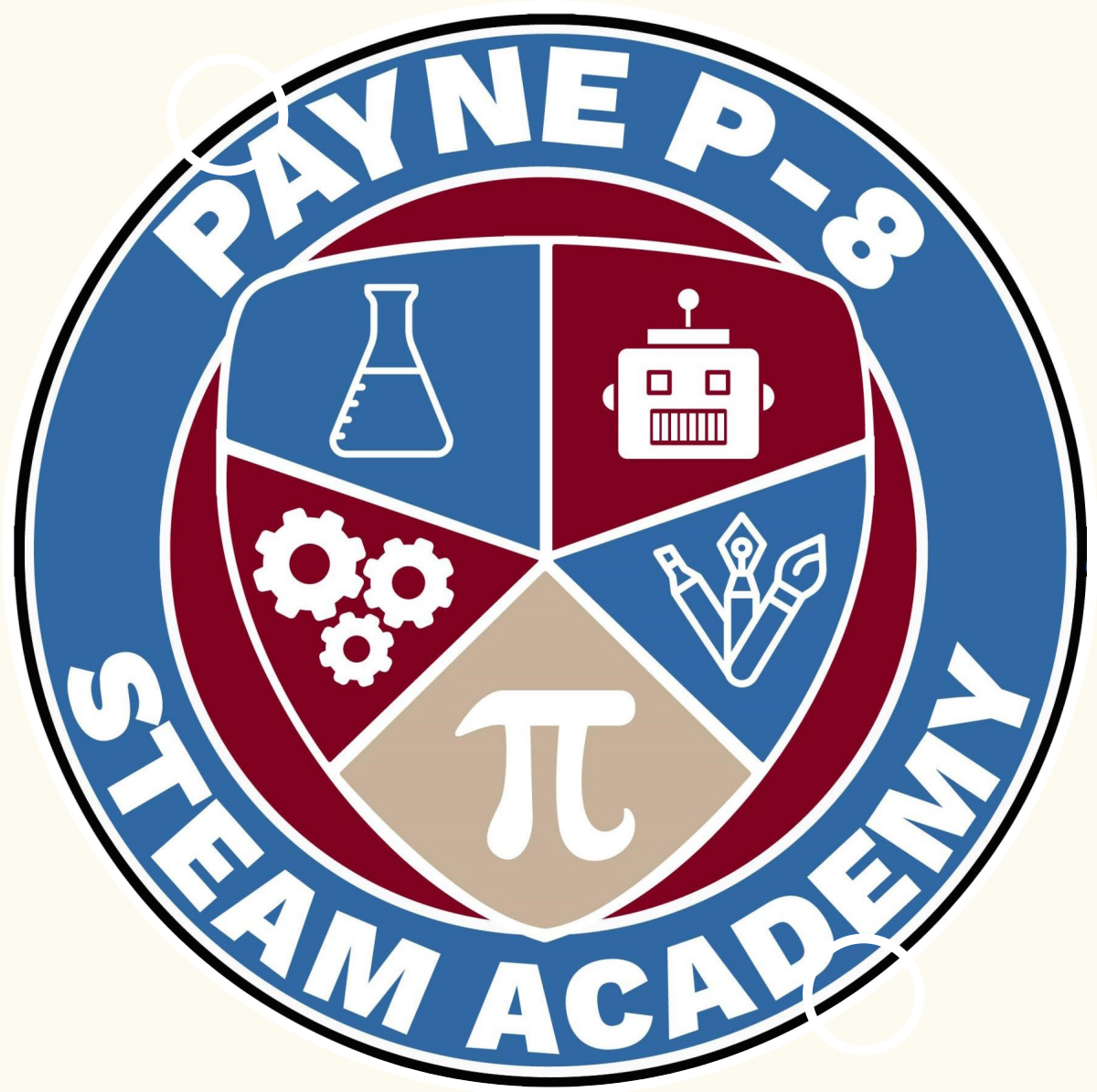


Beulah Payne P-8 STEAM Academy

215 West 94th Street Inglewood, CA 90301 ▪ payne.inglewoodusd.com
Shonda Calhoun, Principal ▪ shonda.calhoun@inglewoodusd.com ▪ (310) 680-5410
Grades P-8 ▪ CDS Code 19-64634-6014559

Work HARD! Dream BIG!



