Hall District 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	Hall District Elementary School
Street	300 Sill Road
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6371
Principal	Denise Phipps-Craig
Email Address	denise_phipps-craig@pvusd.net
School Website	https://www.hall.pvusd.net/
County-District-School (CDS) Code	44-69799-6049712

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

Welcome to Hall District Elementary School, where we continue to make progress toward educating all of our students. Our mission is to foster a positive and safe environment. Together we become a respectful, responsible, and resourceful community of learners.

Hall District Elementary has been open since 1947. In the last 70 years, we have had the honor of impacting the lives of multiple generations of Las Lomas residents. We set the stage for learning as something rewarding and enjoyable. As we move forward into the future, we want to maintain the great tradition of our school while preparing our students to be 21st Century Learners.

At Hall District Elementary, we work together in creating a caring, safe, and inclusive environment for our students. Our staff and students collaborate and communicate with each other which helps to build positive relationships and fosters engagement in learning. Our school is learner-centric with a growth mindset. If you are a learner at Hall District Elementary, you will reach higher levels of achievement.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	74
Grade 2	91
Grade 3	75
Grade 4	81
Grade 5	86
Total Enrollment	496

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.2
Hispanic or Latino	98.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.0
White	1.6
English Learners	75.8
Foster Youth	0.0
Homeless	24.6
Migrant	20.8
Socioeconomically Disadvantaged	94.6
Students with Disabilities	9.1

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)	22.50	84.91	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	11.32	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	1.00	3.77	59.80	6.70	18854.30	6.86
Total Teaching Positions	26.50	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	1.00	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

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.

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)	4.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

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

Technology:
All students have been provided a Chromebook and if necessary, a hotspot.
New instructional technology was purchased and installed in all classrooms. All classrooms have a Smart TV, a document camera, and an audio sound system for voice enhancement. Funds are continuously used to update technology (hardware and software).

Textbooks and Curriculum:
We use Benchmark Advance for language arts and ELD, and Bridges for math; Harcourt Brace for Social Studies and Social Science. Textbooks are chosen from a list that has been approved by state education officials. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. With the transition to CCSS, non-fiction readers have been purchased, and teachers use the Bridges math curriculum.

Other Materials:
Many books are purchased each year to update our school library and classroom libraries to enhance our ELA Instructional Units. A large number of leveled reading materials (Leveled Literacy Intervention, SIPPS, Text Connections, Fountas and Pinnell guided reading books, Literacy by Design, and Literature sets) were purchased for leveled reading groups.

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	Benchmark Advance Benchmark Adelante/2019	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
Science	California Science, English & Spanish, Harcourt Achieve	Yes	0%
History-Social Science	Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%
Foreign Language			NA
Health			NA
Visual and Performing Arts			NA
Science Laboratory Equipment (grades 9-12)	NA	No	NA

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	10/13/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 8: Heater blowing cold air.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			MPR: lights need new ballasts. Room 22: Needs light covers. Room 28: Bad outlet. Ramp is lifting.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 1: Needs ceililng tiles. room 16: Damaged ceiling tiles. Room 27: Ceiling tiles are damaged. Room 28: Bad outlet. Ramp is lifting. Room 29: Damaged ceiling tiles. Room 30: Damaged ceiling tiles. Room 32: Small trip hazard at bottom of ramp. Room F7: Damaged ceiling tiles.
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	18	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	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	240	238	99.17	0.83	18.49
Female	116	116	100.00	0.00	21.55
Male	124	122	98.39	1.61	15.57
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	238	236	99.16	0.84	18.64
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	--	--	--	--	--
English Learners	155	154	99.35	0.65	5.84
Foster Youth	--	--	--	--	--
Homeless	66	66	100.00	0.00	10.61
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	228	226	99.12	0.88	19.03
Students Receiving Migrant Education Services	44	44	100.00	0.00	20.45
Students with Disabilities	27	27	100.00	0.00	11.11

