Feb. 27, and May 22. 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 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 weaknesses or gaps.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

George Mayne Elementary is not an ATSI/TSI/CSI School. This section is not applicable at this time.

## 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.

Overall Chronic Absenteeism and English Learner Progress was rated in the "orange" performance category for 2024 - 2025. Chronic absenteeism: This was due to an increase in absenteeism rates from 10.7% to 12.9% (2.2% increase). Our student group data in this area shows that our Asian, English Learners, Hispanic and Socioeconomically Disadvantaged sub-groups is rated in the "orange". English Learner Progress: This was due to a decrease in English Learner Progress rates from 57.7% to 47.7% (10% decrease) making progress. To address this, we will examine the data, identify the problem, and provide appropriate supports. The other state indicators were in the performance category as follows: Suspension Rate (blue), English Language Arts (green), Mathematics (yellow).

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.

ELA: Hispanic and Socioeconomically Disadvantaged student groups.

ELA:

Kindergarten through 5th grade have done a significant amount of work diving into the CAASPP and iReady student performance data, identifying a school-wide problem of practice and conducting a root cause analysis. Then, each grade level established a SMARTIE goal and action plan that addresses the school-wide problem of practice.

Throughout the 25-26 school year, the grades implemented actions to address the SMARTIE goal, analyzing student data, determining pre and post assessments, and establishing next steps. We will carry the work into the next school year.

Additional information:

Math:

Kindergarten through 5th grade have done a significant amount of work diving into the CAASPP and F&P student performance data, identifying a grade level problem of practice, conducting a root cause analysis, establishing a SMARTIE goal and action plan. Throughout the 25-26 school year, they participated in a Cycle of Inquiry, implementing the actions, analyzing student data, determining pre and post assessments, and establishing next steps. We will carry the work into the next school year.

## 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 for 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 |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| American Indian                | 0.70%                 | 0.37%  | 0.38%  | 2                  | 1     | 1     |
| African American               | 1.05%                 | 1.85%  | 2.26%  | 3                  | 5     | 6     |
| Asian                          | 19.23%                | 18.82% | 21.89% | 55                 | 51    | 58    |
| Filipino                       | 3.85%                 | 3.69%  | 3.77%  | 11                 | 10    | 10    |
| Hispanic/Latino                | 59.09%                | 60.89% | 58.49% | 169                | 165   | 155   |
| Pacific Islander               | 0.35%                 | 0.74%  | 1.13%  | 1                  | 2     | 3     |
| White                          | 10.84%                | 8.12%  | 5.28%  | 31                 | 22    | 14    |
| Multiple/No Response           | 4.90%                 | 5.54%  | 6.04%  | 14                 | 15    | 16    |
| Total Enrollment               |                       |        |        | 286                | 271   | 265   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Transitional Kindergarten         |                    | 12    | 20    |
| Kindergarten                      | 44                 | 42    | 37    |
| Grade 1                           | 38                 | 44    | 37    |
| Grade 2                           | 43                 | 39    | 44    |
| Grade3                            | 39                 | 44    | 42    |
| Grade 4                           | 47                 | 44    | 42    |
| Grade 5                           | 75                 | 46    | 43    |
| Total Enrollment                  | 286                | 271   | 265   |

#### Conclusions based on this data:

- While total school enrollment experienced a steady 9.6% decline over the three-year period (dropping from 300 to 271 students), the Hispanic/Latino subgroup's relative share of the population increased by 2.22 percentage points, reaching a majority high of 60.89% in 24-25. This inverse relationship - where the student count for the largest subgroup decreased numerically (from 176 to 165) but increased in percentage - suggests that the overall enrollment decline is driven more heavily by the attrition of other subgroups, such as the white population (which saw a 26.6% numerical decrease, nearly a third from 30 students down to 22). Across the district, there's a significant decrease in student enrollment.

2. Despite the overall contraction of the student body, the Two or More Races and Filipino subgroups maintained remarkable statistical stability (fluctuating by less than 1%), while the Asian subgroup showed a proportional resilience despite a slight numerical dip.  
The consistency in the "Two or More Races" population (averaging ~5.2%) suggests a stable neighborhood identity and a reliable "choice" factor among multi-ethnic families. However, the decline in the Asian subgroup from 19.67% to 18.82% (a loss of 8 students) aligns with the broader school-wide trend of attrition. The cause of the general decline across most subgroups likely stems from external socioeconomic factors or local housing shifts, rather than a shift in the school's internal program appeal to specific ethnic communities. (The total size is dropping but the "diversity" of the school isn't disappearing.) In addition to this, the boundary lines moved Westwinds/El Bosque from Mayne to the Agnews Campus.
3. The data reveals a significant "Bubble" contraction in the upper grades, where the 4th and 5th-grade cohorts experienced a combined 34.3% numerical decline over three years (from 137 students to 90), while the primary grades (TK - 3) demonstrated a stabilizing trend through a net increase of 18 students.  
The drop in total enrollment reflects a return to baseline. The 22-23 and 23-24 school years were characterized by a "bubble" in the upper grades (4th and 5th), where class sizes averaged 65 -70+ students. As that specific high-volume cohort promoted to Middle School, it was replaced by the current 1st through 3rd-grade classes, which are trending at a stable, sustainable average of 42 students per grade. This shift indicates that while the school is smaller, the current enrollment is more predictable and balanced, allowing for more consistent staffing and resource allocation across all grades levels. The introduction of a Transitional Kindergarten (TK) cohort in 24-25 and the growth in Kindergarten and 1st grade numbers suggest that the school's total enrollment decline is being mitigated by successful recruitment at the entry level. This pattern indicates that the school is effectively attracting new families.

# 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 |        |       |
|                                               | 23-24              | 24-25 | 25-26 | 23-24               | 24-25  | 25-26 |
| English Learners                              | 68                 | 68    | 71    | 29.7%               | 23.8%  | 26.8% |
| Fluent English Proficient (FEP)               | 79                 | 61    | 56    | 21.0%               | 27.6%  | 21.1% |
| Reclassified Fluent English Proficient (RFEP) | 55                 | 43    |       | 13.7%               | 19.20% |       |

### Conclusions based on this data:

1. While the raw number of Reclassified Fluent English Proficient (RFEP) students fluctuated, the percentage of RFEP students nearly tripled over the three year period, rising from 13.7% in 22-23 to 38.7% in 24-25. This significant percentage gain, despite a total enrollment decline, indicates a highly effective linguistic intervention program. The peak in 23-24 (44.7%) suggests a concentrated "clearing" of the EL pipeline, where a large cohort reached proficiency simultaneously, leading to the current stabilized but historically high reclassification rate. This is a huge success. We're moving students from "learning English" to "knowing English."
2. The English Learner (EL) subgroup has stabilized at 25.1% of the population in 24-25, following a significant 5.9 percentage-point drop between the first two years of the data set. The drop from 29.7% to 23.8% between 22-23 and 23-24 corresponds directly with the surge in RFEP reclassifications during that same window. The subsequent slight increase to 2.1% in 24-25, despite the number of EL students remaining identical (68 students), is a mathematical byproduct of our school's overall shrinking total enrollment.. This suggests the "newcomer" or "persistent EL" population is now a fixed core of the school's demographic that is not shrinking as fast as the general student body. In other words, our English Learner subgroup is becoming more of a significant group which means that we need to keep our focus on language support.
3. The Fluent English Proficient (FEP) group shows a downward trend in 24-25, dropping to its lowest count (61 students) and percentage (22.5%) after a brief peak the prior year. Because FEP status is typically determined at initial enrollment, this decline suggests that incoming families are more likely to be classified as English Learners rather than entering with pre-established fluency, signaling a need for increased foundational ELD support in the primary grade cohorts.

# 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 |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 46                     | 41    | 44    | 46                   | 39    | 43    | 46                        | 39    | 43    | 100.0                         | 95.1  | 97.7  |
| Grade 4                                | 71                     | 45    | 44    | 71                   | 45    | 42    | 71                        | 45    | 42    | 100.0                         | 100   | 95.5  |
| Grade 5                                | 72                     | 77    | 46    | 72                   | 77    | 45    | 72                        | 77    | 45    | 100.0                         | 100   | 97.8  |
| All Grades                             | 189                    | 163   | 134   | 189                  | 161   | 130   | 189                       | 161   | 130   | 100.0                         | 98.8  | 97    |

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 |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2441.            | 2419. | 2452. | 30.43               | 20.51 | 32.56 | 28.26          | 25.64 | 34.88 | 19.57                 | 28.21 | 16.28 | 21.74              | 25.64 | 16.28 |
| Grade 4                              | 2493.            | 2470. | 2477. | 35.21               | 28.89 | 21.43 | 26.76          | 28.89 | 38.10 | 21.13                 | 17.78 | 14.29 | 16.90              | 24.44 | 26.19 |
| Grade 5                              | 2510.            | 2529. | 2515. | 25.00               | 33.77 | 31.11 | 26.39          | 31.17 | 28.89 | 26.39                 | 18.18 | 11.11 | 22.22              | 16.88 | 28.89 |
| All Grades                           | N/A              | N/A   | N/A   | 30.16               | 29.19 | 28.46 | 26.98          | 29.19 | 33.85 | 22.75                 | 20.50 | 13.85 | 20.11              | 21.12 | 23.85 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                    | 26.09            | 12.82 | 25.58 | 54.35                 | 69.23 | 65.12 | 19.57            | 17.95 | 9.30  |
| Grade 4                                                                    | 19.72            | 20.00 | 16.67 | 64.79                 | 62.22 | 69.05 | 15.49            | 17.78 | 14.29 |
| Grade 5                                                                    | 20.83            | 28.57 | 17.78 | 66.67                 | 61.04 | 66.67 | 12.50            | 10.39 | 15.56 |
| All Grades                                                                 | 21.69            | 22.36 | 20.00 | 62.96                 | 63.35 | 66.92 | 15.34            | 14.29 | 13.08 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                         | 19.57            | 23.08 | 18.60 | 60.87                 | 51.28 | 62.79 | 19.57            | 25.64 | 18.60 |
| Grade 4                                                         | 16.90            | 11.11 | 14.29 | 69.01                 | 62.22 | 61.90 | 14.08            | 26.67 | 23.81 |
| Grade 5                                                         | 22.22            | 20.78 | 11.11 | 61.11                 | 61.04 | 66.67 | 16.67            | 18.18 | 22.22 |
| All Grades                                                      | 19.58            | 18.63 | 14.62 | 64.02                 | 59.01 | 63.85 | 16.40            | 22.36 | 21.54 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                 | 10.87            | 7.69  | 9.30  | 82.61                 | 71.79 | 83.72 | 6.52             | 20.51 | 6.98  |
| Grade 4                                                                 | 21.13            | 6.67  | 19.05 | 67.61                 | 82.22 | 78.57 | 11.27            | 11.11 | 2.38  |
| Grade 5                                                                 | 22.22            | 19.48 | 6.67  | 62.50                 | 70.13 | 80.00 | 15.28            | 10.39 | 13.33 |
| All Grades                                                              | 19.05            | 13.04 | 11.54 | 69.31                 | 73.91 | 80.77 | 11.64            | 13.04 | 7.69  |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                | 21.74            | 17.95 | 18.60 | 60.87                 | 58.97 | 67.44 | 17.39            | 23.08 | 13.95 |
| Grade 4                                                                                | 25.35            | 17.78 | 2.38  | 67.61                 | 64.44 | 88.10 | 7.04             | 17.78 | 9.52  |
| Grade 5                                                                                | 20.83            | 24.68 | 20.00 | 62.50                 | 63.64 | 62.22 | 16.67            | 11.69 | 17.78 |
| All Grades                                                                             | 22.75            | 21.12 | 13.85 | 64.02                 | 62.73 | 72.31 | 13.23            | 16.15 | 13.85 |