Inglewood Unified School District

401 South Inglewood Avenue Inglewood, CA 90301 ▪ inglewoodusd.com
James Morris, Ed.D., County Administrator ▪ james.morris@inglewoodusd.com ▪ (310) 419-2700

Principal's Message

Welcome to Beulah Payne P-8 STEAM Academy where we are committed to continuous high levels of learning for all in order to ensure academic, emotional and social growth.

Beulah Payne Elementary School was constructed in 1954 and has the distinction of being the only school in IUSD named for an IUSD teacher. The school is located in what is known as Inglewood's central corridor, just one mile from the entrance to the SoFi Stadium.

Beulah Payne STEAM Academy takes pride in fostering a positive and inclusive learning environment grounded in Positive Behavior Interventions and Supports (PBIS) practices. The Academy's Core Values—Be Safe, Be Responsible, Be Respectful—guide the conduct of our scholars and staff. The instructional programs at Payne are responsive to the whole child. There are services for Special Education, English Learners, Gifted and Talented Education (GATE) and Accelerated Learners. Payne STEAM Academy has created an AVID-driven educational setting that celebrates diversity and prepares students for the challenges of college and career in the 21st century. Each Payne classroom has adopted a College/University to represent and learn the importance of hard work and motivation for a successful educational future. The District Student Advisory Council (DSAC) works with other schools in the Inglewood Unified School District, their peers and the staff at both the district level and at the academy to have a voice in planning their future.

Beulah Payne continues to develop its STEAM focus internally and through community partnerships. The school partners with Education Through Music-Los Angeles to provide weekly professional music instruction for all Payne TK-8 scholars. The Conga Kids dance program provides weekly dance instruction to our fourth and fifth grade scholars. Payne also partners with The Engineer Factory to provide TK-8 scholars the opportunity to engage in standards-based engineering projects, Student Leadership and an Advancement Via Individual Determination (AVID) period are elective courses offered to middle school scholars. All Payne classrooms are equipped with a ViewSonic LCD Board, which is used to implement and support the Amplify Core Knowledge Language Arts (CKLA) program and SAVVAS Math. All TK-2 scholars are issued an iPad and every scholar in grades 3-8 is assigned a Chromebook. Scholars use the ClassLink dashboard to access the many different programs and apps such as: Google Classroom, i-Ready, Amplify, SAVVAS, Renaissance and Imagine Learning Language, Literacy and Math, and MyPath Reading and Math for English Language Learners.

Free after-school care and homework help are offered through the local YMCA. Our English Language Learners are offered either a Newcomer Academy or a Mentor Academy for our Long-Term English Learners (LTELs) to build and improve their English proficiency levels. Additional after-school enrichment opportunities include choir and teacher-led tutoring sessions. Our GATE students attend a monthly GATE Academy for enrichment learning activities offered by the school district.

Beulah Payne STEAM Academy understands the importance of daily, on-time student attendance. Our Attendance Task Force plans events to celebrate Payne scholars with a monthly Perfect Attendance Incentive Celebration, awards, Panda Bucks, poster campaigns, and classroom flags that are posted outside of the classrooms to announce their Perfect Attendance on a daily basis. We proudly display our monthly attendance percentages by grade level in the main office.