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	240	239	99.58	0.42	6.69
Female	116	116	100.00	0.00	3.45
Male	124	123	99.19	0.81	9.76
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	238	237	99.58	0.42	6.75
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	--	--	--	--	--
English Learners	155	155	100.00	0.00	1.94
Foster Youth	--	--	--	--	--
Homeless	66	66	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	228	227	99.56	0.44	6.17
Students Receiving Migrant Education Services	44	44	100.00	0.00	4.55
Students with Disabilities	27	27	100.00	0.00	3.70

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	12.79	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	86	86	100	0	12.79
Female	45	45	100	0	11.11
Male	41	41	100	0	14.63
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	86	86	100	0	12.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	51	51	100	0	0
Foster Youth	0	0	0	0	0
Homeless	21	21	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	81	100	0	13.58
Students Receiving Migrant Education Services	16	16	100	0	6.25
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 always welcome at Hall District! We love to have parents visit classrooms and play with children in the playground, volunteer during student field trips or in classrooms, and attend school-wide meetings and functions. The regular school day program in conjunction with the after school program offers multiple opportunities for parents to partner with the school. We have active parent leadership groups such as School Site Council and English Language Advisory Committee. Parents can come to the office to complete a Volunteer application.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	528	516	211	40.9
Female	259	253	99	39.1
Male	269	263	112	42.6
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	1	1	1	100.0
Hispanic or Latino	517	505	204	40.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	0	0	0	0.0
White	8	8	4	50.0
English Learners	396	390	142	36.4
Foster Youth	2	0	0	0.0
Homeless	144	141	46	32.6
Socioeconomically Disadvantaged	504	492	202	41.1
Students Receiving Migrant Education Services	106	105	38	36.2
Students with Disabilities	70	70	40	57.1

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 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	0.51	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	0.00	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	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

All visitors and approved volunteers must sign in at the office. Adults who pick up students before the school day is over must sign students out and present an ID. Our school attendance model is to have kids at school all day, every day, and on time, so we ask families not to pull kids out early when emergencies are not present. Student cards are checked to ensure that the adult taking the child has permission to do so.

The Emergency Plan and Safe School Plan focuses on people, programs, and the physical environment. The school administration and the safety team review the plan annually. Safety procedures are reviewed with staff. The School Safety Team revises the emergency evacuation plan annually. Monthly fire, earthquake, lockdown, and shelter-in-place drills are scheduled. Our school completed an extensive Emergency Response Plan that is approved by our local sheriff's department. The campus is clean and safe, reflecting pride in our community and ourselves. The school grounds are monitored by the lead custodian. An annual review of the physical plan is performed at the school in order to meet requirements designated by the 2004 Williams settlement.

Since 2008, Hall District has been implementing a Bully Prevention program to promote student safety and social development. We have school-wide assemblies for students to learn how to identify a bully, how to report bullying, who to speak to for help, and how to stand up for themselves. Students complete an annual survey to help staff gather information on where and how bullying is occurring on campus and the administration uses the results to train kids on how to handle specific situations. Teachers hold weekly class meetings specifically targeting safety and social development.

At Hall District Elementary we implement PBIS. Our students are expected to internalize our 3 core behaviors to allow themselves and others to be safe, productive, and engaged learners.
The 3 core behaviors are:
- Respectful
- Responsible
- Resourceful

Clear expectations of what these core behaviors look like in all areas of the day are posted around the school and discussed in class meetings and school-wide assemblies. A matrix outlining behavior expectations is taught to all students.

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	23		5	
1	22	1	3	
2	23		4	
3	23		4	
4	34			1
5	29		3	
Other	24		1	

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	2	
1	19	6	4	
2	20	6	3	
3	23		7	
4	32		4	
5	34		6	1
Other	37		1	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	22		4	
1	19	3	1	
2	23		4	
3	19	4		
4	27		3	
5	29		3	

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	0

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)	
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	$13,332.25	$1,505.43	$6,968.49	$63,413.59
District	N/A	N/A	$4,858.33	$67,516
Percent Difference - School Site and District	N/A	N/A	35.7	-6.3
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	5.5	-32.9

2021-22 Types of Services Funded

Hall District receives three types of funding every year: Local Control Funding Formula (LCFF) state funds to support English Language Learners; Title 1 federal funding that help teachers have supplementary materials, instructional technology, school supplies, intervention teachers, substitutes to allow for teacher training and collaboration, and other programs directly linked to students and their achievement, and Site Discretionary Funds. Incentives are purchased to motivate students to excel in their academics, attend school daily, and wear the school uniform. Snacks, waters, and coffee are purchased for parent events and workshops. Some of the educational field trips and Camp Sea Lab are paid for by state and federal monies, parent donations, and fund-raisers. Please note that 10% of Title 1 funds are reserved for professional development for staff and at least 1% for Parent Involvement.

