

Walter Hays Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Walter Hays Elementary School
Street	1525 Middlefield Rd.
City, State, Zip	Palo Alto, CA 94301-3353
Phone Number	650.322.5956
Principal	Mary Bussmann
Email Address	mbussmann@pausd.org
School Website	https://hays.pausd.org/
County-District-School (CDS) Code	43 69641 6048409

2023-24 District Contact Information

District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Don Austin
Email Address	daustin@pausd.org
District Website	www.pausd.org

2023-24 School Description and Mission Statement

VISION & MISSION

Walter Hays supports all PAUSD students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem-solving skills and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her full intellectual, social, and creative potential. As a public, pre-K-12 school District, we unite our students, teachers, staff, and parents to deliver on our collective vision by offering a rich and challenging academic experience to all students, within a supportive community, dedicated to preparing youth for the challenges of living in a fast-changing world.

Early Literacy: Every Student Reads Initiative (ESRI) is an intense focus on literacy development and proficiency to support specifically EL, SED, HUR, and Special Education students. Teachers are implementing the Orton Gillingham (OG) and Benchmark Advanced Curricula. Student progress is assessed three times a year (BOY, MOY and EOY) through the I-Ready Reading Assessment Tool. I-Ready is an effective progress indicator that provides teachers student data within the six reading domains to guide next instruction, as well as online lessons to support student growth in reading. Additionally, parent gift funds and District intervention funds enable two part-time intervention certificated teachers 2.5 day - sessions during the school week to students that need extra instruction. After school OG and I-Ready intervention is also provided by a paraprofessional to students in the Right at School after school care. Each teacher meets three times a year with the principal in Kid-by-Kid Meetings to discuss students strengths and challenges and plan next steps of instruction and support for students.

THE WALTER HAYS WAY

Walter Hays strives to bring to life the District's vision and mission statements every day. We partner to create a balanced environment within which children learn and grow intellectually, socially, emotionally, and physically.

THE WALTER HAYS WAY CORE VALUES

Respect, Responsibility, Integrity, Initiative, Perseverance, Resilience, Empathy, Inclusion, and Cooperation

The students, staff and families of Walter Hays strive to live these values every day. We recognize that with consistent effort and practice, along with our best intentions, we support a safe and positive environment for all to learn and grow.

Each month, every classroom focuses on a specific core value, building on their knowledge and ability to demonstrate the skills that define these core values.

2023-24 School Description and Mission Statement

In order to prepare students for the 21st Century work world, ongoing training is provided for teaching staff in the areas of English Language Arts, Mathematics, Social Studies and Science.

Attendance rates are high.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	43
Grade 2	43
Grade 3	35
Grade 4	48
Grade 5	62
Total Enrollment	294

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5%
Male	56.5%
Asian	31.6%
Black or African American	1.7%
Filipino	1%
Hispanic or Latino	19.7%
Native Hawaiian or Pacific Islander	2%
Two or More Races	12.6%
White	31.3%
English Learners	15%
Homeless	0.3%
Socioeconomically Disadvantaged	16.7%
Students with Disabilities	12.2%

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)	17.30	86.07	638.60	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.20	0.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.92	22.30	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	2.33	9.70	1.39	12115.80	4.41
Unknown	0.30	1.64	24.90	3.57	18854.30	6.86
Total Teaching Positions	20.10	100.00	698.90	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)	17.60	94.64	622.40	90.49	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	16.80	2.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.50	0.52	11953.10	4.28
Unknown	1.00	5.36	41.70	6.08	15831.90	5.67
Total Teaching Positions	18.60	100.00	687.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.40	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2023-24 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on October 10, 2023.

Year and month in which the data were collected

June 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	Yes	0
Mathematics	Bridges Mathematics - 2017	Yes	0
Science	Twig Science California, Twig Education, 2021.	Yes	0
History-Social Science	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	Yes	0

School Facility Conditions and Planned Improvements

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visit each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. . In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Department monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Walter Hays Elementary School main campus was originally constructed in 1923. The original buildings on campus were expanded with additional classroom buildings added in 1947 and 1957.. Much of the original buildings were demolished in 1970 and replaced with a new building that houses classrooms, administration offices and a library. A modernization project in 2001 renovated the classrooms and added four new classrooms in a new wing along Middlefield.

The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2024. Another future project will replace the existing heating systems with new air conditioning units for the existing classrooms.

Future plans call for a new Multipurpose building to replace the existing facility to include a new Multipurpose Room, Kitchen, Servery and Enrichment Lab for Music. There is currently no funding available for this project.

