

ART HAYCOX ELEMENTARY SCHOOL

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	ART HAYCOX ELEMENTARY SCHOOL
Street	5400 Perkins Road
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-3578
Principal	Julianne Peña
Email Address	jpena@hueneme.org
School Website	https://www.hueneme.org/o/haycox-elementary
County-District-School (CDS) Code	56-72462-6055024

2022-23 District Contact Information

District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
District Website Address	www.hueneme.org

2022-23 School Overview

Haycox School is a multi-ethnic site serving a diverse population of approximately 800 students. We qualify for Schoolwide Title I funding through the Consolidated Application, with a significant amount of low-income students as determined by returned applications for free and reduced lunch. The school is located in the southwest corner of the city of Oxnard and is one of eleven schools in the Hueneme Elementary School District, a K-8 district comprising nine elementary and two junior high schools. The Haycox community is predominantly Hispanic, with a majority of the families living in the multiple family dwellings spread throughout the school attendance boundaries. A large number of families work in the area's abundant agricultural businesses. Historically, Haycox has been a high poverty school with a high percentage of transiency among its students. Eighty two percent of Haycox students are English learners. Spanish is the primary language for most of Haycox School's English language learners, but there is a growing population of students who enter speaking only Mixteco or a combination of Mixteco and some Spanish. The staff and students are supported by the services of Mixteco interpreters.

Haycox School is a transitional kindergarten through fifth grade school. Kindergarten classes are on the extended day schedule. The primary grades concentrate on teaching core subjects using the California Common Core State Standards. The upper grades concentrate on further developing skills the students have learned and emphasize application of skills across the curriculum. The school supports Special Education services as well as programs for Gifted and Talented (GATE) students. Haycox School receives categorical funding to support the learning of these students. In addition to a rigorous curriculum of daily instruction, all special needs and at-risk students receive supplemental instruction from certificated and classified personnel during and after school. Acceleration and enrichment are provided as needed. Instruction in English language development is given to every student on a daily basis. Daily instructional schedules are designed to maximize learning time for students.

This year, in order to address the learning needs of students, six Acceleration Teachers have been added to the Haycox staff. These teachers work with students at all grade levels in small groups to address learning needs in English language arts, reading and math. Classroom one to one devices are available in all grades, TK through five. Additional STEM technology is available at each grade level with a school wide STEM program planned to support the development of student skills at each grade level. Our music teacher provides small group lessons to students in the fourth and fifth grades. Fourth and fifth grade students are also invited to attend the Literacy and Arts Academy which is conducted each Saturday.

2022-23 School Overview

To support the social and emotional needs of students, there are two full time school counselors, and one full time Social Emotional Support Specialist (SESS) counselor. This year, we have added our Wellness Center, where there are two full time employees, a social worker and a case manager, who are on site daily to support students and their families to access counseling support and community resources. There is a rich after school enrichment program available to students at each grade level, as well as the After School Education and Safety (ASES) program.

Haycox is an AVID (Advancement Via Individual Determination) certified elementary school with AVID strategies being implemented in all fifth grade classrooms and the program is developing further in some third and fourth grade classrooms.

Our mission is to Inspire our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will Thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will Empower our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment.

We are a passionate and resilient community united by high expectations for all students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	139
Grade 2	130
Grade 3	138
Grade 4	153
Grade 5	151
Total Enrollment	836

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.5
Asian	0.0
Black or African American	0.0
Filipino	0.4
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	2.5
English Learners	80.6
Foster Youth	0.4
Homeless	9.0
Migrant	2.6
Socioeconomically Disadvantaged	98.6
Students with Disabilities	8.3



A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.00	100.00	321.20	95.16	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	0.90	0.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	0.94	12115.80	4.41
Unknown	0.00	0.00	12.10	3.59	18854.30	6.86
Total Teaching Positions	37.00	100.00	337.60	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)	43.10	97.74	347.70	94.24	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.26	2.00	0.54	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	1.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.70	1.02	11953.10	4.28
Unknown	0.00	0.00	11.40	3.11	15831.90	5.67
Total Teaching Positions	44.10	100.00	369.00	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.

