

Richard E. Haynes Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Richard E. Haynes Elementary School
Street	715 West Francis Street
City, State, Zip	Ontario, CA 91762
Phone Number	909-984-1759
Principal	Jamemy Barnett
Email Address	jamemy.barnett@omsd.net
Website	https://www.omsd.net/Domain/20
County-District-School (CDS) Code	3667819-603618

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

Dear Haynes Families and Friends,

At Richard E. Haynes Elementary School, we remain committed to the development and implementation of a shared vision for academic achievement, social and emotional well-being for all students, school site initiatives and district initiatives to improve learning and teaching for all. Haynes students are challenged to do their best work every day under the guidance and support of our highly qualified teaching staff, parent volunteers and support staff. Personal leadership and scholarly behaviors are taught and emphasized so that students learn how to be assertive learners, make quality personal decisions, set personal goals and hold high expectations for achieving both academically and socially.

We foster and maintain an environment where students are engaged in a meaningful way and their families have multiple opportunities to play a part in their child's education. We work collaboratively with all stakeholders to make our school a great place where students learn to be SAFE, RESPECTFUL, and RESPONSIBLE.

Mission Statement: The mission of Richard E. Haynes, a progressive and collaborative educational community, is to prepare each student to excel as a successful participant in an ever changing society through a commitment to standards of excellence.

Richard E. Haynes Elementary School supports a student enrollment of approximately 806 students in transitional kindergarten through sixth grade. In addition, Haynes School has two pre-school classes, one primary SDC class, and one County SED class. The school is located in the city of Ontario in the Ontario-Montclair School District and serves a diverse student population of which 84.25% of students participate in the free or reduced lunch program and approximately 52.7% speak a primary language other than English. Haynes School has an active School Site Council and School English Learner Parent Advisory Council. Haynes School supports student attendance through incentive programs as well as Saturday Attendance Academies that allow students to recoup absences. Haynes School supports student learning by providing highly qualified teachers and rigorous general education and special education curriculum, as well as interventions between the bells, at lunchtime (when possible), before and after school, and on Saturdays. Haynes staff members provide a variety of opportunities for parent involvement such as Coffee and Conversations, instructional workshops, Student Success Team meetings, Fall Festival, GATE Parent Meetings, Special Education Meetings, and student recognition activities. In addition, Haynes School is fortunate to have a high participation rate of parent volunteers, all of whom have participated in our OMSD volunteer training program prior to working in classrooms, supporting field trips or supervising children under the direction of certificated staff members.

School-wide results of various district assessments in Math and Language Arts are reviewed by the Site Instructional Leadership Team and grade level teams at data and planning meetings. These teams review school-wide trend data in order to establish goals, identify focus standards, and develop instructional strategies to support student needs for the school year. The Site Instructional Leadership Team meets on an ongoing basis with the focus on identifying deliberate decisions and action steps that will be communicated to their grade level teams at data and planning meetings. These deliberate decisions and action steps are used to facilitate discussion and instructional focus in a professional learning community format (PLC) after each benchmark assessment, and during planning meetings that take place in between benchmark assessments. District pacing calendars in Language Arts and Math, as well as the Common Core State Standards and district assessment data, are used during these meetings to focus the instructional program. Data from Illuminate is made available to all staff members and is aggregated based on data need (EL students, significant subgroups, etc). The data accessed can also be broken down by grade level, teacher, class, program, and the individual student. Grade levels identify goals for the year, each testing period, and individual students. Smart goals are Specific, Measurable, Attainable, Related, and Time-bound targets for student performance (grade level and school-wide). Progress toward those goals is monitored regularly through common formative assessments and/or classroom measures (RI/Phonics Screeners/ ESGI/ Reading Fluency). Interventions (Between the Bells & After School) are implemented to support student acquisition of grade level standards. Reading comprehension and English Language Development are areas of specific focus. Use of graphic organizers and Advanced Thinking Maps serve to support and develop reading comprehension, as well as English Language Development and writing. Haynes School also has adopted a school-wide writing program to support written language for all students and build critical writing skills across the grades (Write From The Beginning).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	122
Grade 1	108
Grade 2	100
Grade 3	117
Grade 4	120
Grade 5	123
Grade 6	112
Total Enrollment	802

