

Richard E. Haynes Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Richard E. Haynes Elementary School
Street	715 West Francis Street
City, State, Zip	Ontario, CA 91762
Phone Number	(909) 984-1768
Principal	Cristina Raskovic
Email Address	cristina.raskovic@omsd.net
School Website	omsd.net/Haynes
Grade Span	K-6
County-District-School (CDS) Code	3667819-603618

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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 661 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 100% of students participate in the free or reduced lunch program and approximately 30.6% 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 with The Principal, 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. 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 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 (i-Ready/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 Elementary 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	88
Grade 2	85
Grade 3	101
Grade 4	97
Grade 5	94
Grade 6	102
Total Enrollment	661

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
American Indian or Alaska Native	0.6
Asian	3.3
Black or African American	2.3
Filipino	0.9
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	1.8
English Learners	30.6
Foster Youth	0.8
Homeless	11.8
Socioeconomically Disadvantaged	90
Students with Disabilities	9.7

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.00	94.44	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.78	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	1.00	2.78	59.30	6.04	15831.90	5.67
Total Teaching Positions	36.00	100.00	981.40	100.00	279044.80	100.00

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.

2022-23 Teacher Preparation and Placement

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)	31.00	93.94	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	2.00	6.06	46.20	4.79	14303.80	5.15
Total Teaching Positions	33.00	100.00	966.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	K-5 Studies Weekly Adopted 2023* 6-8 My World Interactive (Pearson) - Adopted 2018 *Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.	Yes	0%

Foreign Language	N/A		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	No	0%
	TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008		
	TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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 administrators 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, 2024, 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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

08/29/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			<ul style="list-style-type: none"> • Library: Ceilings have damage from cracks, tears, and/or holes (work order FY24-25-36856) Completed 8/30/2024 • Main Office Area: Ceiling tiles are damaged, loose, missing or stained (work order FY24-25-36850) Completed 9/4/2024 • Staff Room/Lounge: Ceiling tiles are damaged, loose, missing or stained (work order FY24-25-36867) Completed 9/3/2024 • P9: Ceiling tiles are damaged, loose, missing or stained (work order #FY24-25-36847) Completed 9/3/2024 • 13: Ceiling tiles are damaged, loose, missing or stained (work order #FY24-25-36881) Completed 9/3/2024 • 15: Ceiling tiles are damaged, loose, missing or stained (work order #FY24-25-36876) Completed 9/17/2024 • 18: Ceiling tiles are damaged, loose, missing or stained (work order #FY24-25-36835) Completed 9/26/2024 • 24: Ceiling tiles are damaged, loose, missing or stained (work order #FY24-25-36841) Completed 10/2/2024 • Parent Center: Ceiling tiles are damaged, loose, missing or stained (work order #FY24-25-36854) Completed 8/30/2024 • 6: Interior surfaces have mildew or visible mold (work order #FY24-25-36872) OPEN • Nurse's Office: Flooring is damaged (work order #FY24-25-36848) Completed 9/23/2024 • Main Office Area: Carpeting damaged, rippled, or stained (work order #FY24-25-36842) Completed 10/2/2024 • Staff Room/Lounge: Cabinets or counters are damaged or broken (work order #FY24-25-36868) Completed 9/3/2024

School Facility Conditions and Planned Improvements

				<ul style="list-style-type: none"> • 3: Cabinets or counters are damaged or broken (work order #FY24-25-36869) Completed 9/3/2024 • 9: Cabinets or counters are damaged or broken (work order #FY24-25-36878) Completed 9/25/2024
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<ul style="list-style-type: none"> • 13: Unsecured cabinet/shelving (work order #FY24-25-36881) Completed 9/3/2024 • P9: Exposure to bacteria, filth, odor, and other potential allergens or health hazards (work order #FY24-25-36862) Completed 8/31/2024
Electrical	X			<ul style="list-style-type: none"> • Library: Electrical components are damaged, unsecured or not functioning properly (work order #FY24-25-36858) Completed 9/3/2024 • Parent Center: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #FY24-25-36852) Completed 9/24/2024 • Staff Room/Lounge: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #FY24-25-36871) Completed 9/3/2024 • P9: Lighting fixtures or bulbs are not functioning properly or missing (work order #FY24-25-36847) Completed 9/3/2024 • Staff Workroom: Improper usage of extension cords or extension/electrical cord trip hazard (work order #FY24-25-36740) remedied • Main Office Area: Computer cords not secured properly (work order #FY24-25-36843) Completed 9/23/2024 • Library: Computer cords not secured properly (work order #FY24-25-36855) Completed 8/30/2024 • Additional Area: Computer cords not secured properly (work order #FY24-25-36874) Completed 9/18/2024
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

