# Jessie Hayden 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** | Jessie Hayden Elementary School |
| **Street** | 14782 Eden Street |
| **City, State, Zip** | Midway City, CA 92655 |
| **Phone Number** | (714) 894-7261 |
| **Principal** | Wendy Baird |
| **Email Address** | wbaird@wsdk8.us |
| **School Website** | hayden.wsdk8.us |
| **County-District-School (CDS) Code** | 30667466030829 |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Westminster School District |
| **Phone Number** | (714) 894-7311 |
| **Superintendent** | Gunn Marie Hansen |
| **Email Address** | mmerlos@wsdk8.us |
| **District Website** | wsdk8.us |

## 2023-24 School Description and Mission Statement

Principal's Message:
In accordance with Proposition 98, every school in California is required to issue a School Accountability Report Card. We are proud of Hayden Elementary School and welcome this opportunity to tell you more about us. Hayden Elementary School has an ongoing tradition of academic excellence. The students, parents, staff, and community members have joined together to assure success for all students. The staff at Hayden believes each child is unique and deserving of a rich academic environment. Each student has access to a rigorous, standards-based core curriculum in language arts, mathematics, science, and social science.

The highly qualified, professional staff is dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe that all children can learn through a student-centered approach, providing an atmosphere that nurtures each child's health, social, emotional, and intellectual needs. All children have talents and are given opportunities to develop those talents. We care about each one of our students and we want them to be successful, life-long learners.

Hayden Elementary School prides itself on involving parents and community members in every aspect of our school. We welcome visitors on campus for classroom visitations, student recognition assemblies, musical performances, and other special events. We believe that the partnership of parents, community members, and staff working together is the foundation for the success of our students. We are very proud of this fine tradition at Hayden Elementary School.
School Vision Statement

All members of the Hayden School community will develop literacy skills across the curriculum that will enable them to become lifelong learners and self-sufficient, contributing members of a global society.

Community & School Profile
Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of

## 2023-24 School Description and Mission Statement

seven K-5, six K-6 elementary schools, and three middle schools. Dr. Jessie K. Hayden Elementary School first opened in 1962 becoming Westminster School District's third school and since then has continued to provide students in grades preschool through five with a challenging educational experience. Hayden Elementary School operates on a traditional schedule with 580 students enrolled at the beginning of the 2023-24 school year. Total enrollment in the district for the beginning of the 2023-24 school year was approximately 8,000 students. Student body demographics are approximately: 58% Asian (primarily Vietnamese), 36% hispanic, 3% white, 3% other or mixed. 56% are ELs. 11% homeless, 80% SED, 12% SWD

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 123 |
| **Grade 1** | 79 |
| **Grade 2** | 99 |
| **Grade 3** | 91 |
| **Grade 4** | 105 |
| **Grade 5** | 103 |
| **Total Enrollment** | 600 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 47.5% |
| **Male** | 52.5% |
| **Asian** | 57.5% |
| **Black or African American** | 0.3% |
| **Filipino** | 1.5% |
| **Hispanic or Latino** | 35.5% |
| **Native Hawaiian or Pacific Islander** | 0.2% |
| **Two or More Races** | 1.3% |
| **White** | 3% |
| **English Learners** | 56% |
| **Foster Youth** | 0.2% |
| **Homeless** | 10.7% |
| **Socioeconomically Disadvantaged** | 79.2% |
| **Students with Disabilities** | 11.8% |

## 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)** | 26.00 | 88.14 | 361.60 | 88.06 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.00 | 0.00 | 17.00 | 4.14 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| **Unknown** | 3.50 | 11.86 | 32.00 | 7.79 | 18854.30 | 6.86 |
| **Total Teaching Positions** | 29.50 | 100.00 | 410.60 | 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)** | 27.50 | 90.16 | 378.10 | 89.28 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.00 | 0.00 | 14.40 | 3.41 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00 | 0.80 | 0.20 | 11953.10 | 4.28 |
| **Unknown** | 3.00 | 9.84 | 30.10 | 7.11 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 30.50 | 100.00 | 423.40 | 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** | 0.00 | 0.00 |
| **Vacant Positions** | 0.00 | 0.00 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 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** | 0.00 | 0.00 |
| **Local Assignment Options** | 0.00 | 0.00 |
| **Total Out-of-Field Teachers** | 0.00 | 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.

