Edward A. Hall Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	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

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	199
Grade 7	203
Grade 8	206
Total Enrollment	608

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%

American Indian or Alaska Native	0.3%
Asian	1.2%
Black or African American	0.2%
Filipino	0.2%
Hispanic or Latino	96.1%
Two or More Races	0.7%
White	1.5%
English Learners	49%
Foster Youth	0.2%
Homeless	15.1%
Migrant	12.2%
Socioeconomically Disadvantaged	95.7%
Students with Disabilities	13.5%

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)	17.60	62.86	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.57	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	9.43	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.57	14.70	1.67	11953.10	4.28
Unknown	5.70	20.50	43.40	4.93	15831.90	5.67
Total Teaching Positions	28.00	100.00	880.20	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	7.50	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.50	2.60

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners	25.8	10

(a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9	0

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

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

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

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	August 2023

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/2017myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	iReady, Curriculum Associates;2023	Yes	0%
Science	Amplify Science/2019	Yes	0%
History-Social Science	TCI History Alive!/2018	Yes	0%
Foreign Language	NA		0%
Health	Positive Prevention Plus/2018		0%
Visual and Performing Arts	VAPA Standards		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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	8/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Cafeteria: 8 water stained ceiling tiles. Rm 11: 1 floor board damaged. Rm 9 Staff Lounge: 1 ceiling, 5 broken floor tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Old GYM Hallway: Needs cleaning.
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			New GYM: Multiple broken windows. Old GYM: Broken window.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15	10	28	26	47	46
Mathematics (grades 3-8 and 11)	4	4	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	603	573	95.02	4.98	10.12
Female	292	282	96.58	3.42	9.57
Male	311	291	93.57	6.43	10.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	583	555	95.20	4.80	10.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	279	259	92.83	7.17	0.39
Foster Youth	0	0	0	0	0
Homeless	103	97	94.17	5.83	6.19
Military	0	0	0	0	0
Socioeconomically Disadvantaged	583	554	95.03	4.97	9.93
Students Receiving Migrant Education Services	73	69	94.52	5.48	8.70
Students with Disabilities	85	79	92.94	7.06	3.80

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	603	578	95.85	4.15	3.81
Female	292	282	96.58	3.42	3.56
Male	311	296	95.18	4.82	4.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	583	558	95.71	4.29	3.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	279	265	94.98	5.02	0.00
Foster Youth	0	0	0	0	0
Homeless	103	100	97.09	2.91	3.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	583	558	95.71	4.29	3.95
Students Receiving Migrant Education Services	73	73	100.00	0.00	2.74
Students with Disabilities	85	80	94.12	5.88	1.25

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.25	7.25	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	207	198	95.65	4.35	7.07
Female	98	96	97.96	2.04	6.25
Male	109	102	93.58	6.42	7.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	198	189	95.45	4.55	7.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	79	75	94.94	5.06	0.00
Foster Youth	0	0	0	0	0
Homeless	37	36	97.30	2.70	2.78
Military	0	0	0	0	0
Socioeconomically Disadvantaged	199	190	95.48	4.52	7.37
Students Receiving Migrant Education Services	25	24	96.00	4.00	8.33
Students with Disabilities	35	32	91.43	8.57	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92.1	86.6	93.5	92.6	93.5

C. Engagement	State Priority: Parental Involvement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

E.A. Hall Middle School actively encourages parent participation through various engagement opportunities. These include advisory councils such as the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Migrant Parents group, and the Positive Behavioral Interventions and Supports (PBIS) Committee, along with the MTSS Team. These advisory groups actively participate and advise school staff in developing, implementing, and monitoring the EA Hall School 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	652	625	224	35.8
Female	313	304	111	36.5
Male	339	321	113	35.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	7	7	2	28.6
Black or African American	1	1	1	100.0
Filipino	2	1	1	100.0
Hispanic or Latino	625	601	211	35.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	11	9	5	55.6
English Learners	336	323	113	35.0
Foster Youth	2	2	1	50.0
Homeless	117	112	34	30.4
Socioeconomically Disadvantaged	626	602	213	35.4
Students Receiving Migrant Education Services	74	73	15	20.5
Students with Disabilities	96	90	34	37.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	11.76	13.50	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.31	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.5	0.31
Female	15.02	0
Male	12.09	0.59
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	13.12	0.32
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	27.27	0
English Learners	13.99	0.6
Foster Youth	0	0
Homeless	12.82	0
Socioeconomically Disadvantaged	13.58	0.32
Students Receiving Migrant Education Services	16.22	0
Students with Disabilities	9.38	0

2023-24 School Safety Plan

At EA Hall, we take a wholistic 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	14	5	7
Mathematics	26	4	7	5
Science	30	1	6	6
Social Science	25	3	10	2

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	608

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,430.30	$2,671.79	$5,900.17	$69,073.94
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	19.4	-5.1

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

State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-25.3	-27.0

Fiscal Year 2022-23 Types of Services Funded

Our 2023-2024 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 and effective instruction around PBIS, AVID, ELD, and reading and writing. In addition, we created a Wellness Corner where our counselors (academic and social-emotional) have individual classrooms to hold student-led meetings, conferences, and one-on-one sessions. The Wellness Corner also houses the College to Career Center, the CHEB Club, and the lunch reflection room.

Federal and state funds provide monies for our English Learners programs and pay for materials and 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 its classes promotes 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 the improvements of our materials and facilities. Additionally, our students are recognized throughout the school year for their good attendance, reading achievement, and community involvement.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

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 much 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 support teachers and curricula 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 23-24 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	7	10