			<ul style="list-style-type: none"> Girls' Restrooms by Room 8: Toilet is damaged, broken, or clogged (work order #FY24-25-36860) Completed 9/3/2024 Multi-purpose Room: Sink/fountain is not working properly (work order #FY24-25-36839) Completed 9/4/2024 Boys' Restrooms by Room 8: Sink/fountain is not working properly (work order #FY24-25-36713) OPEN Staff Room/Lounge: Sink/fountain is not working properly (work order #FY24-25-36868) Completed 9/3/2024 OPEN
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<ul style="list-style-type: none"> Speech Room: Fire extinguisher is not properly mounted (work order #FY24-25-36864) Completed 8/30/2024 Cafeteria/Kitchen: Fire extinguisher casing is damaged, broken, or unsecured (work order #FY24-25-36840) Completed 9/4/2024 Parent Center: Maintenance products not stored properly (work order #FY-24-25-36884) Completed 9/12/2024 Parent Center: Interior paint is peeling, chipping or cracking (work order #FY24-25-36853) Completed 9/25/2024 Library: Interior paint is peeling, chipping or cracking (work order #FY24-25-36857) Completed 9/25/2024 Boys' Restrooms by Room 8: Interior paint is peeling, chipping or cracking (work order #FY24-25-36861) Completed 9/26/2024 Staff Workroom: Interior paint is peeling, chipping or cracking (work order #FY24-25-36859) Completed 9/25/2024
<p>Structural: Structural Damage, Roofs</p>	X		<ul style="list-style-type: none"> 1-4 Wing: Damage to fascia board or exterior trim (work order #FY24-25-36866) Open 5-8 Wing: Damage to fascia board or exterior trim (work order #FY24-25-36866) Open 9-12 Wing: Damage to fascia board or exterior trim (work order #FY24-25-36866) Open

School Facility Conditions and Planned Improvements

			<ul style="list-style-type: none"> • 13-16 Wing: Damage to fascia board or exterior trim (work order #FY24-25-36866) Open • Staff Lounge/Psych Building: Damage to fascia board or exterior trim (work order #FY24-25-36866) Open • Covered Walkway: Damage to fascia board or exterior trim (work order #FY24-25-36866) Open
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	X		<ul style="list-style-type: none"> • Grounds: Overgrown vegetation poses a trip/safety hazard (work order #FY24-25-36863) Completed 11/5/2024 • Playground: Play/sports equipment is broken, damaged or deteriorating (work order #FY36865) Completed 9/3/2024 • 18: Door handles are missing or not functioning properly (work order #FY24-25-36835) Completed 9/26/2024 • 13: Windows are broken or damaged (work order #FY24-25-36881) Completed 9/3/2024

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	38	40	41	46	47
Mathematics (grades 3-8 and 11)	34	34	30	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	397	394	99.24	0.76	37.56
Female	179	177	98.88	1.12	44.07
Male	218	217	99.54	0.46	32.26
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	356	353	99.16	0.84	35.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	113	99.12	0.88	15.93
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	227	99.13	0.87	34.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	64	100.00	0.00	17.19

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	397	394	99.24	0.76	33.50
Female	179	177	98.88	1.12	31.64
Male	218	217	99.54	0.46	35.02
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	356	353	99.16	0.84	31.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	113	99.12	0.88	18.58
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	227	99.13	0.87	32.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	64	100.00	0.00	18.75

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.63	28.57	22.36	20.60	30.29	30.73

2023-24 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
All Students	92	91	98.91	1.09	28.57
Female	50	50	100.00	0.00	24.00
Male	42	41	97.62	2.38	34.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	77	98.72	1.28	23.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	4.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	29.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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.

2023-24 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. The administration of the PFT requires only participation results 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	96.6%	96.6%	97.7%	96.6%	97.7%

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.

2024-25 Opportunities for Parental Involvement

Parental Involvement is valued at Haynes Elementary School. Haynes hosts monthly Coffee with the Principal forums where parents are invited to meet 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. . Mrs. Cristina Raskovic (Principal) serves as School Site Council Coordinator and can be reached at Haynes School (909) 984-1759.

We believe that parents and community partnerships are critical to student success. We invite you to participate in the educational experiences of your child. We have many opportunities for parents and families to become involved at Haynes School. Spanish translation and childcare are provided for parent meetings.

School Site Council (SSC): This parent group meets regularly throughout the year and represents parents and community members. Each year elections are held for officer positions. Parents may participate as an elected officer or attend the meeting as a member of the SSC. All parents are welcome to attend our SSC meetings. The SSC plays a vital role in the planning, implementation and evaluation of the School Plan and Haynes's state funded programs.

