

Edward A. Hall Middle 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	Edward A. Hall Middle School
Street	201 Brewington Ave.
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6270
Principal	Dr. Dago Garcia
Email Address	dagoberto_garcia@pvusd.net
School Website	eahall.pvusd.net
County-District-School (CDS) Code	44-69799-6049688

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

As members of the Edward A. Hall community of learners, our goal is to ensure that all students are challenged, supported and successful as they develop intellectually, socially and emotionally while meeting or exceeding grade-level standards. Together, we are committed to providing students with an academically rigorous, well-rounded, standards-based instructional program that fosters problem-solving, critical thinking and the development of healthy habits for life. Students, staff, parents and community members work together to maintain a safe, caring, and inclusive environment. We encourage responsible citizenship, productivity, and collaboration. We celebrate our cultural and linguistic diversity. Our mission is to inspire students to become independent, passionate, lifelong learners. We provide students skills and opportunities to become positive contributors to society.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	206
Grade 7	208
Grade 8	187
Total Enrollment	601

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	0.2
Filipino	0.3
Hispanic or Latino	96.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	1.7
English Learners	50.9
Foster Youth	0.0
Homeless	18.6
Migrant	10.5
Socioeconomically Disadvantaged	94.7
Students with Disabilities	16.5

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)	16.70	59.24	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.71	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.50	26.62	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	3.70	13.40	59.80	6.70	18854.30	6.86
Total Teaching Positions	28.20	100.00	893.30	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	7.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.50	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.90	

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

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

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

Computers

All students have been provided a Chromebook and if necessary, a hotspot.

Textbooks

We use the textbooks required by PVUSD for each course at each school. Every student has a copy of the textbook, and if necessary a workbook, for each course. Teachers also have ancillaries and teachers editions. Our library provides novel sets and other necessary books and materials. This year's Williams Act review confirmed that appropriate and enough materials are available for each student.

Curriculum

E A Hall is aligning its content to the new Common Core and Next Generation national standards, which provide a guideline on what every student should know in each content area and in each grade. Ed. Services at PVUSD is working with schools on structuring highly academic and rigorous content through the year.

More information and resources are available on the PVUSD Website, on the Curriculum and Ed. Services Department pages.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives English Language Arts Gr. 6, Pearson/2017 myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016 Big Ideas Math Course 2 (Eng. & Span.), Cengage/2016; Big Ideas Math Course 3 (Eng. & Span.), Cengage/2016;	Yes	0%
Science	Amplify Science/2019	Yes	0%
History-Social Science	TCI History Alive!/2018	Yes	0%
Foreign Language	NA		0%
Health	NA		0%
Visual and Performing Arts	VAPA Standards		0%
Science Laboratory Equipment (grades 9-12)	NA	Yes	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

Year and month of the most recent FIT report

8/16/2022

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		Boys Restroom: Need to paint walls / plaster need to be patch Rm 11: holes on right wall as well left wall Rm 12: Back wall paper needs to be fix as well painted. Rm 13: Back wall paper needs to be fix as well needs paint. Faucet is leaking Rm 14: Back wall paper needs to be fix as well needs paint Rm 15: Back wall paper needs to be fix as well needs paint Rm 9 Staff Lounge: Holes on left wall need to be fix/ as well two vents need covers in the top of the front wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm 4: Estension cords along side of walls Rm 7: Estension cords along side of walls
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rm 13: Back wall paper needs to be fix as well needs paint. Faucet is leaking
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm 11: holes on right wall as well left wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	15	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	4	N/A	17	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	593	568	95.78	4.22	15.19
Female	280	264	94.29	5.71	15.65
Male	312	303	97.12	2.88	14.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	574	550	95.82	4.18	15.51
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	263	251	95.44	4.56	3.21
Foster Youth	0	0	0.00	0.00	0.00
Homeless	109	105	96.33	3.67	7.62
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	553	530	95.84	4.16	14.77
Students Receiving Migrant Education Services	53	51	96.23	3.77	13.73
Students with Disabilities	97	94	96.91	3.09	3.19