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
Asian	3.2
Filipino	1.5
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.6
White	4.5
Two or More Races	0.9
Socioeconomically Disadvantaged	88.7
English Learners	28.6
Students with Disabilities	10.3
Foster Youth	0.6
Homeless	10.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	33	33	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Richard E. Haynes Elementary School has adequate classroom, staff, and ancillary spaces. The school is comprised of two preexisting school sites: Cypress Elementary School (built in 1952) and Francis Orthopedically Handicapped School (built in 1960). The two schools were brought together as one campus and dedicated in 1993, as Richard E. Haynes Elementary School. Currently, Haynes serves students from preschool age to sixth grade. Haynes School has 34 classrooms, a library, computer lab, parent resource room, administration building, two county classrooms, a speech room, three support staff offices, and a multipurpose room (built in 2012, capacity 518). The playground contains three basketball courts, a ball wall, 4 tetherball games, two 4-square areas, and a field containing two backstop areas. Haynes School has two workroom areas that house copy machines, a duplicating machine, and a large paper cutter.

To promote safety, Richard E. Haynes Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Richard E. Haynes Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and proctors. Recess duty supervision is offered by teachers, and proctors. Adult proctors supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers. Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

OMSD participates in the state’s School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program. During the most recent Facility Conditions Evaluation conducted on August 2019, by the County’s William’s Team, facilities and buildings, rooms, and grounds were found to be in “good repair.” The Facility Inspection Tool was used throughout a walk-through of our school. There were no extreme deficiencies found and one good repair deficiency. Work order #191669 was submitted to address Playground: Play/Sports equipment.

Three full-time custodians maintain a neat and clean learning environment within a very creative schedule arrangement to accommodate everyone’s needs. Classrooms are cleaned on a daily basis, including vacuuming, emptying the trash, and other basic cleaning necessities. A yearly deep cleaning is done in all the classrooms during non-student days. The grounds crew for the district comes once a week to maintain the grounds, including mowing the lawns, trimming trees, and other maintenance cleaning tasks.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 27, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground/School Grounds- Playground: Play/sports equipment is broken, damaged or deteriorating (work order #191669 completed 8/28/2019)
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	41	43	44	50	50
Mathematics (grades 3-8 and 11)	34	34	31	36	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	480	480	100.00	0.00	40.63
Male	247	247	100.00	0.00	38.06
Female	233	233	100.00	0.00	43.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	421	421	100.00	0.00	39.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	23	100.00	0.00	43.48
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	428	428	100.00	0.00	39.02
English Learners	214	214	100.00	0.00	31.78
Students with Disabilities	72	72	100.00	0.00	22.22
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	56	56	100.00	0.00	51.79

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 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 in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	480	480	100.00	0.00	33.54
Male	247	247	100.00	0.00	32.79
Female	233	233	100.00	0.00	34.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	421	421	100.00	0.00	32.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	23	100.00	0.00	30.43
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	428	428	100.00	0.00	32.48
English Learners	214	214	100.00	0.00	29.44
Students with Disabilities	72	72	100.00	0.00	11.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	56	56	100.00	0.00	23.21

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 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 in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.8	23.5	10.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parental Involvement is valued at Haynes. Haynes School hosts Coffee and Conversation forums where parents are invited to meet with staff informally to discuss issues important to them and their children. We also have a School Site Council (SSC) which meets four to six times a year to participate in the planning and approval of the School Plan. SSC also provides input into budgetary decisions made at the school. This year we will continue to provide our School Site Council with training on how to work most effectively within their individual elected roles, as well as building the capacity of the whole SSC team. There is now a School Planning Team that is assisting in writing the School Plan by providing input, sharing ideas, and writing sections of the School Plan. Pricilla Haro (parent) is Haynes' SSC facilitator. Mr. Jamemy Barnett (Principal) serves as School Site Council Coordinator and can be reached at Haynes School (909) 984-1759.