Beulah Payne STEAM Academy encourages community involvement with assistance from our wonderful PTA and parent volunteers, who help in planning and implementing the many Payne events and offerings:

- Back-to-School Ice Cream Social
- Kindergarten Meet & Greet
- National AVID Day & College/University Classroom Announcements
- PBIS Panda Store & Monthly PBIS Incentive Celebration Events
- Theme Dress Up Days to encourage school spirit
- Back-to-School Night & Open House
- Hispanic Heritage Month
- Dia de los Muertos/Halloween Parade
- The Great ShakeOut Earthquake Drill
- Winter & Spring Concerts
- Red Ribbon Week
- Math & Literacy Nights
- Martin Luther King Jr. Speech Contest
- Black History Month
- Read Across America Week
- Dental Visits
- Monthly Student Awards Assemblies
- Perfect Attendance Celebrations
- Science/STEM Fair
- RIF Book Events
- AVID College and Career Spirit Week and Parade
- Spelling Bee
- Asian & Pacific Islander Month
- Kindergarten Round-Up
- 5th Grade Culmination Field Trip
- Eighth Grade Special Events & Promotion Ceremony

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

The Inglewood Unified School District (IUSD) will nurture, educate, and graduate students who are self-responsible and self-disciplined; who are critical and creative thinkers; who master the core academic disciplines; and who are advocates for equity and social justice for self and their community.

Vision Statement

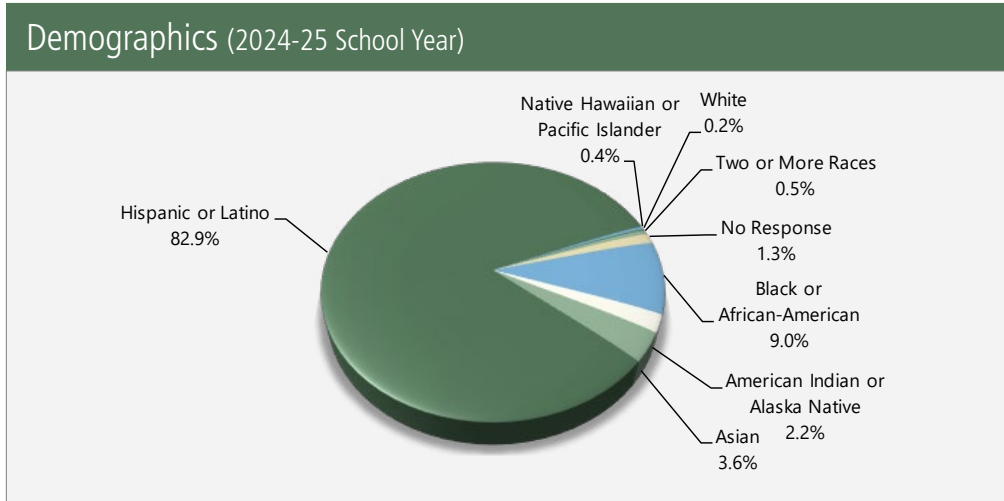
The vision of the Board of Education is to provide transformational leadership so that the Inglewood Unified School District thrives.



Beulah Payne's CORE VALUES: Be Safe, Be Responsible, Be Respectful!

Enrollment by Student Group

The total enrollment at the school was 554 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.



Parental Involvement

Beulah Payne STEAM Academy offers many ways for parents, families and the community to participate in the life of our school, and we depend on volunteers to keep our programs thriving. Parents may join our School Site Council (SSC), which works with administration to develop the School Plan for Student Achievement (SPSA) and to help allocate Title I expenditures. Parents of English learners are vital to our English Learner Advisory Committee (ELAC) and our outreach efforts on behalf of new families. Payne’s strong Parent Teacher Association (PTA) works diligently to fundraise for special programs to enhance student learning through field trips, student assemblies, special community events and Panda Buck rewards. Our PTA is also a part of our Beautification Committee, which helps keep Payne looking its best!

Our Community Liaison is a valuable resource to our Payne families by offering workshops and support with our Parent Portal system, our ParentSquare communication program, nutrition, stress management and well-being workshops and the FACTOR Program, in which parents learn how to connect with and support their students’ education. We are always looking for family and community volunteers. If you are interested in supporting our Payne Community and need more information on becoming involved, please contact Office Manager Veronica Guillen or Community Liaison Norma Gonzalez at (310) 680-5410.