#### Conclusions based on this data:

1. While the school-wide percentage of students performing Below Standard in Reading improved consistently (dropping from 15.34% to 13.08%), the percentage of students performing Above Standard in Writing saw a significant three-year decline, falling from 19.58% to 14.62%.  
This divergent trend suggests that while Tier 1 foundational literacy and reading comprehension strategies are effectively reaching the most at-risk students, there is a diminishing return on high-level expressive writing instruction. The cause may be a curriculum heavily weighted toward "Near Standard" proficiency that lacks the rigorous, extended-response opportunities needed to push students in the "Above Standard" category, particularly in the 5th grade where "Above Standard" writing plummeted by half (from 22% to 11%). In other words, we are getting better at helping students who struggle with reading, but our top writers are starting to slip. It's easier for students to "get the gist" of a book than it is for them to write a high-level essay. The "jump" from 4th-grade writing to 5th-grade writing is where this specific group needs the most help.
2. 3rd Grade demonstrated a remarkable "V-shaped" recovery in overall ELA achievement, with the percentage of students who Exceeded Standard surging from 20.51% in 23-24 to 32.56% in 24-25, outperforming the initial 22-23 baseline.  
This recovery is likely a direct result of the stabilization in class size and cohort density discussed in previous enrollment analyses. Unlike the previous year's 3rd-grade cohort, which saw a spike in "Below Standard" reading scores (17.95%), the 24-25 cohort reduced that deficit to 9.30%. This suggests that the current 3rd-grade instructional model and early intervention is effectively front-loading skills, creating a stronger foundational "floor" than previous cohorts. In other words, last year's 3rd graders struggled, but this year's 3rd graders are doing great. Nearly a third of them are now "Exceeding Standards," which means that we are doing something right with the younger students.

3. Despite fluctuation in raw scale scores, the Listening domain has emerged as the school's strongest and most stable areas of growth, with students performing At or Near Standard increasing from 69.31% to 80.77% over three years.
- The sharp increase in "At or Near Standard" listening performance - coupled with a significant drop in "Below Standard" performance (from 11.64% to 7.69%) - indicates that students are increasingly proficient at processing verbal information and oral instructions. This trend provides a nuanced cause for why the overall "% Standard Met/Exceeded" remained relatively stable (~62%) despite the "bubble" graduation; the school's high performance in oral language serves as a protective factor, helping students bridge gaps in written literacy through strong auditory comprehension. In other words, almost 81% of the school is now "on track" with listening skills. Even if students find writing or reading tough, they are excellent at understanding what they hear in class, which helps keep their overall grades from dropping.

# 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 |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 46                     | 41    | 44    | 46                   | 41    | 43    | 46                        | 41    | 43    | 100.0                         | 100   | 97.7  |
| Grade 4                                | 71                     | 45    | 44    | 71                   | 45    | 44    | 71                        | 45    | 44    | 100.0                         | 100   | 100   |
| Grade 5                                | 72                     | 77    | 46    | 72                   | 77    | 45    | 72                        | 77    | 45    | 100.0                         | 100   | 97.8  |
| All Grades                             | 189                    | 163   | 134   | 189                  | 163   | 132   | 189                       | 163   | 132   | 100.0                         | 100   | 98.5  |

\* 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 |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2444.            | 2423. | 2433. | 26.09               | 14.63 | 30.23 | 23.91          | 41.46 | 16.28 | 30.43                 | 17.07 | 25.58 | 19.57              | 26.83 | 27.91 |
| Grade 4                              | 2493.            | 2478. | 2463. | 19.72               | 13.33 | 9.09  | 33.80          | 33.33 | 38.64 | 32.39                 | 33.33 | 27.27 | 14.08              | 20.00 | 25.00 |
| Grade 5                              | 2502.            | 2523. | 2501. | 20.83               | 25.97 | 13.33 | 25.00          | 18.18 | 24.44 | 22.22                 | 35.06 | 28.89 | 31.94              | 20.78 | 33.33 |
| All Grades                           | N/A              | N/A   | N/A   | 21.69               | 19.63 | 17.42 | 28.04          | 28.22 | 26.52 | 28.04                 | 30.06 | 27.27 | 22.22              | 22.09 | 28.79 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                | 28.26            | 17.07 | 27.91 | 47.83                 | 60.98 | 37.21 | 23.91            | 21.95 | 34.88 |
| Grade 4                                                                | 26.76            | 13.33 | 13.64 | 52.11                 | 57.78 | 63.64 | 21.13            | 28.89 | 22.73 |
| Grade 5                                                                | 19.44            | 27.27 | 15.56 | 48.61                 | 44.16 | 57.78 | 31.94            | 28.57 | 26.67 |
| All Grades                                                             | 24.34            | 20.86 | 18.94 | 49.74                 | 52.15 | 53.03 | 25.93            | 26.99 | 28.03 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                                                                            | 30.43            | 24.39 | 27.91 | 52.17                 | 46.34 | 46.51 | 17.39            | 29.27 | 25.58 |
| Grade 4                                                                                                                                            | 28.17            | 20.00 | 18.18 | 57.75                 | 60.00 | 54.55 | 14.08            | 20.00 | 27.27 |
| Grade 5                                                                                                                                            | 19.44            | 22.08 | 11.11 | 52.78                 | 62.34 | 60.00 | 27.78            | 15.58 | 28.89 |
| All Grades                                                                                                                                         | 25.40            | 22.09 | 18.94 | 54.50                 | 57.67 | 53.79 | 20.11            | 20.25 | 27.27 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                            | 32.61            | 21.95 | 30.23 | 56.52                 | 58.54 | 51.16 | 10.87            | 19.51 | 18.60 |
| Grade 4                                                                                            | 22.54            | 17.78 | 18.18 | 64.79                 | 64.44 | 61.36 | 12.68            | 17.78 | 20.45 |
| Grade 5                                                                                            | 15.28            | 16.88 | 13.33 | 61.11                 | 67.53 | 53.33 | 23.61            | 15.58 | 33.33 |
| All Grades                                                                                         | 22.22            | 18.40 | 20.45 | 61.38                 | 64.42 | 55.30 | 16.40            | 17.18 | 24.24 |

#### Conclusions based on this data:

1. Across all grade levels, the percentage of students performing Below Standard in Communicating Reasoning rose significantly from 16.40% to 24.24% over three years, with the current 5th-grade cohort experiencing the sharpest decline (a 17.75 percentage point increase in the "Below Standard" category). This trend identifies a specific weakness in students' ability to support mathematical conclusions with evidence. The fact that this decline is steeper than the decline in "Concepts & Procedures" suggests that students may understand the "how" of math (algorithms) but are increasingly struggling with the "why" (logic and justification). This is likely caused by an instructional gap in writing-to-learn strategies within the math curriculum, where students aren't being asked to explain their thinking as rigor increases in upper elementary. School-wide performance in Math Concepts & Procedures shows a steady three-year increase in the percentage of students performing At or Near Standard, rising from 49.74% to 53.03%, with the most significant growth occurring in the 4th-grade cohort (a 11.53 percentage point increase). This suggests that Tier 2 math interventions are effectively capturing and stabilizing students who previously performed "Below Standard." By providing these supports such as targeted procedural drills and small-group scaffolds Mayne is slowing students to demonstrate growth before a disability is considered. The fact that the 5th-grade "Below Standard" rate also dropped from 31.94% to 26.67% validates this approach. When students are given time to acquire the language of math through MTSS (Multi-Tiered System of Support), they can move out of the high-risk category without requiring a formal Special Education designation.
2. 3rd grade demonstrated a "V-shaped" recovery in high-end performance, with the percentage of students who Exceeded Standard doubling from 14.63% in 23-24 to 30.23% in 24-25, surpassing the initial 22-23 baseline. While the top-tier performance improved, the percentage of 3rd graders performing Below Standard also reached a three-year high at 27.91%. This creates a "polarized achievement" pattern in 3rd grade, where the gap between high-performing and at-risk students is widening. This suggests that while core instruction is effectively challenging advanced learners, the current Tier 2 intervention is not yet sufficient to catch students who are entering 3rd grade with significant foundational gaps in number sense. There aren't many students in the "middle" anymore. This means the teachers have to plan for two very different groups of learners in the same classroom.
3. The school-wide percentage of students performing Above Standard in Problem Solving & Modeling/Data Analyses has steadily eroded each year, falling from 25.40% in 22-23 to 18.94% in 24-25. Unlike "Concepts & Procedures," which remained relatively stable around the ~26-28% mark for meeting standards, the decline in Problem Solving indicates a specific struggle with non-routine applications. The cause is likely a lack of exposure to "real-world" multi-step modeling tasks. As students move through the grades, the lack of a consistent problem-solving framework across the school is preventing "Above Standard" students from maintaining their performance when faced with more complex, word-problem-heavy assessments.