As of October 2023, none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. Walter Hays Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 19 hours daily.

Year and month of the most recent FIT report

9/27/2023

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			Room 2 Office:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Room 11: Room 12: Room 4 Office:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 4 Office:

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	76	82	82	47	46
Mathematics (grades 3-8 and 11)	74	74	78	78	33	34

2022-23 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
All Students	152	144	94.74	5.26	75.69
Female	63	59	93.65	6.35	77.97
Male	89	85	95.51	4.49	74.12
American Indian or Alaska Native	0	0	0	0	0
Asian	50	48	96.00	4.00	93.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	28	90.32	9.68	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	81.25
White	46	44	95.65	4.35	79.55
English Learners	13	9	69.23	30.77	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	24	85.71	14.29	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	24	85.71	14.29	25.00

2022-23 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
All Students	152	148	97.37	2.63	73.65
Female	63	60	95.24	4.76	65.00
Male	89	88	98.88	1.12	79.55
American Indian or Alaska Native	0	0	0	0	0
Asian	50	49	98.00	2.00	95.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	23.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	100.00
White	46	45	97.83	2.17	82.22
English Learners	13	13	100.00	0.00	38.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	26	92.86	7.14	26.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	24	85.71	14.29	16.67

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	71.79	71.67	71.74	69.66	29.47	30.29

2022-23 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	63	62	98.41	1.59	70.97
Female	30	29	96.67	3.33	65.52
Male	33	33	100.00	0.00	75.76
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	88.89
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	14	93.33	6.67	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	88.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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 during 2021-22 and 2022-23 school years, 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	95.2%	95.2%	96.8%	95.2%	96.8%

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.

2023-24 Opportunities for Parental Involvement

There are many opportunities for parents to be involved at Walter Hays Elementary School. Parents volunteer in the classrooms, assist in the library, help supervise on the playground, drive and chaperone on field trips, and serve in many volunteer roles through the Walter Hays PTA. Walter Hays Principal, Mary Bussmann, meets bi-monthly with PTA President Kalee Whitehouse, the School Site Council, and Partners in Education to collaborate in planning events and ensuring that all families are included in both academic and social activities for and with their children.

Walter Hays PTA serves our community by planning events that bring our families together, including the beginning of the year Popsicle Welcome and First Day Parent Coffee; the Cultural Festival, where parents make booths with artifacts and food representing their nations or cultures of origin; the Color Walk day and fundraiser; the Book Fair, offering a variety of genres for students to explore; Family Math Night, when entire families 'pack' the Multi-Purpose (MP) Room to engage in math games; and Ocean Night Open House Evening, where all students share their month-long study of different areas of the oceans. The Walter Hays PTA also raises funds to support programs for students, including student materials and supplies, Junior Museum Science enrichment classes, 4th-grade California History field trips, 5th-grade Revolutionary War Play, Noontime Student Activities, MakerSpace support, Math Enrichment class, Instructional Books, and field trip scholarships.

The Walter Hays Partners in Education volunteers work with, and for, our school community to determine student needs and enrichment by providing financial resources for personnel that directly support students. PiE supports Classroom Aides, and Spectra Art.

The School Site Council, comprised of staff and parents, review student achievement data. Using that data they collaborate to develop the annual School Plan for Student Achievement (SPSA) to support all Walter Hays students. School Site Council allocates funds to support student programs and reviews the School Safety Plan annually.

Our Family Engagement Specialist meets with the principal on a weekly basis to plan events and share the experiences of students and families, ensuring that children have a sense of security, and are consistently feeling safe and included as members of the community. For many years the principal has planned, facilitated and hosted family meetings ("Community Conversations") for parents who want to know more about how to support their children at home with homework, reading and

2023-24 Opportunities for Parental Involvement

math. These evenings begin with dinner for the entire family. Children then participate in art projects and games in a supervised classroom, while parents learn different strategies for home support. Families make connections with other parents, further deepening their sense of community and gaining a sense of how to support their children academically at home.

The English Learner Advisory Committee (ELAC), lead by the EL Specialist, meets twice annually to share instructional programs and ways new families can become involved, both academically for their children, and socially with the community. We encourage these new families to partner with our staff to support their children.