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	593	562	94.77	5.23	4.45
Female	280	262	93.57	6.43	2.29
Male	312	299	95.83	4.17	6.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	574	546	95.12	4.88	4.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	263	251	95.44	4.56	0.40
Foster Youth	0	0	0.00	0.00	0.00
Homeless	109	107	98.17	1.83	0.93
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	553	524	94.76	5.24	4.01
Students Receiving Migrant Education Services	53	52	98.11	1.89	1.92
Students with Disabilities	97	92	94.85	5.15	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)	8.09	9.25	7.1	16.22	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	178	173	97.19	2.81	9.25
Female	78	75	96.15	3.85	6.67
Male	100	98	98	2	11.22
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	174	169	97.13	2.87	9.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	68	95.77	4.23	1.47
Foster Youth	0	0	0	0	0
Homeless	25	25	100	0	8
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	159	97.55	2.45	10.06
Students Receiving Migrant Education Services	11	11	100	0	27.27
Students with Disabilities	34	33	97.06	2.94	3.03

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 7	96%	97%	97%	97%	96%

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

At E.A. Hall Middle School, we actively encourage parent participation through various engagement opportunities. These include advisory councils such as School Site Council (SSC), English Learner Advisory Committee (ELAC), the Migrant Parents group, and the Positive Behavioral Interventions and Supports (PBIS) committee. These advisory groups actively participate and advise school staff in developing, implementing, and monitoring the EA Hall Single Plan for Student Achievement and its associated budget. Parents are also invited to participate in a traditional Back-to-School Night, monthly Home and School Club Meetings, and other parent education and information events to facilitate stronger parent and staff relationships and learn about various topics regarding school policies and student academic success. Our counseling and support staff help parents understand and access various community resources and help them navigate the school policies. Parents are encouraged to volunteer and attend classes and meetings. Our Parent Center has parent informational, social, and volunteer opportunities. We hope all of these initiatives will increase community involvement and support of our school.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	623	221	35.5
Female	310	297	106	35.7
Male	335	325	115	35.4
American Indian or Alaska Native	3	2	1	50.0
Asian	3	3	1	33.3
Black or African American	1	1	0	0.0
Filipino	3	2	2	100.0
Hispanic or Latino	622	602	208	34.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	11	10	7	70.0
English Learners	329	318	112	35.2
Foster Youth	0	0	0	0.0
Homeless	141	135	46	34.1
Socioeconomically Disadvantaged	608	590	209	35.4
Students Receiving Migrant Education Services	75	73	16	21.9
Students with Disabilities	110	103	41	39.8

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	8.07	3.68	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	11.76	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.76	0.00
Female	10.32	0.00
Male	13.13	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	11.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	18.18	0.00
English Learners	11.85	0.00
Foster Youth	0.00	0.00
Homeless	15.60	0.00
Socioeconomically Disadvantaged	11.51	0.00
Students Receiving Migrant Education Services	10.67	0.00
Students with Disabilities	20.91	0.00

2022-23 School Safety Plan

At EA Hall, we take a holistic approach to school safety with a strong school culture as the foundation. We educate students, families, and staff about expectations for behavior, dress, electronics, and the campus environment. Each year, great care is taken to set the stage for students and reward their positive choices through our Positive Behavioral Interventions and Supports (PBIS) system. We have procedures for restorative student discipline, which endeavor to provide students with learning opportunities when they make wrong choices. We build strong, respectful relationships between students and staff through our House System, clubs, student activities, and strong athletics program. Our closed campus is clean and safe; all visitors must enter through the main doors and sign in at the office. We have a roving campus supervisor, and all staff are trained to be aware and alert, and are provided with multiple means to communicate with the administration.