# 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<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25  | 22-23         | 23-24  | 24-25  | 22-23            | 23-24  | 24-25  | 22-23                     | 23-24 | 24-25 |
| <b>K</b>                                                                                     | *       | 1438.3 | 1464.8 | *             | 1440.0 | 1464.4 | *                | 1434.3 | 1465.9 | 10                        | 16    | 16    |
| <b>1</b>                                                                                     | *       | *      | 1466.7 | *             | *      | 1467.6 | *                | *      | 1465.3 | 7                         | 7     | 12    |
| <b>2</b>                                                                                     | 1488.3  | *      | *      | 1482.8        | *      | *      | 1493.2           | *      | *      | 20                        | 7     | 8     |
| <b>3</b>                                                                                     | 1532.6  | 1510.4 | *      | 1540.5        | 1516.0 | *      | 1524.4           | 1504.5 | *      | 17                        | 22    | 4     |
| <b>4</b>                                                                                     | 1559.2  | 1517.6 | 1516.1 | 1568.3        | 1519.3 | 1506.9 | 1549.4           | 1515.5 | 1524.9 | 18                        | 12    | 17    |
| <b>5</b>                                                                                     | 1565.7  | *      | *      | 1564.6        | *      | *      | 1566.6           | *      | *      | 18                        | 10    | 8     |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 90                        | 74    | 65    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>K</b>                                                                              | *       | 18.75 | 37.50 | *       | 37.50 | 31.25 | *       | 43.75 | 31.25 | *       | 0.00  | 0.00  | *                        | 16    | 16    |
| <b>1</b>                                                                              | *       | *     | 0.00  | *       | *     | 66.67 | *       | *     | 33.33 | *       | *     | 0.00  | *                        | *     | 12    |
| <b>2</b>                                                                              | 15.00   | *     | *     | 45.00   | *     | *     | 25.00   | *     | *     | 15.00   | *     | *     | 20                       | *     | *     |
| <b>3</b>                                                                              | 41.18   | 27.27 | *     | 52.94   | 45.45 | *     | 5.88    | 13.64 | *     | 0.00    | 13.64 | *     | 17                       | 22    | *     |
| <b>4</b>                                                                              | 61.11   | 25.00 | 23.53 | 27.78   | 50.00 | 58.82 | 11.11   | 16.67 | 5.88  | 0.00    | 8.33  | 11.76 | 18                       | 12    | 17    |
| <b>5</b>                                                                              | 44.44   | *     | *     | 44.44   | *     | *     | 5.56    | *     | *     | 5.56    | *     | *     | 18                       | *     | *     |
| <b>All Grades</b>                                                                     | 37.78   | 25.68 | 18.46 | 42.22   | 40.54 | 50.77 | 15.56   | 25.68 | 24.62 | 4.44    | 8.11  | 6.15  | 90                       | 74    | 65    |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                      | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                  | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                                | *       | 12.50 | 31.25 | *       | 37.50 | 37.50 | *       | 50.00 | 31.25 | *       | 0.00  | 0.00  | *                        | 16    | 16    |
| 1                                                                                                | *       | *     | 25.00 | *       | *     | 41.67 | *       | *     | 33.33 | *       | *     | 0.00  | *                        | *     | 12    |
| 2                                                                                                | 25.00   | *     | *     | 35.00   | *     | *     | 25.00   | *     | *     | 15.00   | *     | *     | 20                       | *     | *     |
| 3                                                                                                | 76.47   | 50.00 | *     | 17.65   | 27.27 | *     | 5.88    | 4.55  | *     | 0.00    | 18.18 | *     | 17                       | 22    | *     |
| 4                                                                                                | 77.78   | 58.33 | 52.94 | 16.67   | 33.33 | 29.41 | 5.56    | 0.00  | 0.00  | 0.00    | 8.33  | 17.65 | 18                       | 12    | 17    |
| 5                                                                                                | 61.11   | *     | *     | 27.78   | *     | *     | 11.11   | *     | *     | 0.00    | *     | *     | 18                       | *     | *     |
| All Grades                                                                                       | 53.33   | 35.14 | 35.38 | 27.78   | 40.54 | 38.46 | 15.56   | 17.57 | 20.00 | 3.33    | 6.76  | 6.15  | 90                       | 74    | 65    |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                                   |         | 12.50 | 37.50 |         | 68.75 | 25.00 |         | 18.75 | 37.50 |         | 0.00  | 0.00  |                          | 16    | 16    |
| 1                                                                                                   |         | *     | 8.33  |         | *     | 58.33 |         | *     | 33.33 |         | *     | 0.00  |                          | *     | 12    |
| 2                                                                                                   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 3                                                                                                   |         | 22.73 | *     |         | 22.73 | *     |         | 36.36 | *     |         | 18.18 | *     |                          | 22    | *     |
| 4                                                                                                   |         | 8.33  | 11.76 |         | 33.33 | 47.06 |         | 33.33 | 29.41 |         | 25.00 | 11.76 |                          | 12    | 17    |
| 5                                                                                                   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                                          | 22.22   | 17.57 | 16.92 | 36.67   | 36.49 | 38.46 | 35.56   | 29.73 | 36.92 | 5.56    | 16.22 | 7.69  | 90                       | 74    | 65    |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                                     | *              | 12.50 | 56.25 | *                   | 87.50 | 37.50 | *         | 0.00  | 6.25  | *                        | 16    | 16    |
| 1                                                                                                     | *              | *     | 50.00 | *                   | *     | 50.00 | *         | *     | 0.00  | *                        | *     | 12    |
| 2                                                                                                     | 25.00          | *     | *     | 75.00               | *     | *     | 0.00      | *     | *     | 20                       | *     | *     |
| 3                                                                                                     | 41.18          | 40.91 | *     | 52.94               | 40.91 | *     | 5.88      | 18.18 | *     | 17                       | 22    | *     |
| 4                                                                                                     | 50.00          | 50.00 | 47.06 | 44.44               | 41.67 | 47.06 | 5.56      | 8.33  | 5.88  | 18                       | 12    | 17    |
| 5                                                                                                     | 44.44          | *     | *     | 50.00               | *     | *     | 5.56      | *     | *     | 18                       | *     | *     |
| All Grades                                                                                            | 41.11          | 37.84 | 43.08 | 55.56               | 54.05 | 49.23 | 3.33      | 8.11  | 7.69  | 90                       | 74    | 65    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                      | *              | 31.25 | 31.25 | *                   | 62.50 | 56.25 | *         | 6.25  | 12.50 | *                        | 16    | 16    |
| 1                                                                                      | *              | *     | 8.33  | *                   | *     | 91.67 | *         | *     | 0.00  | *                        | *     | 12    |
| 2                                                                                      | 50.00          | *     | *     | 25.00               | *     | *     | 25.00     | *     | *     | 20                       | *     | *     |
| 3                                                                                      | 88.24          | 50.00 | *     | 11.76               | 36.36 | *     | 0.00      | 13.64 | *     | 17                       | 22    | *     |
| 4                                                                                      | 83.33          | 58.33 | 52.94 | 16.67               | 33.33 | 29.41 | 0.00      | 8.33  | 17.65 | 18                       | 12    | 17    |
| 5                                                                                      | 88.89          | *     | *     | 5.56                | *     | *     | 5.56      | *     | *     | 18                       | *     | *     |
| All Grades                                                                             | 67.78          | 40.54 | 38.46 | 22.22               | 51.35 | 52.31 | 10.00     | 8.11  | 9.23  | 90                       | 74    | 65    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | *              | 12.50 | 31.25 | *                   | 87.50 | 68.75 | *         | 0.00  | 0.00  | *                        | 16    | 16    |
| 1                                                                                     | *              | *     | 16.67 | *                   | *     | 75.00 | *         | *     | 8.33  | *                        | *     | 12    |
| 2                                                                                     | 25.00          | *     | *     | 65.00               | *     | *     | 10.00     | *     | *     | 20                       | *     | *     |
| 3                                                                                     | 17.65          | 4.55  | *     | 41.18               | 63.64 | *     | 41.18     | 31.82 | *     | 17                       | 22    | *     |
| 4                                                                                     | 22.22          | 8.33  | 5.88  | 55.56               | 58.33 | 82.35 | 22.22     | 33.33 | 11.76 | 18                       | 12    | 17    |
| 5                                                                                     | 27.78          | *     | *     | 61.11               | *     | *     | 11.11     | *     | *     | 18                       | *     | *     |
| All Grades                                                                            | 25.56          | 10.81 | 15.38 | 57.78               | 67.57 | 70.77 | 16.67     | 21.62 | 13.85 | 90                       | 74    | 65    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | *              | 56.25 | 68.75 | *                   | 43.75 | 31.25 | *         | 0.00  | 0.00  | *                        | 16    | 16    |
| 1                                                                                     | *              | *     | 8.33  | *                   | *     | 91.67 | *         | *     | 0.00  | *                        | *     | 12    |
| 2                                                                                     | 5.00           | *     | *     | 95.00               | *     | *     | 0.00      | *     | *     | 20                       | *     | *     |
| 3                                                                                     | 58.82          | 40.91 | *     | 41.18               | 50.00 | *     | 0.00      | 9.09  | *     | 17                       | 22    | *     |
| 4                                                                                     | 61.11          | 41.67 | 23.53 | 38.89               | 50.00 | 64.71 | 0.00      | 8.33  | 11.76 | 18                       | 12    | 17    |
| 5                                                                                     | 66.67          | *     | *     | 27.78               | *     | *     | 5.56      | *     | *     | 18                       | *     | *     |
| All Grades                                                                            | 44.44          | 41.89 | 30.77 | 54.44               | 51.35 | 61.54 | 1.11      | 6.76  | 7.69  | 90                       | 74    | 65    |

#### Conclusions based on this data:

1. There is a significant systemic concentration of students at Overall Level 3, which rose from 40.54% in 23-24 to 50.77% in 24-25, while the percentage of students reaching Level 4 (the reclassification threshold) saw a direct, corresponding decline.  
This "middle-heavy" distribution indicates that while the majority of students are making steady progress out of the Beginning (Level 1) and Somewhat Developed (Level 2) stages, they are hitting a performance plateau at Level 3. The cause is likely a gap in "bridging" instruction-specifically the transition from social language (BICS) to the

complex academic language (CALP) required to score a Level 4. This creates a bottleneck in the reclassification pipeline, where students are proficient but not yet "fluent" by state standards. - "Stuck 3s" - In 22-23, 61.11% of 4th graders were at Level 4; by 24-25, that has plummeted to 23.25%. This suggests that as the academic language becomes more abstract in the upper grades, students who were "Level 4" in primary grades are being re-measured against harder standards and are "dropping back" into Level 3. Without targeted Designated ELD that focuses on complex sentence structures and academic vocabulary, these students are at high risk of becoming "Long Term English Learners" before they exit 5th grade.

2. Students demonstrate significantly higher mastery in Oral Language (35.38% at Level 4) compared to Written Language (only 16.92% at Level 4), with the Reading Domain specifically identified as the most critical barrier to overall fluency.  
The data reveals a "Linguistic Split" where students' ability to listen and speak (Oral) is outpacing their ability to read and write. In the Reading Domain, a staggering 70.77% of all students are stuck in the "Somewhat/Moderately" category. This suggests that students have developed strong verbal communication skills through classroom interaction, but lack the specialized decoding and academic vocabulary strategies needed to navigate complex written texts. This identifies a need to shift ELD focus from general communication to intensive academic literacy.
3. Kindergarten performance presents a unique "bright spot" in the data, with students performing at the "Well Developed" level in Writing increasing from 56.25% to 68.75% in a single year.  
This outlier trend in the youngest cohort suggests that early foundational writing interventions (likely in TK and K) are highly effective. However, the data shows that this momentum is lost as students move into higher grades - for example, the 4th-grade "Well Developed" Writing scores dropped from 41.67% to 23.53%. The cause is likely the "Complexity Gap": as the writing requirements shift from simple sentences in K-1 to evidence-based paragraphs in 4th grade, the instructional scaffolding is not keeping pace with the increased rigor of the ELPAC prompts. Why does that success start to fade away as the students enter 3rd, 4th, and 5th grade when the work gets harder.