School Safety

Beulah Payne STEAM Academy has developed a School Safety Plan to ensure a safe and secure school that fosters an environment focused on learning for all staff and students. Payne is a closed campus that requires individuals to check in at the office before entering the campus. The school day begins at 8:05 AM through the school’s main gate. We encourage families to stay informed and follow the specific grade level, dismissal schedule, along with their campus exit locations. A crossing guard is located on 94th Street and Truro Avenue and city Safety Officers assist with traffic control to keep our Payne families safe.

The School Safety Committee meets monthly to review, update, and implement the plan. Our goals focus on timely reporting of crime and violence on campus; a clear child-abuse reporting procedure; evacuation and disaster preparedness procedures; clear, fair, and consistent discipline policies; clear suspension and expulsion procedures; a school uniform policy; safety while arriving or leaving school; and a periodic review, assessment and revision of our safety plan. The School Safety Plan is available in our school office and on the school website for review.

The School Safety Plan was last reviewed, updated and discussed with the school faculty in September 2025.

To promote student engagement and ensure safety on campus—particularly regarding cell phone usage—the district and school are implementing the use of Yondr pouches. These pouches will securely store student phones during the school day. This program will apply to students in grades 3 through 8.

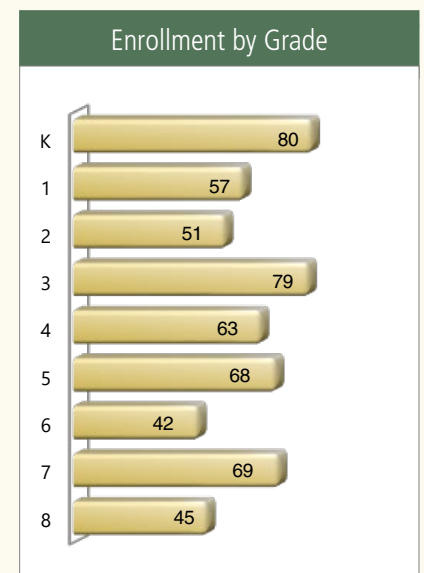
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	50.00%
Male	50.00%
Non-Binary	0.00%
English Learners	35.90%
Foster Youth	0.20%
Homeless	2.90%
Migrant	0.00%
Socioeconomically Disadvantaged	93.90%
Students with Disabilities	9.70%



Enrollment by Grade

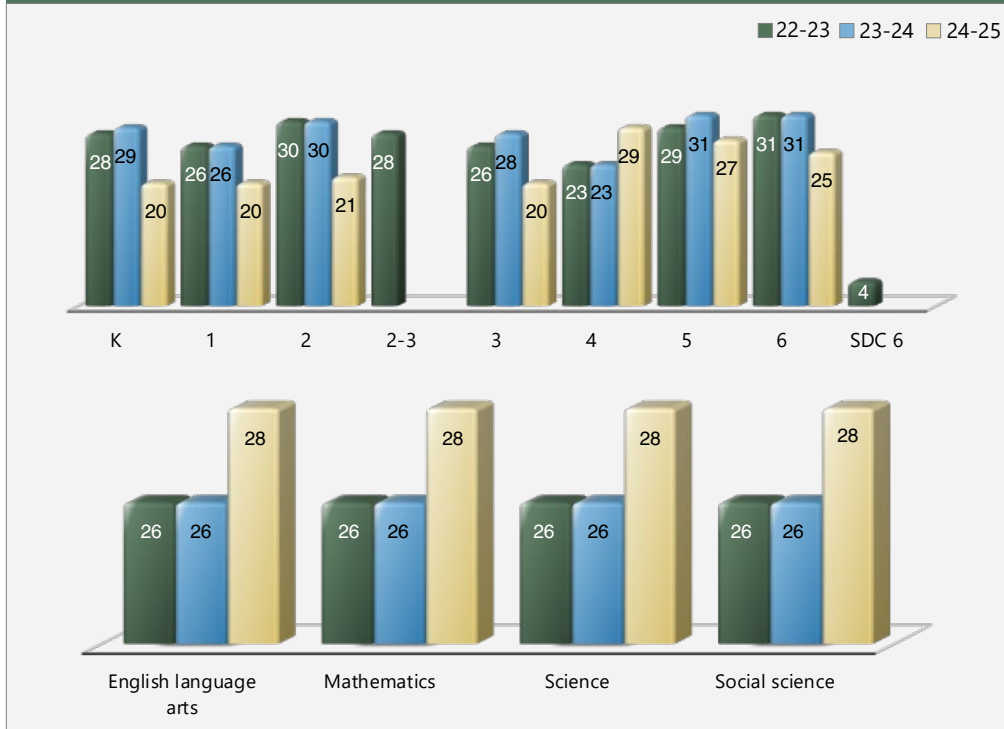
The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