## 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) | 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) | 3.1 | 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

Westminster School District held a hearing on October 13, 2023 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 13, 2023.

| | |
|---|---|
| **Year and month in which the data were collected** | October 13, 2023 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | McGraw-Hill World of Wonders / 2017<br>McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017 | Yes | 0 |
| **Mathematics** | McGraw-Hill (My Math) / 2016 | Yes | 0 |
| **Science** | McGraw-Hill Inspire Science / 2020 | Yes | 0 |
| **History-Social Science** | Social Studies SAAVAS / 2022 | Yes | 0 |
| **Visual and Performing Arts** | McMillan McGraw-Hill (Spotlight on Music California) / 2009 | Yes | 0 |

## School Facility Conditions and Planned Improvements

Hayden Elementary School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in July 2023.

Cleaning Process & Schedule
The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair
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 that emergency repairs are given the highest priority. We use a Work Order interface to submit for repairs.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 7/28/2023 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | A1-A10 Portable Classrooms: Clean Air Conditioning Duct work and replace tiles as needed |
| **Interior:** Interior Surfaces | X | | | F-Wing Portable Restroom: Flooring needs to be replaced |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | C1-C4 Classrooms: Remove over grown pine tree due to lifted concrete and grass turf area<br>Upper & Lower Playgrounds: Sprinkler water main leak under asphalt on main playground |

## 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) | 59 | 59 | 54 | 53 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 48 | 49 | 44 | 44 | 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** | 299 | 298 | 99.67 | 0.33 | 59.06 |
| **Female** | 140 | 140 | 100.00 | 0.00 | 62.86 |
| **Male** | 159 | 158 | 99.37 | 0.63 | 55.70 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 172 | 172 | 100.00 | 0.00 | 74.42 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 114 | 113 | 99.12 | 0.88 | 34.51 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 134 | 133 | 99.25 | 0.75 | 40.60 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 40 | 40 | 100.00 | 0.00 | 45.00 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 248 | 247 | 99.60 | 0.40 | 55.87 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 32 | 32 | 100.00 | 0.00 | 15.63 |

## 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** | 299 | 299 | 100.00 | 0.00 | 49.16 |
| **Female** | 140 | 140 | 100.00 | 0.00 | 48.57 |
| **Male** | 159 | 159 | 100.00 | 0.00 | 49.69 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 172 | 172 | 100.00 | 0.00 | 65.12 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 114 | 114 | 100.00 | 0.00 | 23.68 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 134 | 134 | 100.00 | 0.00 | 32.84 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 40 | 40 | 100.00 | 0.00 | 40.00 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 248 | 248 | 100.00 | 0.00 | 45.56 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 32 | 32 | 100.00 | 0.00 | 9.38 |

## 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) | 40.74 | 38.10 | 36.03 | 37.69 | 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** | 105 | 105 | 100.00 | 0.00 | 38.10 |
| **Female** | 42 | 42 | 100.00 | 0.00 | 33.33 |
| **Male** | 63 | 63 | 100.00 | 0.00 | 41.27 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 59 | 59 | 100.00 | 0.00 | 55.93 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 42 | 42 | 100.00 | 0.00 | 14.29 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 0 | 0 | 0 | 0 | 0 |
| **English Learners** | 44 | 44 | 100.00 | 0.00 | 13.64 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 11 | 11 | 100.00 | 0.00 | 45.45 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 91 | 91 | 100.00 | 0.00 | 36.26 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 12 | 12 | 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.

### 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** | 100% | 59% | 92% | 58% | 55% |

## 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

Hayden Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students. Numerous programs and activities are enriched by the generous contributions made by the City of Westminster, Westminster Family Resource Center, ASES, ESP, and charitable organizations. All Hayden parents are invited and encouraged to attend all meetings via email and school website. Hayden has 2 part-time community liaisons (Spanish & Vietnamese) who assist with translation and communication needs.