# School and Student Performance Data

## Student Population

The 2025 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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This section provides information about the school's student population.

| 2024-25 Student Population                                           |                                                                                                                                  |                                                                                                                                                              |                                                             |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                     | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 271                                                                  | 50.2%                                                                                                                            | 25.1%                                                                                                                                                        | 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. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 68    | 25.1%      |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 1     | 0.4%       |
| Socioeconomically Disadvantaged                   | 136   | 50.2%      |
| Students with Disabilities                        | 34    | 12.5%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 5     | 1.8%       |
| American Indian              | 1     | 0.4%       |
| Asian                        | 51    | 18.8%      |
| Filipino                     | 10    | 3.7%       |
| Hispanic                     | 165   | 60.9%      |
| Two or More Races            | 15    | 5.5%       |
| Pacific Islander             | 2     | 0.7%       |
| White                        | 22    | 8.1%       |

### Conclusions based on this data:

1. Over 50% of the student population is classified as Socioeconomically Disadvantaged (SED), a demographic that significantly overlaps with the English Learner (EL) sub-group (25.1%) and the Students with Disabilities (SWD) sub-group (12.5%).  
The data reveals a high degree of "unduplicated" student density, where a large portion of the 271 students belong to two or more high-needs categories. This intersectionality suggests that academic outcomes are likely influenced by a compounding effect of linguistic barriers and economic instability. When a student has two or three challenges at once, the school has to work twice as hard to make sure they don't fall behind. For the SPSA, this necessitates a "braided" funding approach where Title 1 and LCFF supplemental funds are used simultaneously to provide integrated services that also addresses social-emotional needs.
2. While the Students with Disabilities (SWD) sub-group represents 12.5% of the total enrollment (34 students), which is exactly half the size of the English Learner population, creating a significant secondary Tier 3 service requirement, Mayne maintains a Multi-Tiered System of Support (MTSS) that deliberately slows the identification process for English Learners to prevent linguistic misidentification.  
In a school of this size (271 students), a 12.5% SWD rate indicates a concentrated need for specialized academic instruction (SAI) and inclusive practices. Given that 60.9% of the school is Hispanic/Latino and 25.1% are ELs, there is a complex diagnostic challenge: ensuring that students are correctly identified for special education services rather than being misidentified due to language acquisition stages. Students are given extra help with English first. If the student improves with that extra language help, then we know they didn't have a disability - they just needed more time with the language. For the SPSA, this means that Mayne must continue to fund robust Tier 2 interventions (like small group literacy support) to serve as a "proving ground" that distinguishes between language gaps and true learning disabilities.
3. Mayne maintains a dominant Hispanic/Latino (60.9%) and Asian (18.8%) demographic, which together account for nearly 80% of the total student body, while other racial groups (White, African American, Filipino) remain in the single-digit percentages.  
This demographic distribution creates a "Minority-Majoritarian" environment where the school's culture and communication strategies must be specifically tailored to the cultural capital of the Hispanic and Asian communities, making sure that every family feels like they belong, even if they are new to the country or struggling with money. For SPSA planning, this means that "Parent Engagement" goals should be specifically designed to navigate the linguistic and cultural expectations of these two primary groups to ensure that the 50.2% SED population feels empowered to participate in school governance.

# School and Student Performance Data

## Overall Performance

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### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                 | Academic Engagement                                                                                                                            | Conditions & Climate                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Green</div>      | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>Yellow</div>              |                                                                                                                                                |                                                                                                                                            |
| <div>English Learner Progress</div> <div></div> <div>Orange</div> |                                                                                                                                                |                                                                                                                                            |

#### Conclusions based on this data:

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

Mayne has achieved the highest possible performance tier (Blue) in Suspension Rate, yet this success in school culture has not mitigated a high-risk (Orange) status in Chronic Absenteeism. This divergent trend suggests that while Mayne has successfully eliminated exclusionary discipline and created a safe, welcoming environment, it has not yet overcome the external barriers to attendance by its 50.2% socioeconomically disadvantaged population. The cause of the Orange absenteeism rating is not due to suspensions, but rather "life pulls" - such as family vacations (out of the country), health barriers, and families forgetting to call in the absence. To move the Attendance indicator toward Green, the SPSA must pivot from behavioral management to intensive, family-centered case management. We need to help families get their children here every day.

2. George Mayne is currently a high-performing outlier in English Language Arts (Green), but this achievement is disconnected from English Learner Progress (Orange), which remains in a lower performance tier. This pattern identifies a "hidden gap" in school-wide literacy. While the majority of students are meeting ELA standards, the specific growth rate for English Learners is lagging. This indicates that core ELA instruction is highly effective for fluent speakers, but the Designated ELD (English Language Development) time may lack the intensity or alignment needed to move students through the ELPAC levels. The SPSA needs to focus on "integrated ELD" to ensure the high-quality ELA strategies are accessible to those in the Orange progress category.
3. Math (Yellow) continues to lag behind ELA performance, serving as a "middle-ground" indicator that is vulnerable to shifting into the Orange category if language barriers are not addressed. The Yellow status in Math, when paired with the Orange status in English Learner Progress, suggests that linguistic "Complexity" is likely suppressing math scores. Because modern math assessments (CAASPP) rely heavily on "Communicating Reasoning," the students' slower English progress is creating an artificial ceiling on their mathematical performance. The cause is not necessarily a lack of "number sense," but a lack of "math language." We have to help students learn how to talk and write about numbers. The SPSA needs to prioritize mathematical literacy and vocabulary as a bridge to move this indicator from Yellow to Green.

# School and Student Performance Data

## Academic Performance English Language Arts

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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.

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                     |                                                                                                            |                                                                                                                         |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>11.6 points above standard<br>Maintained -2.1 points<br>125 Students | <b>English Learners</b><br><br>Yellow<br>0.3 points above standard<br>Maintained 2.8 points<br>60 Students | <b>Long-Term English Learners</b>                                                                                       |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                            | <b>Homeless</b><br><br>No Performance Color<br>0 Students                                                  | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>14.8 points below standard<br>Declined 10 points<br>75 Students |

|                                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>59.4 points below standard<br>Increased 4.1 points<br>19 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>41.8 points above standard<br>Declined 5.4 points<br>25 Students                       | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students         | <b>Hispanic</b><br><br>Orange<br>11.2 points below standard<br>Maintained 0 points<br>78 Students               |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                 | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students          |

### Conclusions based on this data:

- Performance Levels:**  
Blue: Highest performance.  
Green: Good performance.  
Yellow: Moderate performance.  
Orange: Below average performance.  
Red: Lowest performance.  
  
While "All Students" achieved a Green status (11.6 points above Standard), the Socioeconomically (SED) sub-group fell into the Orange category, performing 14.8 points below Standard and experiencing a significant 10-point decline. This creates a 26.4-point achievement gap between the general student body and the SED sub-group. The fact that "All Students" only declined by 2.1 points while the SED group plummeted by 10 points indicates that the current ELA curriculum or delivery method is disproportionately failing to support students with fewer home resources. This means that our regular reading lessons aren't helping them enough. The cause is likely a lack of Tier 2 intervention specific to "background knowledge" or "at-home literacy access," suggesting that the school's high ELA success is being driven primarily by non-disadvantaged student groups.
- In contrast to the SED subgroup, the English Learner (EL) group maintained a Yellow status, performing 0.3 points above Standard and showing an increase of 2.8 points. This is a positive "inverse trend" - Mayne's EL population (60 students) is outperforming the SED population (75 students) in both raw distance from standard and growth trajectory. This suggests that the Designated and Integrated ELD supports are effectively mitigating language barriers. This shows the extra English help they get in class is working. However, because 60 of the 75 SED students are likely also ELs, the "Orange " SED score implies that students who are "Fluent English Proficient" but live in low-income households may actually be receiving less targeted support than those officially in the EL program.

3. The Hispanic sub-group (78 students) is currently in the Orange category, performing 11.2 points below Standard, yet it is labeled as "Maintained" ( ) points change) despite the overall school-wide decline. While "Maintained" sounds stable, this sub-group represents the largest demographic in the school and is performing nearly 23 points lowered than the "All Students" average. This identifies a "structural plateau" where Hispanic student achievement has stalled below grade level. The cause is likely a lack of culturally relevant, high-interest text options or a need for "bridging" strategies that connect home language to academic ELA. Because this group is so large, their Orange status is the primary weight preventing the entire school from reaching Blue status. These students need specific help to move up.

# School and Student Performance Data

## Academic Performance Mathematics

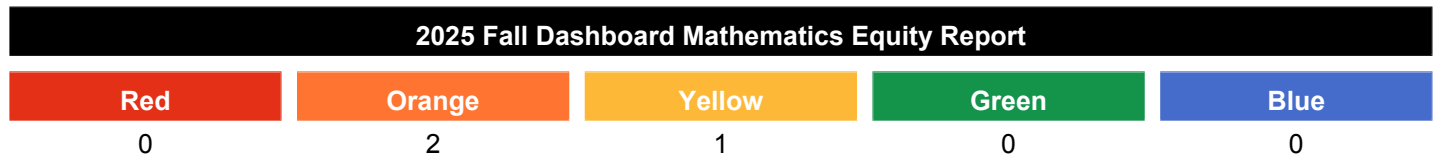
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This section provides number of student groups in each level.



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.

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>16.3 points below standard</div> <div>Declined 9.6 points</div> <div>127 Students</div> | <div>English Learners</div> <div><br/>Yellow</div> <div>19.3 points below standard</div> <div>Maintained -1.3 points</div> <div>62 Students</div> | <div>Long-Term English Learners</div>                                                                                                                                                                                                               |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                          | <div>Homeless</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>             | <div>Socioeconomically Disadvantaged</div> <div><br/>Orange</div> <div>41.8 points below standard</div> <div>Declined 18.2 points</div> <div>76 Students</div> |

|                                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>74.8 points below standard<br>Declined 14.8 points<br>19 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>18.3 points above standard<br>Declined 21.1 points<br>26 Students                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students         | <b>Hispanic</b><br><br>Orange<br>37.2 points below standard<br>Declined 4.9 points<br>79 Students               |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                 | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students          |

#### Conclusions based on this data:

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

While "All Students" are in the Yellow category (16.3 points below Standard), the Socioeconomically Disadvantage (SED) sub-group has dropped into the Orange category, performing a staggering 41.8 points below Standard following a severe 18.2 decline.

This identifies a critical 25.5-point achievement gap that is widening at an accelerated rate compared to the general population (which only declined by 9.6 points). This suggests that the current Tier 1 math instruction is insufficient for students who may lack at-home academic support or are not accessing the digital math platforms (iReady Math). The sharp decline indicates that the math curriculum is becoming exponentially more difficult for this group as they move into higher grade levels, requiring a move from general support to intensive, daily small-groups.
- The English Learner (EL) sub-group (62 students) outperformed both the Hispanic and SED subgroups by maintaining a Yellow status, remaining only 19.3 points below Standard with a negligible decline of 1.3 points. The EL group is showing significantly more stability than the SED sub-group, even though most EL students are also Socioeconomically Disadvantaged. This suggests that the specifically targeted ELD Math scaffolds (such as sentence frames and visual modeling) are effectively "holding" these students in the Yellow tier. The cause of the larger school-wide decline is likely the English-Only students within the SED and Hispanic groups who do not receive these specialized linguistic supports but are struggling with the exact same academic language barriers. We need to give the same help to everyone else.

3. Although the Asian sub-group remains the highest-performing demographic at 18.3 points above Standard, it experienced the single most largest performance drop in the school: a 21.1 point decline. While this group does not have a "Performance Color" due to size/anonymity rules, the 21.1 point drop is an early warning signal. It suggests that even the highest achieving students at Mayne found the 2024-25 math standards or assessment significantly more difficult than the previous year. This identifies a school-wide instructional shift rather than a subgroup-specific issue; if the top-tier students are dropping by 20+ points, the core math program likely requires a rigorous audit to ensure it is meeting the depth of the Common Core standards.