We have a site safety committee that meets monthly and takes feedback from staff, School Site Council, Student Council, and other parent and student groups to monitor and improve site safety. Students are routinely taught, reminded, and surveyed regarding campus protocols, expectations, and security. Students are provided an anonymous bullying reporting system through the STOPit app. Through this app they can submit a video, photo, or text evidence regarding unsafe situations, graffiti, or inappropriate behavior in the school or online environment. The Gaggle system is also used to monitor online learning, schoolwork, and communication for threatening or inappropriate language and student self-harm or pornography concerns. The Gaggle system alerts school and district administration via email or text message according to the severity of the problem, and the administration responds accordingly. School and community counselors are also available to students to help them navigate the challenges of adolescence, including general counseling, conflict resolution, communicating with adults, anger management, and interventions for possible self-harm. We have incorporated aligned and school-wide Social Emotional Learning through our Hall Meeting (Advisory) curriculum. This curriculum includes school-wide information, the "Character Strong" curriculum, and student celebrations. The daily "hall meetings" allow us time to teach students about policies and procedures or practice safety protocols.

Additionally, we conduct fire, earthquake, and lockdown drills in accordance with district and state guidelines. All staff has been trained in the A.L.I.C.E. school safety protocols for a confident and appropriate response should an instance of extreme violence occur on campus. Our chain of command knows how to organize the staff team in an emergency and the protocols to follow. We conduct safety walk-throughs to inspect the campus and Williams and Fire Marshall inspections.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	15	1
Mathematics	27	3	10	3
Science	27	3	9	4
Social Science	27	4	7	6

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	13	2
Mathematics	25	5	11	2
Science	28	3	3	8
Social Science	30	1	8	5

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	14	12	3
Mathematics	25	5	8	4
Science	26	3	11	1
Social Science	26	2	12	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	601

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$13,430.30	\$2,671.79	\$5,900.17	\$69,073.94
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	19.4	2.3
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-11.1	-24.5

2021-22 Types of Services Funded

E. A. Hall Middle School is improving its facilities using Measure L funds. Nine new classrooms opened in January of 2016, and we will begin constructing a new track and field in 2020-2021.

Our 2022-2023 budget is used for technology, library books, and equipment and materials for direct student use. In addition, our 21st Century learning environment, the Fab Lab, opened in August 2018 to offer our students an innovative space to access and experience knowledge. This classroom will be a dedicated STEAM Lab and Makerspace for students at EA Hall, the district, and the greater community. Another portion of our budget was used to provide classroom furniture that promotes student collaboration and conversation in a flexible setting. Lastly, a third portion is spent on staff training on effective instruction around PBIS, AVID, ELD, and reading and writing.

Federal and state funds provide monies for our English Learners programs and pay for materials and for our English Learners Specialist and family and student support programs.

Our After School Program, funded through the Department of Extended Learning, is structured around enrichment and support classes for participating students. One of the classes it offers is geared toward promoting GPA recovery for at-risk 8th graders.

We have an active student council and ELAC/Migrant parent groups, and one of our goals is to increase parent involvement in different academic and school life areas. We offer school clubs, athletics, student activities, incentives, and dances. We have been in partnership with the Watsonville Rotary for twenty years. Through their sponsorship, the school can fund improvements to our materials and facilities. Additionally, our students are recognized throughout the school year for their good attendance, reading achievement, and community involvement.

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	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular training and content collaboration opportunities every Wednesday afternoon. The Ed. Services coaches and ToSAs spend a great deal of time training the staff in new adoptions, curriculum implementation, literacy skills, ELD standards, assessment, data, etc. They provide a model classroom for teachers to visit and learn in. District TOSAs also support teachers and curriculum aligned with the new Common Core Standards. The Technology Department supports using Chromebooks for student engagement and teaching delivery. Our Tech ToSA uses technology for teaching and learning, supports teachers and students, trains them, offers model lessons, and supports them in the classroom. This school year, teacher collaboration and training will focus on pacing, curriculum and rubric alignment, and on use of technology in the classroom.

The primary professional development focus for the 22-23 school year is on best practices for teaching in a post-Covid-19 environment using technology, effective classroom management, and incentives for students to stay focused.

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	6	4	7