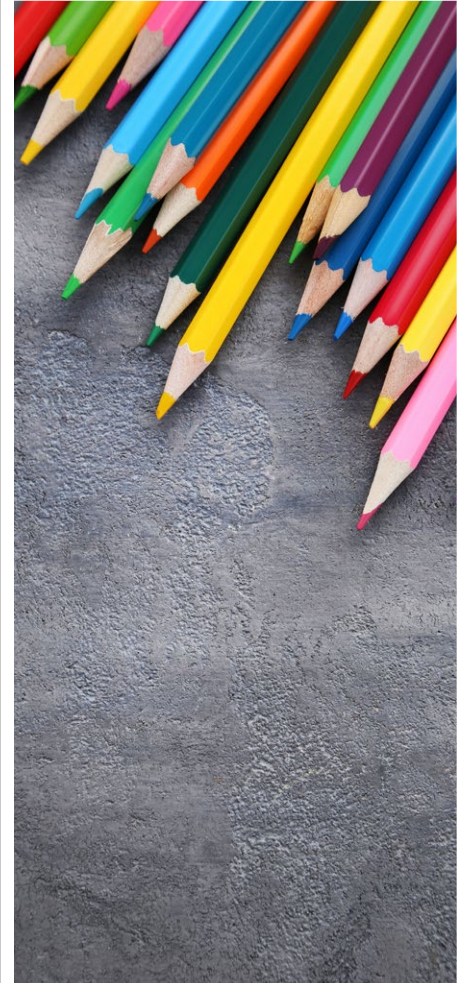
Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2		3		
1		2			2		2	1	
2	1	2		1	2			3	
2-3		1							
3	1	2		1	2		3		
4	1	2		1	2			3	
5		2			2			3	
6	2	1	1		2			2	
SDC 6	1								
Subject									
English language arts	7	2	1	6	3			3	1
Mathematics	3	2	1	4	2			3	1
Science	3	2	1	4	2			3	1
Social science	3	2	1	4	2			3	1

“The Academy’s Core Values—Be Safe, Be Responsible, Be Respectful—guide the conduct of our scholars and staff.”



California School Dashboard

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

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Payne P-8			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	5.40%	3.10%	5.70%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.70%	0.00%
Female	4.60%	0.00%
Male	6.80%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	8.30%	0.00%
Asian	4.40%	0.00%
Black or African American	6.80%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.80%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.30%	0.00%
Foster Youth	0.00%	0.00%
Homeless	6.50%	0.00%
Socioeconomically Disadvantaged	6.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.40%	0.00%

Professional Development

Beulah Payne STEAM Academy has a regular staff meeting every Tuesday from 1:35 p.m. to 3:30 p.m. in which teachers are involved in professional development, grade-level and subject-content meetings, data analysis and planning that uses Professional Learning Communities (PLC). Solution Tree coaches visit our campus monthly to support our staff with implementing Multi-Tiered Systems of Support (MTSS).