# School and Student Performance Data

## Academic Performance Science

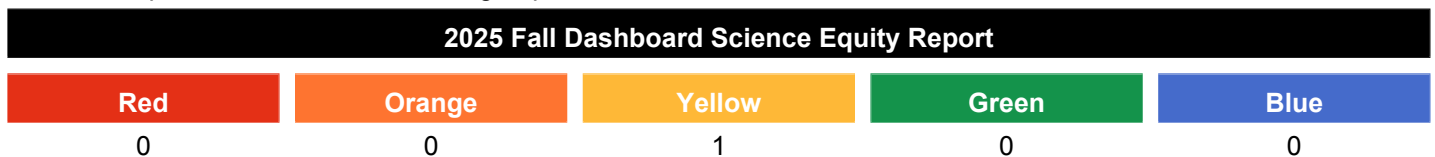
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

| 2025 Fall Dashboard Science Performance for All Students/Student Group                         |                                                                                                                     |                                                                                                                                  |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>53.6 science points<br>Declined 5.6 points<br>42 Students | <b>English Learners</b><br><br>No Performance Color<br>51.9 science points<br>Maintained -1.4 points<br>20 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>0 Students                                                      |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                  | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student            | <b>Socioeconomically Disadvantaged</b><br><br>No Performance Color<br>45.7 science points<br>Declined 11.8 points<br>27 Students |

|                                                                                                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students                      | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>Yellow<br>47.2 science points<br>Declined 4.6 points<br>30 Students             |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |

#### Conclusions based on this data:

1. The school maintains a Yellow performance tier in Science, yet experienced a universal decline of 5.6 points school-wide, with "All Students" averaging 53.6 science points. This decline is consistent across the two largest measurable subgroups (Hispanic and Socioeconomically Disadvantaged), suggesting that the downward trend is not limited to a specific demographic but is a "systemic" instructional issue. The cause largely stems from a lack of integrated science time in all grades, where ELA and math are often prioritized. As a result, students may be reaching the testing grade (5th grade) with significant gaps in foundational scientific inquiry and vocabulary, leading to the school-wide 5.6 point drop.
2. The Socioeconomically Disadvantaged (SED) sub-group experienced the most severe performance decline in Science, dropping by 11.8 points - more than double the rate of the general student body. This identifies a growing "Resource Gap." While the general population saw a moderate dip, the 11.8 point plummet for SED students suggests that hands-on science learning and "background knowledge" are increasingly difficult for this group to access. These students need more hands-on science activities to help them keep up. This trend is an early warning sign that without specific intervention such as after-school STEM enrichment or school funded science field trips the SED sub-group is at high risk of falling into the Orange performance category in the next testing cycle.
3. The English Learner (EL) sub-group demonstrated the highest level of resilience in the Science domain, "maintaining" their performance with a negligible decrease of only 1.4 points. Despite the school-wide decline, EL students (20 students tested) performed at 51.9 points nearly identical to the Hispanic sub-group average (47.2). This suggests that the heavy use of visual aids, graphic organizers, charts, diagrams, and hands-on experiments typically found in ELD supported science lessons is effectively "shielding" these students from the larger declines seen in other groups. The cause of the larger school-wide drop is likely that these specialized "support strategies" are not being used in general education science lessons, where non-EL students are struggling to navigate complex scientific texts. English Learners often perform more consistently in Science because the "cognitive load" of decoding a story is replaced by the "logical load" of analyzing phenomenon. Many scientific

terms in English have Latin or Greek roots that are cognates in Spanish (e.g., observation - obsevacion, photosynthesis - fotosintesis, evaporation - evaporacion). Because Mayne's Hispanic population is 60.9%, EL students may find the "language of science" more accessible than the "language of literature," allowing them to maintain their performance levels even when general ELA scores are declining.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

| 2025 Fall Dashboard English Learner Progress Indicator                                      |                                                                                                             |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                    | Long-Term English Learner Progress                                                                          |
| <br>Orange | <br>No Performance Color |
| 47.7 making progress.                                                                       | making progress.                                                                                            |
| Number Students: 44 Students                                                                | 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.

| 2025 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 |
| 20.5%                                                            | 31.8%                                      | 0%                      | 47.7%                              |

### Conclusions based on this data:

1.

Performance Levels:

Blue: Highest performance.

Green: Good performance.

Yellow: Moderate performance.

Orange: Below average performance.

Red: Lowest performance.

While nearly half of English Learners (47.7%) are making positive growth by progressing at least one ELPI level, a significant 20.5% of students experienced a decrease in their English proficiency level, contributing to the school's overall Orange performance status.

This identifies a polarized trend where almost one in five EL students' is regressing rather than just stalling. The cause of this regression is often linked to the "Complexity Jump" in upper elementary grades, where academic language requirements increase faster than a student's linguistic acquisition. For the SPSA, this suggests that current supports are working for roughly half the population, but the other half, specifically those regressing, needs a fundamentally different intervention strategy, likely focusing on academic writing and complex syntax.
2.

A substantial 31.8% of students maintained their current ELPI level (Levels 1 through 3H), indicating a lack of upward mobility for nearly one-third of the English Learner population.

When combined with the 20.5% who decreased, over 52% of English Learners failed to make annual progress. This concentration in the "Maintained" category identifies a systemic instructional plateau. The cause is likely a lack of "Targeted ELD" that specifically pushes students to the next sub-level (e.g. moving from 2H to 3L). Without specific scaffolds designed to bridge these micro-levels, students risk becoming Long-Term English Learners (LTELs) before they leave elementary school.

3. The data shows 0% of students maintained ELPI Level 4, indicating that Mayne is currently struggling to sustain or move students into the final stage of English proficiency required for reclassification. This 0% figure is a critical indicator of a "reclassification bottleneck." It suggests that even students who reach the highest levels of proficiency are unable to stay there or complete the transition to "Fully English Proficient" (RFEP) status. The cause may be an instructional focus that is too heavily weighted on foundational "conversational" English (Levels 1 - 2) and not enough on the "advanced academic" English (Level 4) required by the state.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

### 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Orange

12.9% Chronically Absent

Increased 2.2

287 Students

#### English Learners



Orange

13.6% Chronically Absent

Increased 4.4

81 Students

#### Long-Term English Learners

#### Foster Youth



No Performance Color

0 Students

#### Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

#### Socioeconomically Disadvantaged



Orange

12% Chronically Absent

Increased 1.6

158 Students

|                                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Green<br>4.8% Chronically Absent<br>Declined 11.2<br>42 Students         | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Orange<br>11.5% Chronically Absent<br>Increased 4.5<br>52 Students                            | <b>Filipino</b><br><br>No Performance Color<br>0% Chronically Absent<br>Maintained 0<br>11 Students               | <b>Hispanic</b><br><br>Orange<br>12.9% Chronically Absent<br>Maintained 0<br>178 Students                       |
| <b>Two or More Races</b><br><br>No Performance Color<br>13.3% Chronically Absent<br>Increased 13.3<br>15 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>White</b><br><br>No Performance Color<br>18.2% Chronically Absent<br>Increased 2.1<br>22 Students            |

### Conclusions based on this data:

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

Students with Disabilities (SWD) represent Mayne's only high-performing engagement sub-group (Green), boasting a significantly low 4.8% absenteeism rate and a dramatic 11.2 percentage decline in absences compared to the school-wide Orange status. This outlier trend suggests that the specialized support structures, consistent routines, and individualized case management associated with the Speicla Education program are highly effective "engagement anchors." While the general student population saw absenteeism increase by 2.2 points, the SWD group saw it plummet. This identifies a successful model of "high-touch" family communication and student belonging within the SWD cohort that could be scaled school-wide to address the 12.9% average absenteeism rate.
- The English Learner (EL) sub-group experienced a sharp decline in academic engagement, with chronic absenteeism rising to 13.6% an increase of 4.4 percentage points, which is double the increase of the "All Students" group. This trend indicates that the barriers to school attendance are disproportionately impacting families of English Learners. The increase is significantly higher than that of the Socioeconomically Disadvantaged group (which only increased by 1.6 points), suggesting that the cause is likely more than just financial. It may point to a "Communication Gap" where families who speak a second language are less connected to the school's attendance incentives or are facing unique cultural or logistical hurdles that haven't been addressed by current outreach efforts. We need to find out why these specific families are finding it harder to get to school.

3. While the Hispanic sub-group (178 students') maintained a stable absenteeism rate of 12.9%, the Asian sub-group (52 students') saw its absenteeism rate swell to 11.5% following a notable 4.5 percentage points increase. Although the Hispanic population has a higher raw percentage of absent students, their "Maintained" status suggests that existing outreach is holding the line. Conversely, the Asian subgroup's 4.5 point jump is a warning sign of shifting engagement. Because this subgroup is also Mayne's highest achieving group in Math and ELA, this increase in absenteeism poses a major risk to future academic scores. If these high-achieving students continue to miss school at this increasing rate, the "Green" academic scores previously analyzed will likely begin to decline in the next cycle. We need to fix attendance for everyone, not just the students who are already struggling.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

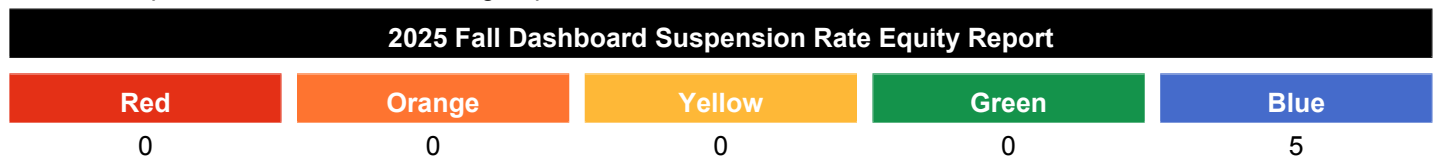
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                 |                                                                                                                                                                                             |                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>0% suspended at least one day<br>Declined 1%<br>296 Students | <b>English Learners</b><br><br>Blue<br>0% suspended at least one day<br>Declined 1.3%<br>83 Students     | <b>Long-Term English Learners</b>                                                                                                                                                                         |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                   | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Socioeconomically Disadvantaged</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>164 Students |

|                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>44 Students        | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>52 Students                             | <b>Filipino</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>12 Students      | <b>Hispanic</b><br><br>Blue<br>0% suspended at least one day<br>Declined 1.1%<br>183 Students                   |
| <b>Two or More Races</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>16 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>White</b><br><br>No Performance Color<br>0% suspended at least one day<br>Declined 3.1%<br>24 Students       |

### Conclusions based on this data:

- Performance Levels:**  
Blue: Highest performance.  
Green: Good performance.  
Yellow: Moderate performance.  
Orange: Below average performance.  
Red: Lowest performance.  
  
