

Moreland School District
George C. Payne Elementary
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Moreland School District
4711 Campbell Avenue
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(408) 874-2901

BOARD OF EDUCATION

Heather Sutton
Shelly Hong
Ryan Sales
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DISTRICT ADMINISTRATION

Clover Codd, Ed.D.
Superintendent
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Destiny Ortega
Assistant Superintendent,
Educational Services
Jennifer Baldwin
Assistant Superintendent,
Human Resources
Evangeline Reyes
Chief Business Official

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



**MORELAND
SCHOOL
DISTRICT**



SCHOOL STATEMENTS

School Mission:

At Payne Elementary School, we create a positive learning environment in which all members of the school community are engaged to collaborate productively, communicate effectively, and think critically and creatively. Our diverse staff, families, and community partner together to empower every child to become a productive, caring citizen of an ever-changing global society.

SCHOOL PROFILE

Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make the school the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. The school is committed to providing a rigorous and challenging academic program.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	43.3
Male	56.7
Non-Binary	
American Indian or Alaska Native	0.2
Asian	30.1
Black or African American	2.7
Filipino	3.6
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.8
White	19.5
Two or More Races	9.2
EL Students	26.6
Foster Youth	
Homeless	1
Military	
Socioeconomically Disadvantaged	33.5
Migrant Education	
Students with Disabilities	11.5

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	84
1st	88
2nd	77
3rd	84
4th	72
5th	73
6th	0
Total	478

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	92.00	177.10	90.72	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.69	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.20	2.16	12,115.80	4.41
Unknown	2.00	8.00	12.50	6.42	18,854.30	6.86
Total Teaching Positions	25.00	100.00	195.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	90.91	173.30	93.11	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	0.40	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.90	1.05	11,953.10	4.28
Unknown	2.00	9.09	10.10	5.43	15,831.90	5.67
Total Teaching Positions	22.00	100.00	186.10	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/06/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Classroom K1, Classroom K2: Walls need painting.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom 1: Restroom needs deep cleaning. Classroom 2, Classroom 3, Classroom A4: Deep clean floor. Classroom 4: Walls need cleaning, Ceiling tile needs cleaning. Classroom 7: Clean walls, clean sink drain. Classroom A4: Tile floor is dirty. Classroom K2: Clean toilet fixtures.
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	Office: Roof leak in office of the Assistant Principal.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: Asphalt is cracked. Need to improve fence security.

SCHOOL FACILITIES

Payne Elementary was originally constructed in 1961 and is currently comprised of 20 regular education classrooms, 2 special education classrooms, a cafeteria, three playgrounds, grassy play areas, Library, STEAM Lab, one speech room, three Extended Care rooms and the Moreland Preschool.

Cleaning Process

Payne Elementary provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair

A scheduled maintenance program is administered by Payne Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Moreland School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

INSTRUCTIONAL MATERIALS

Pursuant to the settlement of Williams vs. the State of California, Moreland Elementary School District thoroughly inspected each of its school sites at the start of the 2019-20 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 22, 2020.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5 / Course: English/Language Arts / Publisher: Benchmark Education Co. / Series: Benchmark Advance / Adoption: 2017	Yes	0
Mathematics	Grades: K-5 / Course: Mathematics / Publisher: McGraw-Hill / Series: Eureka Math / Adoption: 2016	Yes	0
History / Social Science	Grades: K-5 / Course: Social Science/History / Publisher: Savvas Learning Company / Series: myWorld Social Studies / Adoption: 2022	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: STEMscopes / Series: STEMscopes / Adoption: 2019	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	60	65	47
Mathematics (Grades 3-8 and 11)	59	57	33
Science (Grades 5, 8, and 10)	47	51	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	234	228	97.44	2.56	59.65
Male	122	117	95.90	4.10	53.85
Female	112	111	99.11	0.89	65.77
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	66	64	96.97	3.03	92.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	82	97.62	2.38	30.49
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	45	43	95.56	4.44	60.47
Two or More Races	23	23	100.00	0.00	73.91
EL Students	54	51	94.44	5.56	21.57
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	86	85	98.84	1.16	29.41
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	37	34	91.89	8.11	20.59

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	234	229	97.86	2.14	58.95
Male	122	118	96.72	3.28	64.41
Female	112	111	99.11	0.89	53.15
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	66	65	98.48	1.52	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	82	97.62	2.38	26.83
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	45	43	95.56	4.44	69.77
Two or More Races	23	23	100.00	0.00	82.61
EL Students	54	52	96.30	3.70	23.08
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	86	84	97.67	2.33	28.57
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	37	33	89.19	10.81	30.30

