Hall District Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

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

2023-24 School Contact Information

School Name	Hall District Elementary School
Street	300 Sill Road

City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6371
Principal	Mayra Fernandez
Email Address	Mayra_Fernandez@pvusd.net
School Website	https://www.hall.pvusd.net/
County-District-School (CDS) Code	44-69799-6049712

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

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 to create 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	79
Grade 2	68
Grade 3	90
Grade 4	68
Grade 5	76
Total Enrollment	472

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
Filipino	0.2%
Hispanic or Latino	97.5%
Native Hawaiian or Pacific Islander	0.2%
White	2.1%
English Learners	75.4%
Homeless	21.4%
Migrant	16.7%
Socioeconomically Disadvantaged	96.6%
Students with Disabilities	11.7%

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)	19.00	86.36	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	13.64	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	22.00	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	1.00	0.00
Misassignments	2.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	3.00

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	13.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	4.5

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

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/2019; 6th grade My perspectives, Pearson/2017	Yes	0%
Mathematics	K-5 Bridges, The Math Learning Center/2016; 6th grade iReady, Curriculum Associates/2023	Yes	0%
Science	K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007; 6th grade Amplify/2020	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006; History Alive! The Ancient World, TCI/2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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	9/8/2023

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			17: replace 30+ ceiling tiles/ faucet is loose 18: replace ceiling tiles (6) 23: need new filter (air purifior) 8: light covers secure 4 book cases 9: change filter for air purifiors
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			14:00 17: replace 30+ ceiling tiles/ faucet is loose 4: outside room drinking fountain needs new filter 7: no h2o for drinking fountain
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			31: remove iron grates on back windows 5: secure bookcase 8: light covers secure 4 book cases
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			34: 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)	18	13	28	26	47	46
Mathematics (grades 3-8 and 11)	7	7	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	229	229	100.00	0.00	12.66
Female	111	111	100.00	0.00	14.41
Male	118	118	100.00	0.00	11.02
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	223	223	100.00	0.00	13.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	151	151	100.00	0.00	3.97
Foster Youth	0	0	0	0	0
Homeless	63	63	100.00	0.00	12.70
Military	0	0	0	0	0
Socioeconomically Disadvantaged	219	219	100.00	0.00	11.42
Students Receiving Migrant Education Services	37	37	100.00	0.00	10.81
Students with Disabilities	27	27	100.00	0.00	7.41

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	229	229	100.00	0.00	6.55
Female	111	111	100.00	0.00	6.31
Male	118	118	100.00	0.00	6.78
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	223	223	100.00	0.00	6.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	151	151	100.00	0.00	1.32
Foster Youth	0	0	0	0	0
Homeless	63	63	100.00	0.00	3.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	219	219	100.00	0.00	6.39
Students Receiving Migrant Education Services	37	37	100.00	0.00	0.00
Students with Disabilities	27	27	100.00	0.00	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.

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)	12.79	15.07	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	73	73	100.00	0.00	15.07
Female	33	33	100.00	0.00	18.18
Male	40	40	100.00	0.00	12.50
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	73	73	100.00	0.00	15.07
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	36	36	100.00	0.00	2.78
Foster Youth	0	0	0	0	0
Homeless	28	28	100.00	0.00	17.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	73	100.00	0.00	15.07
Students Receiving Migrant Education Services	17	17	100.00	0.00	5.88
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.

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	63.88	94.44

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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. Parents can come to the office to complete a Volunteer application. The regular school day and after-school programs offer multiple opportunities for parents to partner with the school. This year, we had parents volunteer and support during our Fall Festival. We have active parent leadership groups such as the School Site Council, English Language Advisory Committee, and Family Literacy Nights that happen 2-3 times a year.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	509	488	154	31.6
Female	255	244	70	28.7
Male	254	244	84	34.4
Non-Binary	0	0	0	0.0
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	0	0.0
Hispanic or Latino	497	476	150	31.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	10	10	4	40.0
English Learners	377	366	94	25.7
Foster Youth	4	2	0	0.0
Homeless	121	119	22	18.5
Socioeconomically Disadvantaged	486	470	142	30.2
Students Receiving Migrant Education Services	80	80	15	18.8
Students with Disabilities	66	64	25	39.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.38	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	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	1.38	0
Female	0	0
Male	2.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.59	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.44	0
Students Receiving Migrant Education Services	1.25	0
Students with Disabilities	4.55	0

2023-24 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 emergency cards are checked to ensure that the adult taking the child has permission to do so.

The Emergency Plan and Safe School Plan focus 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 was 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 to go over our behavior expectations that help prevent bullying. Teachers hold weekly class meetings and specifically target safety and social development.

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

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	20	3	1	0
2	17	4	0	0
3	22	2	6	0
4	27	0	4	0
5	30	0	4	0
6	0	0	0	0
Other	30	0	2	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

2022-23 Student Support Services Staff

Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	$13,332.25	$1,505.43	$6,968.49	$63,413.59
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	35.7	-13.6
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-8.8	-35.3

Fiscal Year 2022-23 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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Professional Development is an important feature of 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 six separate days during the 2023-2024 school year. Onsite professional development occurs during SBC days and staff meetings throughout the year. The outcome of our District PD is for Teachers to include the Culturally Responsive Six Brain Rules (Hammond) when planning and teaching their writing lessons. Teachers will develop strategies for supporting language development through integrated ELD support. Teachers will be able to use strategies to explicitly teach the purpose, structure, and language features of the three main writing genres (informative, opinion, and narrative).

Our once-a-month site-based Staff PD for 2023-2024 is focused on analyzing data and restorative practices. Grade levels analyze MAP, DIBLES, and SIPPS data to adjust instruction. Teachers have been learning about restorative circles to support students' academic and social skills. PD has also been focused on Core Instruction 3 and having more student voices in the classroom. Site-based PD has also focused on Talk Moves strategies to support academic discourse in the classroom.

Professional Development is an important feature of Hall District. One grade-level representative participates in monthly school instructional leadership team meetings to monitor the school plan. In the 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.

In winter 2020, our staff received PD on positive behavior interventions and supports and the MTSS process.

In the 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 ongoing training in Instructional technology.

In the spring of 2019, our staff completed Sanford Harmony (SEL) training to support students socially and emotionally.

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 in the evaluation-option year chose a peer partner evaluation cycle and attended a pre- and post-conference meeting.

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		10