Mayne has achieved a Blue performance status, maintaining a 0% suspension Rate across every measurable student subgroup, including high-enrollment groups like Hispanic (183 students) and Socioeconomically Disadvantaged (164 students).  
Mayne has a Positive Behavior Interventions and Supports (PBIS) framework. We've moved away from an exclusionary discipline toward "social-emotional learning" (SEL) where behavioral incidents are resolved through mediation rather than removal. This creates a "safety floor" for all students, ensuring that no sub-group is disproportionately missing instructional time due to disciplinary actions.
- Mayne saw a 1% decline in an already low suspension rate for "All Students," with the English Learner (EL) sub-group seeing a notable 1.3% decline to reach the 0% threshold.  
This downward trend from an already low baseline indicates that Mayne is not just "maintaining" low numbers, but actively refining its classroom management to be more inclusive of linguistic and behavioral diversity. The 1.3% drop for EL students suggests that Mayne has successfully addressed the "behavior-as-communication" phenomenon where students struggling with language might act out due to frustration.
- Despite significant academic and attendance challenges previously analyzed (such as the Orange absenteeism and Math scores), Mayne's behavioral climate remains its strongest and most stable asset, with 5 out of 5 student groups achieving the highest "Blue" equity rating. Overall, our classrooms are calm and safe.

The school has reached a point where the behavior and safety indicators cannot improve further. This creates a unique opportunity for Mayne to reallocate the energy and resources typically used for "office referrals" interventions toward academic engagement. The 0% suspension rate allows us to implement much more rigorous and challenging academic interventions without fear of increasing behavioral disruptions.

# 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) (TK - 5th) and Morphology (3rd - 5h grade).
4. Support Teachers as they incorporate TIDE and SRSD (Self-Regulated Strategy Development) and small group writing instruction.

### 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 student 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.

George Mayne Elementary has established a robust literacy framework through Tier 1 evidence-based programs including UFLI (TK - 5ht) for phonics, Morphology (3rd - 5th), and the TIDE/SRSD writing frameworks. This is further bolstered by a comprehensive Tier 2 intervention system, including District Literacy Intervention (1st - 2nd), Site Based Literacy Intervention (K, 3rd - 5th), Instructional Support Providers across all grades levels, and Language Development support for newcomers. Despite these intensive resources and while Mayne has achieved an overall Green status on the California School Dashboard (11.6 points above Standard), a critical 26.4 point achievement gap exists between the general student population and the Socioeconomically Disadvantaged (SED) sub-group. The SED population is currently in the Orange category, performing 14.8 points below standard and experiencing a significant 10 point decline. The Hispanic sub-group (60.9% of enrollment) is also in the Orange category, performing 11.2 points below standard with a flat growth trajectory ("Maintained"). Local assessment data and ELPAC results further highlight a "bottleneck" in language development; 50.77% of English Learners are currently stalled at ELPI Level 3, and 20.5% experienced a proficiency decrease.

The review of Dashboard and local data identifies that these high-leverage interventions are being undermined by inconsistent student attendance. Current Absenteeism stands at 12.9% (Orange), with a sharp 4.4 point increase among English Learners (reaching 13.6%). Because UFLI and SRSD are sequential, and Literacy Intervention schedules are fixed, absent students miss critical, non-repeatable support windows. There is an urgent need to improve the efficiency and responsiveness of the district-wide systematic attendance intervention strategy. The "time-lag" between a student's absence and the school's intervention results in a significant loss of core ELA Instructional minutes. Mayne must move from a reactive notification model to a highly responsive, real-time implementation of the district strategy to ensure at-risk subgroups specifically SED and Hispanic students are present for foundational literacy instruction.

#### Data Support:

Achievement Gap: All students (+11.6 pts) vs SED (-14.8 pts).

The Hispanic sub-group (60.9% of enrollment) remains in the Orange category, performing 11.2 points below standard. CAASPP domain data shows a decline in "Above Standard" Writing (falling from 19.58% to 14.62%), indicates that as academic rigor increases, the transition from conversational to formal academic language is a primary barrier. It also underscores the need for students to be present for sequential, multi-day writing workshops.

50.77% of English Learners are at ELPI Level 3 (the "intermediate Plateau"); these students are missing the specific academic vocabulary windows provided during daily ELA blocks due to inconsistent attendance. (4.4 point increase in EL absenteeism.)

Despite a Blue (0%) Suspension Rate indicating high behavioral stability, the Orange Attendance status and 10 point decline in ELA for SED students prove that current attendance follow-through is not yet frequent or fast enough to protect academic growth.

#### Steps Taken to Address Areas:

Mayne has successfully maintained a Blue (0%) Suspension Rate, ensuring maximum instructional time. However, the high Chronic Absenteeism (12.9%) particularly among ELs (13.6%) has been identified as a primary driver of the stagnant ELA scores. Mayne has staffed and implemented Tier 2 Literacy Interventions and Instructional Support Providers. However, we have identified that the "Standard Notification" model for attendance is too slow to protect these interventions. We need to shift towards a more efficient response model, where the Attendance Team reach out to families of chronically absent students in real-time, emphasizing that every missed day is a missed opportunity for specialized small-group support. Current steps include the implementation of small-group Tier 2 reading interventions.

## 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                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------|
| ELA Distance from Standard: Measured by the average scale score of all students (3 - 5 grades) on the CAASPP Smarter Balanced Summative Assessment. | 11.6 points above standard (Green status)  | 16.0 points above standard (Maintain Green/Move toward Blue) |
| ELA Equity Gap Closure: Measured by the average scale of Socioeconomically Disadvantaged (SED) students on the CAASPP ELA Assessment.               | 14.8 points below standard (Orange Status) | 5 points below standard (Move from Orange to Yellow)         |

|                                                                                                                                          |                                                 |                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|
| English Learner Progress: Measured by the percentage of EL students' progressing at least one level on the ELPI (Dashboard).             | 47.7% of students made progress (Orange Status) | 55.0% of students will make progress (Move to Yellow/Green) |
| Writing Proficiency: Measured by the percentage of students scoring "Above Standard" in the Writing Domain of the CAASPP ELA Assessment. | 14.62% of students scored "Above Standard"      | 18.0% of students will score "Above Standard"               |
| Academic Engagement: Measured by the Chronic Absenteeism Rate for the Hispanic and EL subgroups as reported on the Ca. Dashboard.        | 12.9% (All), 13.6% (EL), and 12.9% (Hispanic)   | 9.0% or less (Move from Orange to Yellow)                   |

## Strategies/Activities

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

| Strategy/<br>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 | 134,534<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>0.6 FTE Literacy Intervention; Kinder - 5th (LH)<br>64,155<br>Targeted Allocation<br>2000-2999: Classified Personnel Salaries<br>Classroom "push-in" instructional support provider & Emotional Support Provider (MO) 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, intersessions 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                                                                   | 34,073<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Provide extended learning opportunities before, during, and after the school day, Saturdays, EL Saturdays, intersessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students (DH)                                                                                                                                                                                                                                                                                                                  |

|            |                                                                                                                                                                                                                                                                                                                                           |              |                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.3</b> | Purchase materials and supplies for supplemental literacy and math 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 and math intervention materials and supplies. | All students | 2,000<br>Title I<br>4000-4999: Books And Supplies<br>Purchase materials and supplies for supplemental literacy and math instruction and enrichment, including but not limited to additional library and math collections, classroom magazines, additional leveled books, trade books, classroom materials, decodable phonics readers, and other literacy intervention materials and supplies. |
| <b>1.5</b> | 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:<br>a. Grade level PLCs<br>b. Teacher goal setting conferences<br>c. Grade level target meetings<br>d. Cross grade level alignment                                         | All students |                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>1.6</b> | Enrichment: Provide motivation, real world experience and enrichment to students related to reading and literacy themes, math, science, visual and performing art, and sports through assemblies, field study trips, and Sports. Costs include but are not limited to fees and transportation.                                            | All students | Donations<br><br>Enrichment: (\$6,000) Provide motivation, real world experience and enrichment to students related to reading and literacy themes, math, science, visual and performing art, and sports through assemblies, field study trips, and sports. Costs include but are not limited to fees and transportation.                                                                     |
| <b>1.7</b> | 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.                                                                                                                                                                                                                                         |
| <b>1.8</b> | 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-Gillingham, CAFE, PLC workshops, peer observations, Professional Books                          |              |                                                                                                                                                                                                                                                                                                                                                                                               |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Mayne's strategic implementation follows a Multi-Tiered System of Support (MTSS) logic, moving from universal classroom instruction to intervention support. Tier 1: Foundational Literacy & Writing: UFLI (TK - 5) for phonics and Morphology (3rd - 5th) for vocabulary. TIDE/SRSD for structured writing. (New this school year '25 - '26). Because these programs are sequential (Day 2 builds on Day 1), any absence breaks the student's "learning chain," requiring teachers to spend Tier 1 time on remediation rather than new content. Tier 2: Programs: District Literacy Intervention (1st - 2nd) and Site-Based Literacy Intervention (K, 3rd - 5th). Overall, students that participate in Literacy, ELD, (and math) interventions show growth in reading (and math). 98% 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. 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. Instructional Support Providers push into classrooms or pull students for targeted phonics (UFLI). These resources are time-bound. If a student is absent during their scheduled intervention window, that specialized "instructional minute" is lost and cannot be recaptured, leading to the 26.4 point achievement gap seen in the SED sub-group. Effectiveness: The effectiveness is currently "high for Attendees" but "low for Subgroups with volatile attendance." The overall status of 11.6 points above standard proves that when students are present, the combination of UFLI, SRSD, and intervention support is highly effective. The 2.8 point increase for English Learners shows that the linguistic scaffolds in the Tier 1 and Tier 2 Programs are working to move students toward proficiency. The 10 point decline for Socioeconomically Disadvantaged students suggests that the "Standard District Attendance Strategy" is not yet efficient enough. The effectiveness of our interventions is capped by the 12.9% Chronic Absenteeism Rate. Writing Domain: The drop from 19.58% to 14.62% in "Above Standard" Writing suggests that while students are learning "how" to write, they aren't present enough to complete the "writing process" cycles (drafting, revising, editing) that lead to mastery. Future effectiveness relies on ensuring district attendance protocols are triggered consistently. Perhaps use the interventionists relationship with the student to call families personally. And, reducing the time-lag between a "missed brick" in the UFLI/SRSD sequence and a restorative connection with the home.

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.

The allocated funding for the 2026 - 2027 school year has been significantly decreased by ~ \$75,000.

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.

At the end of the 2025 - 2026 school year, we had to significantly reduce the number of our Site Funded Literacy Intervention (1.0 to 0.6) teacher so that we can continue to provide reading intervention for our students in 2026 - 2027.

# 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.

### 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.

Based on a review of the 2025 Ca School Dashboard, Mayne is in the Yellow performance category for Math, performing 16.3 points below standard. While the school wide status is moderate, there is a significant 25.5 point achievement gap between "All Students" and the Socioeconomically Disadvantaged (SED) sub-group. The SED population is in the Orange category, performing 41.8 points below standard following a severe 18.2 point decline. Similarly, the Hispanic sub-group (60.9% of enrollment) is in the Orange category, performing 37.2 points below standard. A root cause analysis has identified that the current core curriculum lacks the necessary rigor to sustain growth. Consequently, for the 2026-2027 school year, teachers will be in a "Pilot and Supplement" phase. During this time, staff will pilot new, high-rigor programs while simultaneously developing and delivering supplemental practice materials to align with state standards.