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Haynes Elementary School website, flyers and social media accounts (such as Twitter and Class DoJo). At Haynes, we ensure that important news and announcements are made to parents utilizing the school's automated telephone system, texts messages via Blackboard Connect and social media as previously mentioned. Parents who want more information, or wish to participate, may contact Mr. Barnett, Mrs. Allen or Mrs. Silva at (909) 984-1759. There is a job for everyone who wants to get involved.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	2.1	2.6	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Haynes School safety plan was updated in August 2019. The staff reviewed the school plan for student safety and discipline in August 2019. Continued adjustments to the plan are addressed on-going throughout the school year with the safety team and School Site Council. Haynes School consistently follows a progressive discipline policy aligned with PBIS that outlines expectations for working, learning, and behaving at Haynes School. All students and families are provided with school rules for dress and conduct, as well as expectations for student behavior. All students and parents are provided with a written copy of the Student/Parent handbook (English and/or Spanish) and individual calendar agendas (grade 3-6) that support regular daily communication between home and school. Haynes implements regular Fire, Duck/Cover, and Lockdown Drills which are conducted monthly within the entire school. Classroom emergency backpacks have been cleaned, restocked with safety supplies, and redistributed to every classroom. Safety Talks with topics provided by OMSD Risk Management Department occur monthly at staff meetings and in the school newsletter. The school addresses site-specific concerns such as student injuries, blood borne disease guidelines, MRSA informational presentations, and tips to stay healthy. The plan was reviewed with the staff and updated again in January 2020 and will be refined throughout the year as needed.

D. 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	14	8	1		23	1	4		24		5	
1	24		4		25		4		26		4	
2	24		5		26		4		25		4	
3	26		4		21	1	5		20	1	5	
4	28		4		31		3		30		4	
5	29		4		31		4		31		4	
6	30		4		31		4		28		4	
Other**	14	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	802.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9987.04	1018.81	8968.63	124,209.14
District	N/A	N/A	1497.90	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	142.8	34.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	17.7	40.2

Note: Cells with N/A values do not require data.

-The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

School Resources and Programs:

- Elementary Administrator
- Outreach Consultant/Counselor (site funded)
- Library/Media Assistant (partially site funded)
- Translators for conferences and meetings with parents (site funded)
- After School Interventions (site funded)
- Montclair Community Collaborative
- Student Recognition and Incentive Activities (site funded)
- Haynes Family and Friends Night (site funded)
- Parent Volunteers (site funded)
- Back To School Night (site funded)
- School Site Council (site funded)
- Student Council (site funded)
- School Newsletter (site funded)
- Student agendas (site funded)
- School Nurse
- School Psychologist
- Health Clerk
- School English Learner Parent Advisory Committee
- District English Learner Parent Advisory Committee
- SARB and SART
- School Website
- Instrumental Music Program
- Husky Pride Activities/PBIS (site funded)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	6

Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified, and management employees aligned with the district's long-term goals. Professional development is designed to help employees enhance their knowledge, and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Robert Hardy Professional Development Center as well as at each school site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of our strategic and school improvement plans. Professional development at the site and district level addresses the core curriculum, instructional strategies, standards-based instruction, effective use of technology, and classroom management. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working toward their teaching credentials, technology training and classroom support, leadership development for administrators, compliance related workshops, and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives, including Thinking Maps, school-wide writing programs, Kate Kinsella (Reading, Speaking, and Writing...ELD), Response to Intervention (RtI), Writing and the California Common Core Standards. Programs are driven by data and are specifically designed instruction based on student need. Coaches are trained by the district to provide ongoing support at each site to ensure and support the correct implementation in each classroom. Based on student assessment data, Haynes School staff participated in staff development based on trends of needs indicated in SBAC and school benchmark data. English Language Development, High Yield Instructional Strategies, Structured Academic Talk, Write From The Beginning... and Beyond, SFA tutor program, and Cognitive Planning with district and site funded instructional coaches was provided to classroom teachers. As we have now implemented the Common Core State Standards (CCSS), district trainings are provided on use of the Eureka Math Modules. Structured teacher planning time is provided to support teachers in conducting data analysis and monitoring student achievement trends, so as to plan effective responses to student achievement needs and necessary intervention. The staff is also being trained on gradual release and learning targets. All classroom teachers (including RSP/SDC and paraprofessionals) participated in the trainings, as well as non-classroom support staff, teachers, and administration. Teachers were supported by the teacher leaders and administrators in implementing new instructional strategies. Trainings were provided by Instructional Coaches, Teacher Leaders, Administration, the Tech Support Team and OMSD content TOAs. Haynes' Instructional Leadership team worked collaboratively to establish school-wide performance goals and SMART goals.