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	78	77	98.72	1.28	46.75
Male	42	41	97.62	2.38	51.22
Female	36	36	100.00	0.00	41.67
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	24	23	95.83	4.17	69.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	22.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	20	19	95.00	5.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	30	100.00	0.00	20.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	11	11	100.00	0.00	18.18

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	97	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	517	506	85	16.8
Female	224	219	36	16.4
Male	293	287	49	17.1
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	151	146	7	4.8
Black or African American	15	15	6	40
Filipino	17	17	4	23.5
Hispanic or Latino	164	163	50	30.7
Native Hawaiian or Pacific Islander	4	4	0	0
White	102	101	11	10.9
Two or More Races	51	47	5	10.6
EL Students	141	139	28	20.1
Foster Youth	1	1	1	100
Homeless	7	7	3	42.9
Military				
Socioeconomically Disadvantaged	182	179	51	28.5
Migrant Education	0	0	0	0
Students with Disabilities	80	77	28	36.4

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents and the community are very supportive of the educational programs at Payne Elementary. Parents are encouraged to volunteer at the school and chaperone events such as the Family Dance, Movie Nights, and Family Education Nights. Participation in fundraising efforts such as Walkathon, Book Fair, and the Silent Auction are also encouraged. Additional opportunities for involvement include: Home and School Club, Art in Action, ABC Reader, Los Dichos, School Site Council, Walk and Roll, and English Learner Advisory Committee.

The school receives additional support from the Moreland Educational Foundation, local business, and community service organizations throughout the San Jose area.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of the school. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Safety Committee. All revisions are communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Additionally, visitors must check in at the school office before entering the school campus.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.17	0	0	0	0	0
District	0.83	0	0.98	0	0	0.02
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff.

Teachers are provided with three professional development days during the school year that focus on district initiatives and needs identified by staff. Throughout the year, teachers have six district collaboration meetings that are used for professional development and collaboration using a menu of options. This professional development model is created using teacher and administrator feedback.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	10	10	10

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

COUNSELING AND SUPPORT SERVICES

In addition to academics, the staff at George C. Payne Elementary strives to assist students in their social-emotional needs and development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. PBIS is the general discipline support program. A social-emotional curriculum (Kimochis), mindful moments, cool down strategies, and community circles are utilized at all grade levels. The Social Emotional Leadership Committee has been trained in restorative practices. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

The school offers a variety of programs to students who are struggling to meet grade-level standards. Students are identified as academically and/or behaviorally at risk through a Problem Solving Plan protocol. An improvement program is developed that may include intervention within the classroom or instruction from specialized personnel. Students may be referred to Special Education for further evaluation. Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team (SST) develops a Problem Solving Plan for students with emotional, social, and/or developmental disabilities who have been referred by staff or parents. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the Resource Specialist Program, and/or sessions with other members of the support staff.

The school also offers after school care through the Extended Care Program for all students.

Students are identified as English Learners (EL) during the enrollment process and through the English Language Proficiency Assessments for California (ELPAC). George C. Payne Elementary provides English Language Development (ELD) through an integrated program during the regular school day. Teachers incorporate SDAIE (Specially Designed Academic Instruction in English) methods throughout their lessons to better support EL students.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	25	21	21		1		5	4	3			
1st	24	22	24				3	4	3			
2nd	23	23	19			4	3	4				
3rd	28	25	25		1	2	3	2	1	1	1	1
4th	27	27	29				3	3	2			
5th	33	29	30					3	2			
6th												
Other	14	9	18	2	2	2	1		2			

DISTRICT REVENUE SOURCES

In addition to general state funding, Moreland Elementary School District received state and federal categorical funding for the following support programs:

- Class Size Reduction
- Economic Impact Aid
- Drug, Alcohol and Tobacco Prevention Education
- Gifted and Talented Education
- Peer Assistance and Review
- School Improvement Program
- Title I

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6,859
School: From Supplemental/Restricted Sources	\$ 340
School: From Basic/Unrestricted Sources	\$ 6,519
District: From Basic/Unrestricted Sources	\$ 6,305
Percentage of Variation between School & District	3.39 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-1.14 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 59,078	\$ 51,591
Mid-Range Teachers	\$ 83,075	\$ 79,620
Highest Teachers	\$ 110,324	\$ 104,866
Elementary School Principals	\$ 168,238	\$ 131,473
Middle School Principals	\$ 177,565	\$ 135,064
High School Principals	\$ 0	\$ 137,679
Superintendent	\$ 274,157	\$ 205,661
Teacher Salaries	34 %	33 %
Administrative Salaries	7 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 88,823
District	\$ 87,838
Percentage of Variation between School & District	1.12 %
All Similar School Districts	\$ 84,612
Percentage of Variation between School & State	4.98 %