Some Parent Involvement Opportunities
School Site Council (SSC): During the first few weeks of the school year, all parents may run for School Site Council (SSC) and attend the meetings. There are 5 parents elected to serve on the. There are at least 4 SSC meetings spread throughout the year.

English Language Advisory Council (ELAC): There are 4 meetings spread throughout the year. The Community Liaisons reach out to EL families and encourage their participation.

PTA: Council is elected at the first meetings. There are monthly meetings.

Back-to-School Night: Teachers present to parents about their classroom policies.

Fall Festival: Celebration in the Fall with families and students in the evening

Family Art Night: Families and students paint in the evening

Fall Goal Setting Conferences: Parent-teacher conferences for all students where parents review assessment data and collaborate to set goals.

Spring At-Risk Conferences: Parent-teacher conferences with parents of at-risk students

## 2023-24 Opportunities for Parental Involvement

Student Study Team (SST), 504, and IEP Meetings: Parents collaborate with teacher and support staff to provide interventions and accommodations to meet the needs of their child.

Open House: Teachers showcase student work and reflect on the school year.

WSD Showcase: Our school is showcased at a District event with families learn about all the WSD schools

Parent Education Nights: Parents education meeting nights are offered throughout the year. Parents are surveyed on their topics of interest.

These opportunities are designed to welcome parents, solicit input, and answer questions. We have open communication with families where parents are encouraged to make an appointment with their child's teacher or principal at any time. Our school website, weekly Hayden Highlight emails, and Instagram account to keep families up to date with what is going on at Hayden. We have also added Seesaw school-wide to help communicate with our parents.

Parent surveys will provide us with feedback and direction.Hayden Elementary School will provide materials and training, such as literacy training and using technology, to help parents to work with their child to improve their child's achievement. Hayden Elementary School will educate all staff members, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and Home-School Compact shall be developed jointly with parents outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Hayden Elementary School, when feasible and appropriate, will coordinate and integrate parent involvement programs and activities and conduct other activities that encourage and support parents to more fully participate in the education of their children.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 622 | 611 | 105 | 17.2 |
| **Female** | 295 | 291 | 49 | 16.8 |
| **Male** | 327 | 320 | 56 | 17.5 |
| **Non-Binary** | 0 | 0 | 0 | 0.0 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0.0 |
| **Asian** | 357 | 351 | 44 | 12.5 |
| **Black or African American** | 2 | 2 | 1 | 50.0 |
| **Filipino** | 9 | 9 | 0 | 0.0 |
| **Hispanic or Latino** | 221 | 218 | 54 | 24.8 |
| **Native Hawaiian or Pacific Islander** | 1 | 1 | 0 | 0.0 |
| **Two or More Races** | 9 | 8 | 0 | 0.0 |
| **White** | 19 | 18 | 5 | 27.8 |
| **English Learners** | 354 | 349 | 57 | 16.3 |
| **Foster Youth** | 1 | 0 | 0 | 0.0 |
| **Homeless** | 81 | 80 | 19 | 23.8 |
| **Socioeconomically Disadvantaged** | 497 | 490 | 88 | 18.0 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0.0 |
| **Students with Disabilities** | 83 | 83 | 25 | 30.1 |

# C. Engagement

## State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| 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 | 0.16 | 0.96 | 0.20 | 3.58 | 3.83 | 0.20 | 3.17 | 3.60 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 0.96 | 0 |
| **Female** | 0 | 0 |
| **Male** | 1.83 | 0 |
| **Non-Binary** | | |
| **American Indian or Alaska Native** | 0 | 0 |
| **Asian** | 0.56 | 0 |
| **Black or African American** | 0 | 0 |
| **Filipino** | 0 | 0 |
| **Hispanic or Latino** | 1.81 | 0 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 |
| **Two or More Races** | 0 | 0 |
| **White** | 0 | 0 |
| **English Learners** | 0.85 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | 1.23 | 0 |
| **Socioeconomically Disadvantaged** | 1.21 | 0 |
| **Students Receiving Migrant Education Services** | 0 | 0 |
| **Students with Disabilities** | 3.61 | 0 |