During the year, Payne staff is provided with opportunities to attend conferences and workshops related to Professional Learning Communities (PLC), Amplify CKLA and SAVVAS curriculum, and professional development and support training to enhance math and English Language Arts achievement. The Multi-tiered Systems of Support along with Positive Behavioral Interventions and Supports (PBIS) assist the staff with focusing on student engagement, discourse, small group instruction and intervention. During the summer and throughout the school year teachers attend AVID and PBIS training to further support the program's implementation. As our vision says: Our school policies, practices and procedures will reflect our commitment to high levels of learning for all.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	10
2024-25	19
2025-26	20

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.



California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	98.60%	97.10%	95.70%	98.60%	98.60%
7	99.00%	97.30%	95.90%	98.60%	98.60%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	581	176	30.30%
Female	303	286	77	26.90%
Male	309	295	99	33.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	12	12	3	25.00%
Asian	23	22	9	40.90%
Black or African American	59	55	16	29.10%
Filipino	❖	❖	❖	❖
Hispanic or Latino	502	476	142	29.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	232	221	52	23.50%
Foster Youth	❖	❖	❖	❖
Homeless	31	24	11	45.80%
Socioeconomically Disadvantaged	580	555	170	30.60%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	63	62	18	29.00%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

Beulah Payne STEAM Academy offers a wide array of programs for all students. Payne has a large population of English language learners. All teachers at Payne STEAM Academy are certified in Cross-cultural Language and Academic Development (CLAD or BCLAD). English Language Development (ELD) is taught daily during a designated and integrated ELD program using Amplify Language Studio for grades K-5 and iLit ELD for middle school students. ELD instruction is embedded in the classroom's daily schedule with a goal to reclassify our English language learners to work toward an achievement level of proficient or advanced proficiency in English by the fifth grade. Parents of English learners are encouraged to participate in the ELAC, which works with the SSC to enhance the ELD program. English language learners and newcomers in particular use the following technology programs to support their learning: Imagine Learning Language, Literacy and Math, and MyPathReading and Math for English Language Learners.

Beulah Payne STEAM Academy offers a Resource Specialist Program that includes one full-time teacher (K-8) who collaborates with general education teachers to provide push-in or pull-out individualized student support. A speech therapist works with Payne students full-time, and a school psychologist and a counselor provide services to Payne students and families on a daily basis.

Social Emotional Learning (SEL) continues to be a growing need in today's world. To support our scholars Beulah Payne has partnered with Didi Hirsch and Hazel Health to provide access to mental health support and therapy services. Private sessions are available both at school and at home. If you are interested in the Hazel Health program, please contact our school counselor, Jacqueline Celis, at (310) 680-5410.