Please learn more by reading the information on our school website or by contacting the school secretary at (650) 322-5956.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	313	60	19.2
Female	137	136	24	17.6
Male	185	177	36	20.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	110	104	11	10.6
Black or African American	5	5	2	40.0
Filipino	3	3	0	0.0
Hispanic or Latino	63	60	21	35.0
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	37	37	5	13.5
White	95	95	18	18.9
English Learners	62	57	19	33.3
Foster Youth	0	0	0	0.0
Homeless	6	5	3	60.0
Socioeconomically Disadvantaged	63	62	19	30.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	40	11	27.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.31	0.06	0.69	1.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0
Female	0	0
Male	0.54	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.05	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.33	0

2023-24 School Safety Plan

The Walter Hays School Safety Plan will be reviewed at the November 2023 School Site Council Meeting. The revised Safety Plan will be completed by March 1, 2024. Until that time, we will follow the safety plan that is currently in place and approved.

The School Safety Plan includes procedures for various emergencies, such as fires, earthquakes, and/or lockdowns. Disaster and emergency preparedness is a priority. Procedural information is provided to the community in the school handbook.

Walter Hays holds regular fire, earthquake, and run, hide, fight drills as part of its disaster and emergency safety plan, which is reviewed annually. We store emergency equipment, supplies, and food in a special "Tuff Shed" on campus. Staff will complete a Run, Hide, Fight Training presented by the Palo Alto School District Safety Team. Many staff members participate in First Aid and CPR training. In addition, the School Safety Plan describes specific goals designed to improve the school climate, physical and social environments, and personal experiences of students and staff.

Social/Emotional Safety: All of the students at Walter Hays are studying the school's nine Core Values: Respect, Responsibility, Cooperation, Empathy, Inclusion, Integrity, Initiative, Perseverance, and Resilience. In each classroom, the principal holds a monthly read-aloud book and in-depth discussion on all nine core values. These class meetings enable students to familiarize themselves with the core value concept and make it applicable in their own lives. Principal also holds a weekly (on Mondays) Core Values LiveStream Presentation projected on each classroom's interactive white board focused on deepening the understanding of that month's core value. The PTA Core Values Committee, comprised of parents and Walter Hays staff, plan and organize guest speakers and activities that promote the core values. In addition, there are opportunities for students to be involved in school service, Kindergarten Lunch Buddies, and class buddies.

Teachers on staff have been trained and are implementing Second Step curriculum and Responsive Classroom methods in their classrooms. In addition, teachers are trained in identifying and helping students who need help getting along with others and solving conflicts in the classroom and on the playground. Students are trained to use the "Peace Path" which supports them in a conflict resolution process. The Peace Path templates are found at five different locations on campus for students to access easily.

SAFE SCHOOL GOALS for the 2022-23 School Year

SOCIAL CLIMATE GOALS

Provide students with opportunities to learn and practice positive social behaviors.
Provide opportunities for students to be active participants and leaders in the school.
Encourage students to communicate concerns and become proactive problem solvers.

PHYSICAL ENVIRONMENT GOALS

Maintain a safe and functional school environment at all times.
Protect the school from outsiders on campus, and require all visitors to sign in when arriving on campus to volunteer or deliver items.
Maintain emergency provisions and follow emergency procedures when necessary.
Suggest and support alternative routes to and from school to alleviate parking lot congestion.
Improve parking lot safety.

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.

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	17	2		
1	17	1		
2	21		2	
3	18	3		
4	20	2		
5	22	1	2	
Other	9	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	21	1	1	
1	24		2	
2	15	2		
3	16	1	2	
4	15	4		
5	21		2	

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	21	2	1	
1	22		2	
2	22		2	
3	18	2		
4	24		2	
5	21	1	2	

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$21,509.09	\$6,536.87	\$14,972.21	\$127,212.00
District	N/A	N/A	\$14,218.32	\$122,868
Percent Difference - School Site and District	N/A	N/A	5.2	6.1
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	77.7	36.0

Fiscal Year 2022-23 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). The way Palo Alto Unified uses categorical funds is to assist our school sites in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a plan of action to improve student academic performance by coordinating all educational services and resources. With input from the staff and community, the SSC is the decision-making body responsible for establishing SIP goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the PAUSD Board annually and are available on each school site's webpage (<https://www.pausd.org/schools>) under the "About Us/School Reports" section.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$71,484	\$54,190
Mid-Range Teacher Salary	\$113,794	\$85,111
Highest Teacher Salary	\$144,239	\$104,999
Average Principal Salary (Elementary)	\$184,101	\$132,492
Average Principal Salary (Middle)	\$189,419	\$140,987
Average Principal Salary (High)	\$199,014	\$153,884
Superintendent Salary	\$344,406	\$255,503
Percent of Budget for Teacher Salaries	35.06%	32.09%
Percent of Budget for Administrative Salaries	5.24%	5.25%

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	12