In the interim, teachers are supplementing instruction with additional practice materials to provide necessary rigor. However, this "supplemental" approach is highly dependent on consistent Time-on-Task. The 12.9% Chronic Absenteeism Rate (rising to 13.6% for English Learners) means that the most vulnerable students are missing both the core lessons and the critical supplemental practice provided by teachers and instructional Support Providers (2nd - 5th grade). To move from Orange/Yellow to Green, Mayne must bridge the Implementation Gap by ensuring that attendance follow-through is efficient enough for students to receive this intensified, supplemented instruction.

#### Data Support:

SED students declined by 18.2 points, more than double the school-wide decline of 9.6 points.

The Asian sub-group, traditionally high-performing, saw a 21.1 point decline, acting as a lead indicator that the current math curriculum is not rigorous enough and student attendance is becoming increasingly difficult for all students to sustain without perfect attendance.

English Learners maintained Yellow status (-19.3 points) with only a 1.3 point dip, suggesting that while EL specific math scaffolds are working, they are not being applied with enough consistency or frequency to the larger SED and Hispanic populations who are struggling with similar academic language barriers.

Overall, student group results show that 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.

#### Steps taken to Address Areas:

Mayne has implemented Instructional Support Providers across 2nd - 5th grade to provide Tier 2 math intervention. Steps are being taken to improve attendance.

## 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                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------|
| Math Distance from Standard: Measured by the average scale score of all students in grades 3-5 on the CAASPP Smarter Balanced Summative Assessment | 16.3 points below standard (Yellow Status)    | 10.0 points below standard (Maintain Yellow/Move toward Green)   |
| Math Equity Gap Closure: Measured by the average scale score of Socioeconomically Disadvantage (SED) students on the CAASPP Math Assessment.       | 41.8 points below standard (Orange Status)    | 30.0 points below standard (Stretch to reduce gap by 11+ points) |
| Hispanic Subgroup Progress: Measured by the average scale score of Hispanic students on the CAASPP Math Assessment.                                | 37.2 points below standard (Orange Status)    | 28.0 points (Move from Orange to Yellow)                         |
| English Learner Math Stability: Measured by the average scale score of English Learners on the CAASPP Math Assessment.                             | 19.3 points below standard (Yellow Status)    | 14.0 points below standard (Move toward Green)                   |
| Attendance Efficiency: Measured by the Chronic Absenteeism Rate for the Hispanic and EL subgroups as reported on the CA Dashboard.                 | 12.9% (ALL), 13.6% (EL), and 12.9% (Hispanic) | 9.0% or less (Move from Orange to Yellow)                        |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                 | Increase targeted math instruction and support through before, during and afterschool small group instruction. | Students furthest from grade level standard | Donations<br>None Specified<br>Math Intervention Provider (RN)<br>56,220<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Classroom "push-in" instructional support provider & Emotional Support Provider (PP, 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. |

|     |                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                  |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2 | See Goal 1: Purchase materials and supplies for supplemental literacy and math 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 and math intervention materials and supplies. |  | None Specified<br>4000-4999: Books And Supplies<br>See Goal 1. Purchase materials and supplies for supplemental math instruction, intervention, and enrichment, including but not limited to additional math collections, materials and supplies |
| 2.6 |                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                  |

## Annual Review

### SPSA Year Reviewed: 2025-26

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.

Mayne's strategy for mathematics is currently in a state of active transition, moving from our current math curriculum to a more rigorous, piloted program. Tier 1: Because the current board adopted curriculum is identified as lacking rigor, teachers are in a "Supplement" phase. Mayne's strategy for mathematics is built on a Tiered Intervention model designed to support students as they move from basic arithmetic to complex problem-solving.

#### Implementation:

Some staff will actively test new math adoptions to find a permanent, rigorous Tier 1 solution. To ensure students are prepared for the CAASPP during this transition, teachers will incorporate additional, targeted practice materials. Instructional Support Providers in 2nd-5th grade will play a vital role in 2026-2027, providing the "double dose" of instruction necessary to help students navigate the increased rigor of the supplemental materials.

#### Effectiveness:

The 21.1 point decline in the Asian sub-group and the 18.2 decline in the SED group demonstrate that the current curriculum is ineffective. The new "Pilot and Supplement" phase is designed specifically to reverse these trends by raising the "instructional floor." The effectiveness of the 2026 2027 strategy is entirely contingent of the efficiency of the attendance response. If Mayne continues to see "Orange" absenteeism, the supplemental efforts will have a diminished impact on the 25.5 achievement gap, as the most vulnerable students will miss the specific "bridging" lessons designed by their teachers.

#### Strategies/Activities:

Some teachers will pilot district approved mathematics programs while others will continue to use the current curriculum while supplementing with practice materials to align with state standards. Grade level teams (Kindergarten - 5) will meet monthly to participate in a cycle of Inquiry to analyze student work and share effective supplemental resources. The goal is to move away from the current non-rigorous/non-responsive curriculum and establish a stable, high-expectations "instructional floor" that prepares students for CAASPP reasoning.

Utilize Instructional Support Providers to deliver small-group interventions that bridge the gap. They will use real-time data from teacher-created supplemental assessments to identify students for 30-45 minute intervention sessions. The goal is to close the 25.5 point achievement gap for SED and Hispanic subgroups by providing immediate support on the specific concepts needed.

We will implement a "High-Efficiency" attendance follow through model to decrease absenteeism. We will create a dedicated Attendance Response Team that meets regularly. We will consider prioritizing "First-Day Calls" for students in the Orange math performance category. The goal is to reduce Chronic Absenteeism to 9.0% or less, ensuring that the

most vulnerable students are present to receive the teacher led supplemental lessons and instructional Support provider support.

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 (2nd -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 will be supplemented with Title 1 and Donation funds.

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 Title 1 and donations.

# 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.

### 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.

A review of the 2025 California School Dashboard and local ELPAC data identifies a critical need for targeted English Language Development (ELD) to move students off the "Intermediate Plateau." Currently, Mayne is in the Orange category for English Learner Progress. While 47.7% of English Learners (ELs) are making progress toward proficiency, a concerning 20.5% of the EL population experienced a decrease of at least one ELPI level. Furthermore, 50.77% of EL students are stalled at ELPI Level 3, creating a significant barrier to reclassification.

This stagnation is compounded by a 4.4 point increase in Chronic Absenteeism among ELs, reaching 13.6%. Because ELD instruction is cumulative and requires daily oral and written practice, these absences lead to a loss of "linguistic momentum." The data suggests that the "Standard Notification" model for attendance is not efficient enough to protect the instructional minutes required for these students to advance to Level 4 and achieve Fluent English Proficient (RDEP) status.

#### Data Support:

20.5% of EL students moved backward in their proficiency levels, indicating a lack of sustained linguistic support.

Over half (50.77%) of the EL population is at Level 3, but 0% of students maintained Level 4, showing a total absence of momentum at the final stage of reclassification.

The Orange Status in EL Progress (47.7% progress) directly mirrors the Orange status in EL Attendance (13.6% absenteeism), proving that lack of presence is a primary driver of stagnant language growth.

#### Steps Taken to Address Areas:

Mayne provides an Instructional Support Provider in 2nd - 5th grade and site-based literacy Intervention to support language acquisition. However, we've identified that the efficiency and responsiveness of attendance follow-through must be improved. For the 2026-2027 school year, Mayne will prioritize immediate attendance outreach for EL students to ensure they are present for both Designated and Integrated ELD. Additionally, there will be an increased focus on using high-rigor materials in ELA and Math to provide the "academic language" needed to move students from Level 3 to Level 4.

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                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|
| English Learner Progress Indicator (ELPI): Measured by the percentage of EL students progressing at least one ELPI level as reported on the California School Dashboard. | 47.7% making progress (Orange Status)            | 55.0% making progress (Move from Orange to Yellow) |
| Linguistic Stability (Reduction in Regression): Measured by the percentage of EL students who decreased at least one ELPI Level on the Dashboard/ELPAC.                  | 20.5% of students decreased                      | 10.0% or fewer students will decrease              |
| Level 3 to Level 4 Transition: Measured by the percentage of EL students moving from ELPI Level 3 (H) to Level 4 to become eligible for reclassification.                | 50.77% stalled at Level 3; 0% maintained Level 4 | 10.0% of Level 3 students will move to Level 4.    |
| English Learner Engagement: Measured by the Chronic Absenteeism Rate for the English Learner sub-group.                                                                  | 13.6% (Orange Status)                            | 9.0% or less (Move from Orange to Yellow)          |

## 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                                                                                                                                            |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                 | 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      | 21,298<br>Targeted Allocation<br>2000-2999: Classified<br>Personnel Salaries<br>Language Development<br>Support Provider (Additional<br>hours) (JN) (See Goal 1) |
| 3.3                 |                                                                                                                                                                             |                       |                                                                                                                                                                  |
| 3.5                 |                                                                                                                                                                             |                       |                                                                                                                                                                  |
| 3.8                 |                                                                                                                                                                             |                       |                                                                                                                                                                  |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Mayne has moved beyond general instruction to a "Concerted Targeted Model." Instructional Support Providers (2nd - 5th) and Literacy Interventionists specifically prioritize EL students for intervention groups in Reading, Writing, Math, and ELD. This involves using UFLI for decoding, SRSD for writing productin, and supplemental math practice to bridge linguistic gaps in word problems.

Effectiveness of the Targeted Effort:

The effort is clearly working for those who are present. The 47.7% progress rate shows that when targeted, EL students move toward proficiency. However, the 20.5% regression rate identifies that EL linguistic gains are "fragile." Even with

targeted intervention, a lack of consistent attendance leads to immediate loss of skills. The "Concerted Effort" is currently partially effective. It succeeds in moving students up, but it is not yet powerful enough to overcome the 13.6% absenteeism that causes other students to slide back. To reach "High Effectiveness," the targeted instructional effort must be paired with an equally "Concerted Attendance Effort."

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.

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.

No changes

# 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.

A review of the 2025 California School Dashboard reveals a stark contrast between school safety and daily academic engagement. Mayne has achieved a Blue status for Suspension Rates (0%), maintaining this across all subgroups. This indicates a highly stable, safe, and positive behavioral environment. However, this climate success has not yet translated into consistent "time-on-task." Chronic Absenteeism is currently in the Orange category at 12.9% (a 2.2 point increase), with English Learners rising to 13.6% (a 4.4 point increase).

The identified need is to bridge the gap between a "safe school" and a "highly engaged community." While families clearly view the school as a safe place, there is an Implementation Gap in the district's attendance intervention strategy. Current follow-through is reactive rather than proactive. To close the 26.4 point achievement gap in ELA and the 25.5 point gap in Math, Mayne must move toward a more efficient and responsive parent engagement model. We must leverage the trust built through our 0% suspension rate to create a "culture of presence" where parents understand the direct link between daily attendance and the success of the school's UFLI, SRSD, and Academic and Social Emotional Support Providers interventions.

#### Data Support:

0% suspension rate for "All Students" and all subgroups (Blue Status), demonstrating a foundational climate of safety. Chronic Absenteeism rose across almost all groups: Hispanic (12.9% Maintained), English Learners (13.6% / 4.4 points), and Asian (11.5% / +4.5 points).