Hall District was the recipient of a special three-year federal grant. 2012-2013 was the third and final year of the grant. The amount of funds was substantial and it was used to fund the following strategies, programs and interventions. In the school years 2013-14, 2014-15, 2015-16, and 2016-17 we were able to continue the following strategies/programs that were initiated with SIG funds through LEP, Title 1, and LCFF school funds:

1. Part-time intervention teachers and a part-time parent liaison teacher to assist parents/teachers
2. New instructional technology - computers, computer programs, document cameras, iPads
3. Collaboration time in ELD and ELA
4. Professional Development opportunities in ELA, ELD and the Formative Assessment Process

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

Professional Development is an important feature at Hall District. One grade level representative participates in monthly school instructional leadership team meetings to monitor the school plan. Teachers will receive District Led Professional Development on seven seperate days during the 2022-2023 school year. Onsite professional development occurs during SBC days and staff meetings throughout the year. Our focus is teacher clarity through the use of Learning Intentions & Success Criteria, Increasing student voice, and supporting our English Language Learners with specific strategies and supports in the classroom.

Professional Development is an important feature at Hall District. One grade level representative participates in monthly school instructional leadership team meetings to monitor the school plan. Fall of 2020 and Winter of 2021 teachers received PD on how to support students via Distance Learning. Professional development was focused on ELA and math instruction, maximizing student independent learning, as well as using different digital platforms to support instruction.

Winter of 2020 our staff received PD on Positive Behavior Interventions and Supports and the MTSS process.

Fall of 2019 all teachers received a 3-day PD in our new ELA and ELD adoption Benchmark Advance. Teachers continuously work with district coaches for support with our new ELA adoption. Teachers receive on-going training in Instructional technology.

Hall teachers received a 2-day PBL follow up with Buck Institute in the Winter of 2019. Teachers completed a 2 day Project Based Learning training during the 2017-2018 school year. Through PBL our teachers support students with 21st-century learning skills and help deepen their understanding of content knowledge.

Spring of 2019 our staff completed Sanford Harmony (SEL) training to support students socially and emotionally.

In August of 2017, teachers received training through the Buck Institute for Education on Project-Based Learning (PBL). Our teachers have been using PBL as a way of teaching our students their impact on the community.

In the 2013-14 school year, teachers made a shift in their instructional practices in LA and Math as they implemented the new Common Core State Standards. Professional Development was reserved for the purpose of coaching staff in the understanding of the new standards, designing lessons and units, and creating common formative assessments.

The staff at Hall District is prepared to meet the challenges of all students including ELLs, Hispanics, and Socio-Economically Disadvantaged (SED) students. A consultant was hired in 2013-2014 to continue the development of Data Teams and begin the transition to Common Core State Standards. In 2014-15 and 2015-16, a consultant was hired to do professional development around becoming a Visible Learning school.

A Thinking Maps consultant was hired to train and coach staff for 5 days during both the 2013-14 and 2014-15 school years.

Prior to the 2010-2011 school year, teachers received training in the Data Team process, which uses student assessment data to focus on students' individual needs through teaching techniques, assessment, and staff collaboration.

Teachers meet once per week in grade-level teams to collaborate on subject areas such as ELA, Math, and ELD. The school's Academic Coordinator also meets with individual teachers and grade-level teams to assist with planning and coaching.

Non-tenured teachers go through the teacher evaluation process, with support from the administration or from the New Teacher Project. Tenured teachers go through a self-assessment evaluation. Teachers on the evaluation-option year chose a peer partner evaluation cycle and attend a pre-and post-conference meeting.

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	