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

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

2021-22 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)	0.00	0.00
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	0.00

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

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

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Year and month in which the data were collected	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 Pearson, enVisionMATH Common Core, 2015 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0

Science	K-5 Houghton Mifflin, Science, 2007 6-8 Activate Learning, IQWST California Integrated Edition, 2018	Yes	0
History-Social Science	K-5 Savvas Learning Company, My World Interactive Social Studies, 2019 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0

School Facility Conditions and Planned Improvements

Safety, cleanliness and adequacy of school facilities are ongoing commitments at Haycox. The school facilities are used for multiple community programs on a continuous basis. A collaborative effort between programs and school staff has ensured an ongoing improvement of and best use of space.

Suitability and condition of restrooms, floors, walls, roof, plumbing and electrical systems is regularly monitored. The facility includes, as part of the learning environment, lighting, heating, cooling and noise negotiation. Efforts to keep buildings and grounds free of litter and graffiti are addressed daily. Haycox places great importance on the need to ensure that buildings, grounds and playground equipment are in good repair, attractive, and safe for students and staff. Electrical and plumbing systems, floors, walls and the roof are all in good condition.

Administration and custodians constantly monitor the buildings and grounds. Together, school and district personnel work to ensure that the facility is maintained in a manner that ensures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

Year and month of the most recent FIT report

10/18/2022

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			
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			

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	9	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	441	432	97.96	2.04	8.56
Female	211	206	97.63	2.37	9.71
Male	230	226	98.26	1.74	7.52
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	417	408	97.84	2.16	8.09
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	19	19	100.00	0.00	10.53
English Learners	281	273	97.15	2.85	2.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	49	47	95.92	4.08	4.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	437	429	98.17	1.83	8.39
Students Receiving Migrant Education Services	14	13	92.86	7.14	23.08
Students with Disabilities	53	52	98.11	1.89	1.92

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	439	437	99.54	0.46	7.09
Female	210	209	99.52	0.48	6.70
Male	229	228	99.56	0.44	7.46
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	415	413	99.52	0.48	6.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	19	19	100.00	0.00	10.53
English Learners	279	278	99.64	0.36	2.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	47	47	100.00	0.00	2.13
Military	--	--	--	--	--
Socioeconomically Disadvantaged	435	433	99.54	0.46	6.93
Students Receiving Migrant Education Services	14	14	100.00	0.00	28.57
Students with Disabilities	53	52	98.11	1.89	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	6.04	NT	13.86	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	149	99.33	0.67	6.04
Female	70	70	100	0	4.29
Male	80	79	98.75	1.25	7.59
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	132	131	99.24	0.76	4.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	18	100	0	16.67
English Learners	65	64	98.46	1.54	0
Foster Youth	0	0	0	0	0
Homeless	17	17	100	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	148	147	99.32	0.68	5.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	24	96	4	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are an integral component to student learning and Haycox encourages parent involvement. Communication in the form of written notes are sent to parents to inform them about school events in both English and Spanish. Parents are notified through the automated SMS text and voice message communication system for events, reminders and general information in English, Spanish and Mixteco. A monthly newsletter and calendar are accessible on the school website, as well as sent home to the students highlighting special events in the upcoming month. Field trips always include parent participation. A Mixtec translator is at Haycox to assist parents on a part time basis. Parent conferences are held twice a year.

This year, on-site gatherings will again be conducted. There has been a very high attendee rate and much enthusiasm for our Back to School Night as well as for on-site parent conferences. Assemblies or performances will be conducted at each grade level each semester.

Triple P (Positive Parenting Program) evening classes are provided at Haycox School by our school counselors and Migrant parent meetings are also held at Haycox. This year, a series of morning informational gatherings/workshops and programs will be offered by the principal (Cafe con la Directora) and will include contributions by community organizations as well as topics to enhance family involvement in the educational process which can enhance students' academic success. The topics include the importance of attendance, school expectations, transitioning to junior high, homework support, reading support, nutrition, drug and gang awareness, family resilience, neighborhood safety and community resources. This year there will again be a series of hybrid parent engagement classes supported by Project2 Inspire. The intention of this program is to involve parents and students in activities which are academic and fun, further enhancing parents' confidence and willingness to become involved in their children's academic success, and reinforcing relationships within the school community.