The Socioeconomically Disadvantaged (SED) group saw a 1.6 point increase in absenteeism, which directly correlates to their 10 point decline in ELA and 18.2 point decline in Math.

#### Steps Taken to Address Areas:

We seem to have established a "Zero-Exclusion" disciplinary environment. However, we have recognized that standard truancy letters are insufficient for changing attendance habits. For the 2026-2027 school year, Mayne is shifting toward an Immediate Response Model. This includes a concerted effort to target families of English Learners and SED students for real-time attendance support. By improving the speed of our follow-through we aim to ensure parents feel like partners in their student's education and intervention support.

\*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.<br>--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.<br>--Agendas, surveys and minutes of SSC and ELAC will show:<br>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)<br>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.<br>ELAC has advised the principal on ways to make parents aware of the importance of regular school attendance. | SSC meetings have had a quorum of elected attendees 100% of meetings this year.<br>ELAC has at least had the attendance of the chairperson and the ELAC representative to DELAC.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | SSC: Continue to have a quorum at 100% of meetings<br>ELAC: Maintain or increase elected representation and attendance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| California Healthy Kids, Staff and Parent Surveys (CHKS, CSSS, CSPS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Winter, 2023<br>Data<br>G. Mayne District<br>School Connectedness<br>65% 77%<br>Academic Motivation<br>76% 86%<br>Caring adults in school<br>53% 74%<br>Social and emotional learning supports<br>63% 79%<br><br>Total number of Mayne 5th graders: 75<br>Final sample size of students who took the survey: 57<br>76% response rate<br><br>Closer look at CHKS data in 2024-2025<br>School Boredom<br>54% (but 76% Academically Motivated)<br>Caring Adults in School<br>53%<br>--listen when you have something to say? 69%<br>--make an effort to get to know you? 38%<br>--care about you? 56%<br><br>Meaningful Participation<br>27% | Winter, 2024 (informal re-survey),<br>Increase student connectedness, Motivation, caring adults in school, Meaningful Participation, Social and Learning Supports to match or exceed District percentages.<br><br>How:<br>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).<br><br>Noon Duty training to build capacity and consistency.<br><br>Cozy Corners (a safe / calming place for students) is open during recess. During the day, students are able to go to Cozy Corners.<br><br>After school enrichment programs: Allera Sports (soccer) and Chess Wizzards. |

|                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                            | <p>--Given a chance to help decide classroom activities/rules 7%</p> <p>--teachers ask what you want to learn 11%</p> <p>Students Well Behaved 46%</p> <p>Students Treated Fairly when break rules 47%</p> | <p>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.</p> <p>Every day, a Volunteer Welcome/Safety Committee adult greets students in the morning and assist them in exiting from their vehicle.</p> |
| Suspension Rate: Measured by the percentage of students suspended at least once as reported on the California School Dashboard.            | 0% (Blue Status for all subgroups)                                                                                                                                                                         | 0% (Maintain Blue Status/Zero-Exclusion)                                                                                                                                                                                                                                                                                                                                           |
| Chronic Absenteeism (Schoolwide): Measured by the percentage of students absent 10% or more instructional days.                            | 12.9% (Orange Status)                                                                                                                                                                                      | 9.0% or less (Move from Orange to Yellow)                                                                                                                                                                                                                                                                                                                                          |
| English Learner Engagement Gap: Measured by the Chronic Absenteeism rate for the EL sub-group.                                             | 13.6% (Orange Status)                                                                                                                                                                                      | 9.0% or less (Close 4.6% gap)                                                                                                                                                                                                                                                                                                                                                      |
| Attendance Response Efficiency: Measured by local tracking of "First Day contact" for absent students in high-priority subgroups (EL/SED). | Notification                                                                                                                                                                                               | 85% of absences will receive personal contact within 4 hours of the bell.                                                                                                                                                                                                                                                                                                          |
| Parent Partnerships: Measured by the School Climate Survey regarding "School-to-Home Communication on Attendance."                         | 65%                                                                                                                                                                                                        | 10% increase in parents reporting proactive school communication.                                                                                                                                                                                                                                                                                                                  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                         | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1                     | 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          | <p>2,275</p> <p>Title I Part A: Parent Involvement</p> <p>4000-4999: Books And Supplies</p> <p>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.</p> <p>Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings)</p> <p>Materials, supplies and light</p> |

|            |                                                                                                                                                                                                                                                               |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                                                                               |                                                                                                                                                 | refreshments for parent engagement activities. Materials and supplies, including snacks for school events                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>4.2</b> | 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)                                                                                           | <p>None Specified<br/>2000-2999: Classified Personnel Salaries<br/>Childcare (see Goal 4: 1.)</p> <p>None Specified<br/>2000-2999: Classified Personnel Salaries<br/>Translation/Interpreters (see Goal 4: 1)</p> <p>None Specified<br/>4000-4999: Books And Supplies<br/>Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings)<br/>Publicize and provide support for attendance at Parent Meetings and school events<br/>Publicize and provide support for attendance at Parent Meetings and school events (see Goal 4: 1.1)</p> |
| <b>4.3</b> | 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>4.4</b> | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>4.5</b> | Counseling Services                                                                                                                                                                                                                                           | Students needing support with anxiety coping skills, SEL Support, attention and impulsivity control skills, organizational and attention skills | <p>None Specified<br/>None Specified<br/>Add an additional Counseling Day</p> <p>Purchase materials and supplies for supplemental SEL instruction, intervention, and enrichment, including snacks and drinks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>4.6</b> | Extracurricular Enrichment Programs, including art, music, computer, math, science , and other special interest clubs                                                                                                                                         | All students with priority given to students furthest                                                                                           | None Specified<br>None Specified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|             |                                                                                                                                                                                                                                      |                                                                                                    |                                                                                                                                                                                                                                          |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | Provide interactive guidance, structured sports instruction and supervision during recesses to facilitate positive behaviors and peer interactions.                                                                                  | from opportunity and most in need of support                                                       | ( See Goal 1)Program Cost (Chess, Alera Sports, Arts Connect, Starting Arts. Montalvo Arts Program, Keeping Busy/Healthy Play/Playworks)                                                                                                 |
| <b>4.7</b>  | Implement MTSS process and IEP Release Time                                                                                                                                                                                          | All students with priority given to students furthest from opportunity and most in need of support | None Specified<br>None Specified<br>Professional Development/Training for Staff and Yard Duty<br><br>None Specified<br>None Specified<br>Materials (posters, incentives, etc)                                                            |
| <b>4.8</b>  | Safety and Emergency Preparedness CPR/1st Aid/Emergency Response Training (Run, Hide, Defend) for staff including materials (communication equipment, replenish consumables, IDs/tags)                                               | All                                                                                                | 673<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br>CPR/First Aid/Emergency Response Training for Staff and Yard Duty including Materials (communication equipment, replenish consumables, ID's/tags) |
| <b>4.9</b>  | Curriculum related field studies and programs in addition to literacy related trips, including Digging Deeper Collaborative K-5 and 5th grade Science Camp.                                                                          | All                                                                                                | None Specified<br>None Specified<br>Science Camp (District Funded)<br><br>None Specified<br>None Specified<br>Field study trips related to other curricular areas (See Goal 1)                                                           |
| <b>4.10</b> | 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                                                                                                | None Specified<br>6000-6999: Capital Outlay Technology (Headphones, iPads, Digital Camera, copier supplies, etc.)                                                                                                                        |

## Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Mayne's climate strategy is shifting from sustaining safety to an activation Phase (driving attendance).

Tier 1: Mayne continues to implement school-wide Positive Behavior Interventions and Supports (PBIS) and begins to dabble in Restorative Practices. This has resulted in a Blue (0%) Suspension Rate, creating a foundation where students feel safe and valued. Teachers and staff prioritize "social-emotional learning" (SEL) to ensure that the school environment is welcoming, which is the first step in encouraging attendance.

Tier 2: Recognizing that "Standard Notification" has been too slow, Mayne is moving toward a more proactive model. Mayne is coordinating Instructional/Emotional Support Providers to ensure that attendance follow through is efficient and responsive. Mayne is prioritizing families of chronically absent students, especially within the EL and SED subgroups.

Effectiveness of the Strategies:

The effectiveness of Goal 4 is currently "Highly Effective for Safety" but "Developing for Engagement."

Data:

Maintaining a 0% rate across all subgroups (Hispanic, SED, EL, SWD) is an incredible indicator of a highly effective behavioral system. It proves that Mayne has eliminated exclusionary discipline as a barrier to learning.

Despite the safe climate, the 12.9% Chronic Absenteeism rate (and the 4.4 point jump for ELs) shows that the previous attendance implementation was not effective. It was too reactive to protect the 26.4 point achievement gap in ELA and the 25.5 point gap in Math.

The data proves that a "safe school" does not automatically lead to a "present school." The effectiveness of the climate is currently being capped by a lack of rapid follow-through with parents.

The overall effectiveness of Goal 4 relies on turning the school's social capital (trust) into academic capital (attendance).  
2026-27 Goals:

Mayne must prioritize a "phone call today" over a "letter next week." The more efficient the response, the less instructional time is lost.

Effectiveness will increase when parents see the direct connection between their child being in class and their child receiving the UFLI, SRSD, Reading and Math instruction.

By using the same restorative "We miss you" language that kept suspension at 0%, Mayne can dismantle the barriers causing the 13.6% EL absenteeism.

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. Moving forward, this will be funded through Discretionary Funds.

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 need to track 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       | \$315,228.00 |
| 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                             | \$227,500.00    |
| Title I Part A: Parent Involvement  | \$2,275.00      |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

Subtotal of additional federal funds included for this school: \$229,775.00

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                    | \$85,453.00     |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

Subtotal of state or local funds included for this school: \$85,453.00

Total of federal, state, and/or local funds for this school: \$315,228.00

# 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                | 85453  | 0.00    |
| Title I                            | 227500 | 0.00    |
| Title I Part A: Parent Involvement | 2,275  | 0.00    |

## Expenditures by Funding Source

| Funding Source                     | Amount     |
|------------------------------------|------------|
| Targeted Allocation                | 85,453.00  |
| Title I                            | 227,500.00 |
| Title I Part A: Parent Involvement | 2,275.00   |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount     |
|-------------------------------------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries                        | 224,827.00 |
| 2000-2999: Classified Personnel Salaries                          | 85,453.00  |
| 4000-4999: Books And Supplies                                     | 4,275.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | 673.00     |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                                  | Funding Source      | Amount     |
|-------------------------------------------------------------------|---------------------|------------|
| 2000-2999: Classified Personnel Salaries                          | Targeted Allocation | 85,453.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I             | 224,827.00 |
| 4000-4999: Books And Supplies                                     | Title I             | 2,000.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I             | 673.00     |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 234,762.00         |
| Goal 2      | 56,220.00          |
| Goal 3      | 21,298.00          |
| Goal 4      | 2,948.00           |

# 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 March 31, 2026.

Attested:



Principal, Socorro Olmos on March 31, 2026



SSC Chairperson, Stefanie Blanco on March 31, 2026