

# Richard E. Haynes Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Richard E. Haynes Elementary School
<b>Street</b>	715 West Francis Street
<b>City, State, Zip</b>	Ontario, CA 91762
<b>Phone Number</b>	(909) 984-1759
<b>Principal</b>	Cristina Raskovic
<b>Email Address</b>	cristina.raskovic@omsd.net
<b>School Website</b>	omsd.net/Haynes
<b>County-District-School (CDS) Code</b>	3667819-603618

## 2022-23 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2022-23 School Overview

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 746 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 88.7% of students participate in the free or reduced lunch program and approximately 49.2% 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 when we are on campus. Haynes staff members provide a variety of opportunities for parent involvement such as Coffee and Conversations, instructional workshops, Student Success Team meetings, Fall Festival (not during COVID), 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

## 2022-23 School Overview

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. We also have created an MTSS group of staff members that meet every other month to do planning and aligning all areas of the school. 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).

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	117
Grade 2	97
Grade 3	88
Grade 4	99
Grade 5	148
Grade 6	102
<b>Total Enrollment</b>	<b>756</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.7
Asian	3.2
Black or African American	1.7
Filipino	0.5
Hispanic or Latino	89.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.9
White	3.0
English Learners	29.2
Foster Youth	0.5
Homeless	9.9
Migrant	0.0
Socioeconomically Disadvantaged	82.9
Students with Disabilities	10.3

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.00	96.67	847.80	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.80	1.49	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	0.65	12115.80	4.41
<b>Unknown</b>	1.00	3.33	54.10	5.83	18854.30	6.86
<b>Total Teaching Positions</b>	30.00	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006*  *K-5 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%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	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	No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%



## School Facility Conditions and Planned Improvements

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. There are no current or planned facility improvements.

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.

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.

During the most recent Facility Conditions Evaluation conducted on August 29, 2022, 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.

**Year and month of the most recent FIT report**

08/29/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 15: Problems with the HVAC system exist work order #05245 completed 8/30/22
<b>Interior:</b> Interior Surfaces	X			Restrooms by Room 8 Girl's: Partitions are damaged, loose or non-functional work order #05107 completed 12/2/2022
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items are stored too high and pose a safety hazard remedied 8/29/22 Unsecured items are stored too high and pose a safety hazard remedied 8/29/22
<b>Electrical</b>	X			



## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Nurse's Office: Fixture/apparatus damaged, broken, missing or unsecured (2 total) work order #05230 completed 9/2/2022 Classroom sink paper towel dispensers empty remedied 8/29/22
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Cleansers not stored properly remedied 8/29/22
<b>Structural:</b> Structural Damage, Roofs	X		Damage to exterior paint, plaster or finish work order #05243 completed 9/28/22
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Nurse's Office: Significant cracks, trip hazards, holes or deterioration work order #05229 completed 8/29/22 Lunch Area: Seating and/or tables are broken, damaged or deteriorating work order #05228 table has been ordered, pending delivery Playground: Play/sports equipment is broken, damaged or deteriorating work order #05218 completed 8/30/22 Multi-purpose Room: Handrails are damaged, broken, missing or unsecured work order #05225 remedied 8/29/22

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

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 ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	33	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	26	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	443	439	99.10	0.90	33.49
<b>Female</b>	217	215	99.08	0.92	36.28
<b>Male</b>	226	224	99.12	0.88	30.80
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	17	100.00	0.00	76.47
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	391	387	98.98	1.02	32.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	25.00
<b>English Learners</b>	114	112	98.25	1.75	15.18
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	42	97.67	2.33	28.57
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	390	386	98.97	1.03	32.90
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	57	57	100.00	0.00	15.79

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	444	436	98.20	1.80	23.38
<b>Female</b>	216	212	98.15	1.85	21.43
<b>Male</b>	228	224	98.25	1.75	25.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	17	100.00	0.00	82.35
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	391	383	97.95	2.05	21.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	25.00
<b>English Learners</b>	114	112	98.25	1.75	6.31
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	41	95.35	4.65	19.51
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	389	382	98.20	1.80	21.90
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	57	57	100.00	0.00	12.28

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	28.57	NT	19.46	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	150	147	98	2	28.57
<b>Female</b>	71	69	97.18	2.82	27.54
<b>Male</b>	79	78	98.73	1.27	29.49
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	132	129	97.73	2.27	28.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	32	31	96.88	3.12	9.68
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	12	92.31	7.69	25
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	134	131	97.76	2.24	27.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	19	100	0	21.05

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	74%	75%	67%	76%	67%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parental Involvement is valued at Haynes. Haynes School hosts Coffee with the principal 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. Kelli Frias (TOA) is Haynes' SSC facilitator. Mrs. Cristina Raskovic (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 (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 Mrs. Raskovic, Mrs. Avila or Mrs. Silva at (909) 984-7159. There is a job for everyone who wants to get involved.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	880	842	264	31.4
Female	410	396	121	30.6
Male	470	446	143	32.1
American Indian or Alaska Native	7	7	3	42.9
Asian	28	28	3	10.7
Black or African American	18	17	7	41.2
Filipino	4	4	1	25.0
Hispanic or Latino	785	749	242	32.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	7	3	42.9
White	29	29	5	17.2
English Learners	260	252	63	25.0
Foster Youth	14	12	1	8.3
Homeless	88	84	18	21.4
Socioeconomically Disadvantaged	778	745	248	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	97	37	38.1

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.64	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.23	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.24	0.00
Male	0.21	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.25	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

The Haynes School safety plan was updated in 8/9/22. The staff reviewed the school plan for student safety and discipline in August 2022. Continued adjustments to the plan are addressed on-going throughout the school year with the safety team and School Site Council. Hynes 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 when we are on campus. 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 August 2022 and will be refined throughout the year as needed.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	9		
1	25		4	
2	26		4	
3	26		4	
4	29		4	
5	30		4	
6	24	1	4	
Other	12	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	27		4	
2	25		4	
3	26		4	
4	27		4	
5	28		4	
6	29		4	
Other	8	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	9		
1	23		5	
2	24		4	
3	21	1	3	
4	25		4	
5	25		6	
6	26		4	
Other	5	1		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	756

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,981	\$1,244	\$6,736	\$128,815
District	N/A	N/A	1497.90	\$92,419
Percent Difference - School Site and District	N/A	N/A	127.2	32.9
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	2.1	38.5

## 2021-22 Types of Services Funded

### School Resources and Programs:

Assistant Principal  
 Outreach Consultant/Counselor (site funded)  
 School Family Outreach Assistant (site funded)  
 Student Mentor (site funded)  
 Intervention teachers (Site Funded and district funded)  
 Coach (site funded)  
 Library/Media Assistant  
 Translators for conferences and meetings with parents (site funded)  
 After School Interventions (site funded)  
 Montclair Community Collaborative  
 PBIS & Student Recognition and Incentive Activities (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)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,998	\$52,641
<b>Mid-Range Teacher Salary</b>	\$87,146	\$83,981
<b>Highest Teacher Salary</b>	\$105,113	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$139,673	\$136,247
<b>Average Principal Salary (Middle)</b>	\$140,022	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$319,095	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Ontario-Montclair School District t 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, 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, Gradual Release, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	40	26