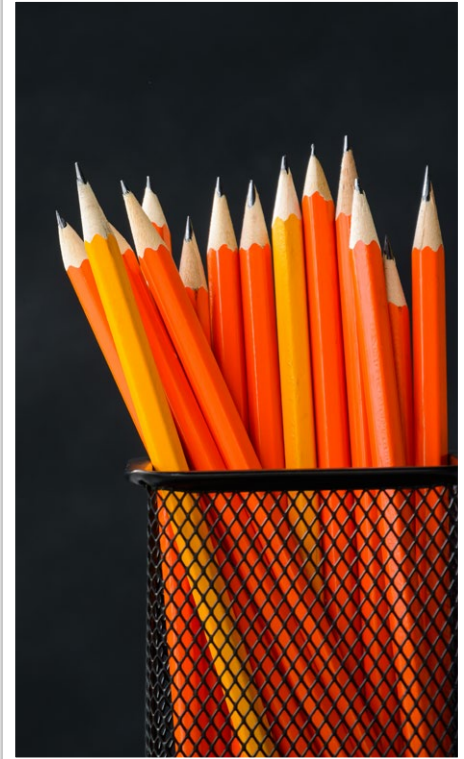
In an ever-changing world, Payne teachers are committed to supporting students' emotional well-being. Through fun and engaging lessons using the ReThinkEd program. Students will build awareness, understanding, and learn the tools they need to manage their emotional needs. These social and emotional learning (SEL) lessons help ensure every student receives the support they need to thrive.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	Payne P-8		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	6.82%	19.44%	8.88%	13.11%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	Payne P-8		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	23%	30%	35%	39%	46%	48%
Mathematics	16%	18%	21%	24%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	111	108	97.30%	2.70%	19.44%
Female	45	44	97.78%	2.22%	15.91%
Male	66	64	96.97%	3.03%	21.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	92	89	96.74%	3.26%	15.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	31	30	96.77%	3.23%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	74	72	97.30%	2.70%	19.44%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19	16	84.21%	15.79%	12.50%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	372	352	94.62%	5.38%	29.83%
Female	168	162	96.43%	3.57%	31.48%
Male	204	190	93.14%	6.86%	28.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	11	91.67%	8.33%	81.82%
Black or African American	35	34	97.14%	2.86%	35.29%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	311	294	94.53%	5.47%	25.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	132	120	90.91%	9.09%	11.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	233	220	94.42%	5.58%	28.64%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	47	41	87.23%	12.77%	7.32%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	372	364	97.85%	2.15%	17.86%
Female	168	166	98.81%	1.19%	14.46%
Male	204	198	97.06%	2.94%	20.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	12	100.00%	0.00%	66.67%
Black or African American	35	35	100.00%	0.00%	22.86%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	311	303	97.43%	2.57%	13.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	132	131	99.24%	0.76%	9.16%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	233	228	97.85%	2.15%	16.23%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	47	41	87.23%	12.77%	4.88%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

Textbook committees were formed from each grade span: TK-5, 6-8 and 9-12. Committee members included administrators and teacher representatives of each grade level and/or department. Each committee attended textbook "toolbox" training through the Los Angeles County Office of Education. These trainings provided members with rubrics and checklists for staff to use during the selection process. The committee used the toolbox to select at least three state-approved publishers to pilot throughout the district. Teachers piloted all options, analyzed each using the toolbox rubrics, and voted for the most appropriate state-approved textbook. In addition, the piloted textbooks were on display at the district for parent input. The committees used all data to make final recommendations to the Advisory Board and state administrator for approval. Each textbook adoption was approved at a public board meeting.

The county administrator makes the final decision on textbook adoptions.

The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was held on October 1, 2025. All IUSD textbooks are chosen using the state-approved list and fit with in the California curriculum frameworks for that adoption.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Amplify Core Knowledge Language Arts (TK-5)	2023
Reading/language arts	Amplify ELA (6-8)	2016
Mathematics	Saavas Envision Math (TK-8)	2023
Science	California Inspire Science (TK-5)	2021
Science	California Inspire Science Integrated (6)	2021
Science	California Inspire Life Science (7)	2021
Science	California Inspire Physical Science (8)	2021
Science	California Spanish Inspire Science (K-5)	2021
Science	California Spanish Inspire Science Integrated (6)	2021
History/social science	California Impact: Learning and Working Now and Long Ago, McGraw Hill Education (K)	2019
History/social science	California Impact: A Child's Place in Time and Space, McGraw Hill Education (1)	2019
History/social science	California Impact: People Who Make a Difference, McGraw Hill Education (2)	2019
History/social science	California Impact: Continuity and Change, McGraw Hill Education (3)	2019
History/social science	California Impact: A Changing State, McGraw Hill Education (4)	2019
History/social science	California Impact: US History: Making a New Nation, McGraw Hill Education (5)	2019
History/social science	World History: Ancient Civilizations, National Geographic (6)	2019
History/social science	World History: Medieval and Early Modern Times, National Geographic (7)	2019
History/social science	US History: American Stories, Beginnings to World War I, National Geographic (8)	2019
ELD	Language Studio, Amplify (K-5)	2024
ELD	ELD California, Amplify (6-8)	2024
ELD (Newcomer/LTEL)	iLitELL, SAVVAS Learning Company (6-12)	2024
Spanish (Frank D. Parent)	¡Listos!, Vista Higher Learning (K-5)	2024