Site English Learner Parent Advisory Committee (SELPAC): This parent group meets three times during the year and represents parents of students who are English Language Learners. All parents are welcome to attend our SELPAC meetings. The SELPAC plays a vital role in the planning, implementation and evaluation of our English Learner Program. The SELPAC makes recommendations to the SSC regarding our English Learner Program.

GATE Parent Meetings: This parent group meets three times during the year and represents parents of students who are identified as GATE (Gifted and Talented Education). Parents of GATE students are all invited to attend. During these meetings we provide information, strategies, tips, etc. about our GATE program and the progress of our GATE students.

Students with Disabilities (SWD): This parent group meets three times during the year and represents parents of students who have IEPs (Individualized Education Plan). Parents of students in Speech, RSP and SDC are all invited to attend. During these meetings we provide information, strategies, tips, etc. about our Special Education programs.

2024-25 Opportunities for Parental Involvement

Coffee with the Community: Coffee with the Community is a new meeting this year that will serve as a way for our families to become familiar with the programs that we are offering at our school. We are now a Community School and as such, we are responsible for including our community members in the creation of our Community Schools plan. Our plan encompasses all aspects of Academics and Social Emotional programs. This meeting is led by the Principal and Counselor and will serve to provide updates and information about Haynes and gather input from the community regarding our school programs.

Parent Workshops: Parent workshops are offered several times per month. Topics include Academic, Social Emotional and Behavior. Please check the monthly calendar for more information about topics offered. Parent workshops occur on Tuesday mornings at 7:45AM.

Parent Volunteers: We appreciate and encourage parents to volunteer in a number of ways at Haynes. We have Parent Volunteer Tuesday, where after our weekly parent meetings and workshops, parents are able to stay and complete a variety of teacher/staff tasks. Additionally, parents can support the classroom teacher by taking items home and returning them with the student, or attending a field trip. In order to volunteer, parents must come into the office to complete and/or update a Parent Volunteer Application. Once the application is approved by school staff, the office staff notifies the parent that they are able to begin volunteering.

Field Trip Chaperone: Each grade level attends a field trip, and teachers may need parent helpers to support the supervision of students while at the field trips. The number of parents varies from grade level to grade level and trip to trip. Each teacher will communicate the need for chaperones prior to the scheduled trip. Please complete the Parent Volunteer Application available in the front office if you have been selected to chaperone.

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 (Parent Square). 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, Parent Square, and the Marquee 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.

Schoolwide communication: We understand that communication between the home and school is critical. We provide parents with regular updates regarding school information, events, minimum days, etc. in several ways. All information is provided in both English and Spanish. The following methods of communication are used:

Parent Square (download app for immediate notifications)

Week-at-a-glance

Monthly Newsletters

Teacher messages

Blackboard phone/text/email communication

Haynes website @ www.omsd.net/haynes

Instagram Account @omsd_haynes

Marquee

Bulletin Board

Teacher Communication: You may reach teachers using the following methods:

Email: teacherfirstname.teacherlastname@omsd.net

Parent Square

Phone message in the front office

Note with student

Messages for children: We value every minute of our instructional program and therefore we ask parents to communicate directly with the teacher via Parent Square or email, preferably outside of the instructional time. If the information is urgent, please contact the front office to relay the message to the appropriate personnel. Teachers normally respond within one business day.

Office Staff: You may contact the front office between normal business hours to reach an office personnel member or support staff member. If they are available, the phone call will be transferred. Otherwise, a message may be left with the front office. You may also email the staff member directly. Please allow support staff at least one business day to respond to phone messages and emails.

Parent Concerns: Haynes Elementary School is dedicated to developing and maintaining the highest levels of education for all