## 2023-24 School Safety Plan

Hayden Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1962 and provides up-to-date facilities and adequate space for students and staff. Hayden Elementary School is comprised of a TK and kindergarten area, library media center, Innovation lab, music room, large multipurpose room, wellness room, and classrooms. The school also enjoys a spacious playground with swings, a slide, play bars, and grassy fields for running, sports, and games.

Hayden Elementary School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students participating in in-person instruction are supervised throughout the day by classified employees and teachers. The School Safety Plan was approved by the School Site Council on October 26th 2023 and subsequently shared with our staff and families. There is a copy in the office for them to view.

The school is in compliance with all laws, educational codes, hazardous materials, and state earthquake standards. At all times, the Westminster School District continues to follow CDC guidelines and abide by all health and safety measures and policies put forth by the State of California and Orange County. Safety measures enforced and resources provided to staff and students include but are not limited to:

- Closed Campus (Gate around entire campus)
- Raptoring all visitors on campus
- Volunteer guidelines including TB test.
- Push gates
- Parking lot and traffic flow maps
- Safety Reminders to students in morning announcements
- Two-way radios

## 2023-24 School Safety Plan

- Video surveillance cameras
- Work Order procedures
- Safety blocks on doors
- Safety Walks with city and/or school resource officer

Additionally, earthquake preparedness drills, fire drills, and shelter in place drills are held regularly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises and emergency supplies are available. Staff were also invited to a Active Shooter training with our School Resource Officer.

# 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** | 22 | 2 | 3 | |
| **1** | 32 | | 3 | 1 |
| **2** | 24 | | 3 | |
| **3** | 28 | | 4 | |
| **4** | 27 | | 3 | |
| **5** | 28 | | 4 | |
| **Other** | 17 | 3 | 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** | 17 | 5 | | |
| **1** | 24 | | 4 | |
| **2** | 23 | | 4 | |
| **3** | 24 | | 4 | |
| **4** | 25 | | 4 | |
| **5** | 26 | | 3 | |
| **Other** | 12 | 3 | | |

## 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** | 23 | 0 | 5 | 0 |
| **1** | 25 | 0 | 3 | 0 |
| **2** | 23 | 0 | 4 | 0 |
| **3** | 22 | 0 | 4 | 0 |
| **4** | 23 | 0 | 4 | 0 |
| **5** | 25 | 0 | 4 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 12 | 3 | 0 | 0 |

## 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** | 1500 |

## 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)** | 0.4 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **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** | $6,315 | $823 | $5,922 | $90,175 |
| **District** | N/A | N/A | $5,801 | $102,334 |
| **Percent Difference - School Site and District** | N/A | N/A | 2.1 | -6.8 |
| **State** | N/A | N/A | $7,607 | $89,574 |
| **Percent Difference - School Site and State** | N/A | N/A | -10.7 | 3.3 |

## Fiscal Year 2022-23 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

## 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** | $48,069 | $54,215 |
| **Mid-Range Teacher Salary** | $88,416 | $86,843 |
| **Highest Teacher Salary** | $122,041 | $111,440 |
| **Average Principal Salary (Elementary)** | $145,693 | $140,851 |
| **Average Principal Salary (Middle)** | $142,405 | $147,065 |
| **Average Principal Salary (High)** | $0 | $142,189 |
| **Superintendent Salary** | $277,355 | $252,466 |
| **Percent of Budget for Teacher Salaries** | 40.32% | 33.16% |
| **Percent of Budget for Administrative Salaries** | 4.34% | 5.15% |

## Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID conference, Write From the Beginning training, technology training, Thinking Map training, Social Studies textbook training, ELD training, PLC trainings, GATE trainings, and more.

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** | 3 | 3 | 3 |