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2025-26 School Year	
Data collection date	10/1/2025

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Fair
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/27/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Ceiling tile needs to be replaced in the Multi-Purpose room. Work order has been submitted and will be taken care of by a Maintenance Staff.
Cleanliness	Library floor needs mopping; Room K-2 floor needs cleaning and mopping. Custodial staff will complete this task.
Restrooms/fountains	Broken faucet to sink in girls restroom near room 101; Girls restroom on D-building has a broken soap dispenser; K-1 restroom has a broken soap dispenser. Work order has been submitted and will be taken care of by a Maintenance Staff.

School Facilities

Beulah Payne Elementary School was constructed in 1954. Payne STEAM Academy currently consists of 33 classrooms, office facilities, a library and multipurpose room that is used for meals and assemblies. A two-story classroom building built in 2013 houses the library, media lab, student and staff restrooms, an elevator and all 2-6 grade classrooms. Measure GG and LAWA funds were utilized to fund the extensive modernization project in 2019 that included new modular classrooms for middle school grades, new windows and air conditioning in all classrooms and exterior paint. Facilities are well-maintained by a three-person custodial staff and monitored daily by administration. Classrooms, offices and bathrooms are cleaned daily. Our Beautification Committee that consists of Payne scholars, families and community volunteers, help to keep our campus looking its best!



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



“Each Payne classroom has adopted a College/University to represent and learn the importance of hard work and motivation for a successful educational future.”

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.2	88.6%	343.4	82.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	3.0	0.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	3.0%	37.0	8.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.1%	14.8	3.6%	11,953.1	4.3%
Unknown	1.8	7.3%	18.7	4.5%	15,831.9	5.7%
Total Teaching Positions	25.0	100.0%	417.1	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.7	80.5%	293.2	76.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.7	8.0%	6.4	1.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	53.3	13.8%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	5.1	1.4%	11,746.9	4.2%
Unknown	2.5	11.5%	27.3	7.1%	14,303.8	5.2%
Total Teaching Positions	22.0	100.0%	385.5	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.3	83.3%	273.4	73.20%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	4.6%	11.8	3.20%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.6%	64.2	17.20%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	2.6	0.70%	12,112.8	4.3%
Unknown	1.6	7.6%	21.3	5.70%	13,705.8	4.9%
Total Teaching Positions	22.0	100.0%	373.6	100.00%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.7	0.0	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.7	0.0	1.0



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.2	0.0	0.0
Total Out-of-Field Teachers	0.2	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4%	0.0%	6.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	543:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)		
	Inglewood USD	Similar Sized District
Beginning teacher salary	\$44,687	\$62,145
Midrange teacher salary	\$71,242	\$97,088
Highest teacher salary	\$89,269	\$120,435
Average elementary school principal salary	\$130,727	\$151,342
Average middle school principal salary	\$127,113	\$159,513
Average high school principal salary	\$154,003	\$177,260
Superintendent salary	\$300,000	\$294,804
Teacher salaries: percentage of budget	16.84%	29.95%
Administrative salaries: percentage of budget	4.64%	5.40%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Payne P-8	\$5,046	\$79,596
Inglewood USD	\$4,332	\$79,280
California	\$11,146	\$100,065
School and district: percentage difference	+16.5%	+0.4%
School and California: percentage difference	-54.7%	-20.5%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	\$5,199
Expenditures per pupil from restricted sources	\$153
Expenditures per pupil from unrestricted sources	\$5,046
Annual average teacher salary	\$79,596



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.