2024-25 Opportunities for Parental Involvement

students. We want to hear from you if you have any concerns. First, talk to your child's teacher with concerns and your child's teacher will work with you to try and find a resolution. If your concern is not resolved to your satisfaction please contact the main office at (909) 984-1759. The office staff will communicate any problems or concerns to a staff member that is best suited to resolve the concern, including the Administration or Counselors. If the concern persists, additional guidance on how to further resolve your concerns, click OMSD Child Welfare & Attendance to access OMSD Policies on Uniform Complaints Procedures, Bullying Reporting, Non-Discrimination Harassment, Child Welfare Attendance, etc.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	709	696	119	17.1
Female	328	322	55	17.1
Male	381	374	64	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	1	4.3
Black or African American	16	16	5	31.3
Filipino	--	--	--	--
Hispanic or Latino	635	625	111	17.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	14	2	14.3
English Learners	237	236	33	14.0
Foster Youth	11	--	--	--
Homeless	103	101	21	20.8
Socioeconomically Disadvantaged	643	633	113	17.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	90	11	12.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.23	1.72	0.85	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0.00
Female	0.30	0.00
Male	1.31	0.00
Non-Binary	0.00	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	0.94	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	1.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.20	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Haynes Elementary School Safety Plan was updated in 1/8/2025. The staff reviewed the school plan for student safety and discipline in January 2025. Continued adjustments to the plan are addressed on-going throughout the school year with the Safety Team and School Site Council. Haynes Elementary School consistently follows a progressive discipline policy aligned with PBIS that outlines expectations for working, learning, and behaving at Haynes Elementary 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 January 2025 and will be refined throughout the year as needed.

CLOSED CAMPUS: To ensure student safety, Haynes is a closed campus. All gates and classroom doors are closed and locked during the school day. Parents, guardians, siblings, and other adults are not allowed on campus without registering in the office to sign in and obtain a visitor's pass/sticker. All visitors must meet OMSD visitor policy guidelines.

PARKING LOT SAFETY: Enter the parking lot only at the marked entrance. Additionally, to avoid accidents and ensure safety for all students, parents and staff, we DO NOT allow cars to make a left turn out of the exit during arrival and dismissal hours (refer to the posted sign). To ensure your child's safety, we require that you accompany your child when walking through the parking lot. Additionally, we require that students, parents and staff use the crosswalks to avoid accidents and injuries. Lastly, please DRIVE SLOWLY AND CAUTIOUSLY through the parking lot and drive thru lane.

2024-25 School Safety Plan

EMERGENCY DRILLS: Emergency drills are conducted on a monthly basis. We conduct 10 fire drills, 3 Earthquake drills, and 2 Intruder drills per school year. We hold one MOCK emergency drill each year in October to practice what to do in the event of a real emergency.

EVACUATION SITES: Students evacuate to the blacktop/field area for each drill. This is where each teacher takes roll and all staff are accounted for. In the event that our site is not suitable for evacuation (in the event of a real emergency), our off site evacuation location is Del Rancho Park on Cypress Avenue south of Haynes Elementary.

STUDENT RELEASE: On a daily basis, the front office releases students to adults over the age of 18 that are on the student emergency card. We require a valid photo identification to be presented for student pick up. In the event of an emergency, student pick up will be located at the south parking lot off of Cypress Avenue. Please communicate with all emergency contacts that a valid form of identification will be required for student release and please update your child's emergency contact information regularly.

CHILD CUSTODU: Schools are legally required to follow court orders for custody that have been submitted to the school. Please provide copies of legal court paperwork to the front office as soon as possible. Haynes will provide the information to appropriate personnel and will keep documents on file for the student(s).

PROHIBITED ITEMS: The school or school district is not responsible for any personal items brought from home. We want all students to be safe. If a student has something in a pocket or backpack that doesn't belong at school, he/she should immediately notify a teacher or other school official. Under no circumstances is a student to bring any weapons or dangerous objects.

Drugs, alcoholic beverages, narcotics, cigarettes, tobacco, cigarette papers, lighters, pipes, matches, look-alikes, and paraphernalia are NOT permitted at the school campus.

Explosive devices, firecrackers, fire balls, cherry bombs, are NOT permitted at the school campus.

Weapons, guns, knives, cake cutters, screw drivers, and/or other dangerous items, are NOT permitted at the school campus.

Toys which are realistic simulations of guns, knives, or other dangerous objects are NOT permitted at the school campus.

Gang/tagging identification paraphernalia, such as rags/bandanas, felt tip pens and markers, aerosol paint containers, etching tools, or any other instrument used for the purpose of writing graffiti or tagging are NOT permitted at the school campus.

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	11	9		
1	24		4	
2	25		4	
3	24		4	
4	24		4	
5	24		4	
6	25		4	
Other	8	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	9	7		
1	22		4	
2	21	2	2	
3	24		4	
4	19	1	4	
5	31		3	
6	26		4	
Other	8	1		

2023-24 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	330.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$104,660
Percent Difference - School Site and District	N/A	N/A	127.2	20.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-46.1	28.9

Fiscal Year 2023-24 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)

Fiscal Year 2023-24 Types of Services 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)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

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 school 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, Multi-Tier Systems of Support (MTSS), 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 Elementary School staff participated in staff development based on trends of

Professional Development

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 Kagan Cooperative Learning, Social Emotional Learning 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, Kagan, Write From The Beginning (WFTB) 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	26	23	22