Haycox has an elected School Site Council and English Language Advisory Committee that meets approximately six times each school year to discuss school programs and budget. Haycox is represented on the District Advisory Committee, the District English Learner Advisory Committee, and the Gifted & Talented Education (GATE) Committee. Any parent who would like to become involved with Haycox School can speak to their child's teacher or call the office at (805) 488-3578 to speak to the Principal, Julianne Peña, or the Assistant Principal, Etelina Durazo. .

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	878	866	219	25.3
Female	431	423	107	25.3
Male	447	443	112	25.3
American Indian or Alaska Native	4	4	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	4	4	1	25.0
Hispanic or Latino	848	836	212	25.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	22	22	6	27.3
English Learners	729	718	173	24.1
Foster Youth	3	3	2	66.7
Homeless	89	89	18	20.2
Socioeconomically Disadvantaged	860	848	214	25.2
Students Receiving Migrant Education Services	30	29	3	10.3
Students with Disabilities	101	99	34	34.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.10	0.77	2.45
Expulsions	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	1.65	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Date of Last Review/Update: January 2022
Date Last Discussed with Staff: August 2022

The Haycox School Safety Plan is updated annually and was approved by the School Site Council and by the English Language Advisory Committee. It includes fire and earthquake drills, as well as evacuation and lock-down procedures. In the event of an emergency, staff members are briefed with specific duties and reporting locations. The plan was presented to the leadership and reviewed with staff.

The administrative offices were recently remodeled and the primary entrance to the school was updated to increase safety and security for students and staff. An anti-climb fence has been installed around the perimeter of the school and cameras have been installed. Also, in order to improve safety for children on the playground, we have established a school-wide program creating specific areas for play activities separate from walking and resting areas. This has helped to create a more calm atmosphere and a safer playground.

Fire drills are conducted monthly and Lockdown Drills are conducted as recommended by the local law enforcement office. Safety matters are regularly discussed with the Haycox Leadership Team and with the staff in order to review procedures and confirm understanding of expectations. All visitors are required to sign in at the office and wear a visitor badge while on campus. Parents must sign students out if they are picked up early from school. Only individuals listed on the student's emergency card, with proper identification are allowed to pick up students. Teachers release students after school to known members of the family or babysitters as long as parents have provided authorization on the school emergency card. Students enter and leave the campus through only two exits, for safety reasons, with staff members monitoring the transition at the beginning and end of the school day. All employees are asked to question or report anyone on campus who is not displaying proper identification.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	5	
1	21	4	3	
2	20	5	3	
3	24		7	
4	27		6	
5	31		5	
6				

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	5	4	
1	21	1	5	
2	21	1	5	
3	21	2	6	
4	26	1	5	
5	26	1	5	
6				
Other	25		2	

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	2	4	
1	23	1	6	
2	22	1	5	
3	23		6	
4	28		5	
5	28		5	
6				
Other	27		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	418

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	0.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,906.75	3,057.04	8,849.71	93,392
District	N/A	N/A	9,300.42	\$94,557
Percent Difference - School Site and District	N/A	N/A	-5.0	-1.2
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	29.2	6.8

2021-22 Types of Services Funded

In the 2021-22 school year, the Hueneme Elementary School District spent an average of \$14,639.24 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,421	\$52,641
Mid-Range Teacher Salary	\$86,173	\$83,981
Highest Teacher Salary	\$113,086	\$107,522
Average Principal Salary (Elementary)	\$132,009	\$136,247
Average Principal Salary (Middle)	\$141,175	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$224,216	\$242,166
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- Distance Learning
- English Language Arts/English Language Development
- Mathematics
- PBIS (Positive Behavioral Interventions and Supports)
- Social and Emotional Learning
- MTSS (Multi-Tiered System of Support)
- History/Social Science Adoption
- NGSS/Science Adoption
- Technology
- Integrated Units (K-5)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and staff input.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3