

Halecrest 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	Halecrest Elementary School
Street	475 East J St.
City, State, Zip	Chula Vista, CA 91910
Phone Number	(619) 421-0771
Principal	Amber MacDonald
Email Address	amber.macdonald@cvesd.org
School Website	https://halecrest.cvesd.org/home
County-District-School (CDS) Code	37-68023-6037865

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Description:

Halecrest School is one of 50 schools in the Chula Vista Elementary School District, including charters. The school was built in 1961 and consists of self-contained classrooms, a resource room, a library, and a multipurpose cafeteria.

Halecrest Elementary is an amazing school that invests in "growing" respectful and responsible young adults. Student progress in social emotional development and character development is as equally important as academics at Halecrest. Halecrest has always believed in developing the whole child. Students are recognized monthly, during a school-wide assembly, for embodying the strengths which promote good citizenship and character.

Students have many opportunities for extra curricular enrichment beyond the school day through after school LEAD Clubs such as: Adaptive Pickleball Club, Cheer Club for TK/K, 1st-3rd, and 4th-6th Craft Club, Directed Drawing Class, Latin Dance, Marvelous Makers Club, Phonics Club for Kinders, Pickleball Club, Soccer Skills and Agility Class, Spanish Club, Track and Field Club, and Yearbook Club. Over half of our student body (about 230 students) participate in our LEAD after school programs. Other vendors we contract with are: Academic Chess Club, Robotics Club, and Heartlight Dance. Students participate in over 21 different field trip opportunities and have the opportunity to try out for soccer and flag football. During the day school offerings are participation in our Mileage Running Club, Safety Patrol, Inclusivity Club, No Place for Hate Club, and Student Council. Our school also partners with the YMCA and we have an after school DASH program that is a 3:15-5:30pm program.

Halecrest has Curriculum Night, Fall Festival, Literacy Week, family movie nights, our Art Showcase, our American Heart Association Jump event, our Sock Hop and many other fun events. Halecrest continues to support year-round visual and performing art classes and we have a full-time counselor. Student, parent, and community involvement is a priority at Halecrest. Additionally, we hold parent workshops throughout the year that help bridge the gap between home and school.

The school's site plan goals are focused on improving the proficiency rate of English Language Arts and Math in our CAASPP state testing as well as an increase in the proficiency of the district Local Measures Reading, Math, and Writing assessments. We also have goals specifically for our English Learners, Special Education, and our Socio Economically Disadvantaged target populations.

2023-24 School Description and Mission Statement

Mission
Halecrest is committed to a balanced educational program that promotes the development of each student's full potential. Our children are self-reliant, confident, and literate. We are eager learners who effectively process, analyze, and assess information. We also encourage problem solving, responsible decision-making, and a lifelong love of learning.

Vision Statement - We get an education to better ourselves. We use our education to better our world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	52
Grade 2	61
Grade 3	51
Grade 4	58
Grade 5	71
Grade 6	56
Total Enrollment	424

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
Asian	2.1%
Black or African American	1.7%
Filipino	4%
Hispanic or Latino	72.4%
Two or More Races	3.5%
White	16%
English Learners	25.7%
Foster Youth	0.2%
Homeless	0.7%
Socioeconomically Disadvantaged	53.8%
Students with Disabilities	20.8%

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)	21.10	89.45	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.11	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	2.00	8.44	106.00	7.66	18854.30	6.86
Total Teaching Positions	23.60	100.00	1383.70	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)	19.10	88.44	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.31	33.90	2.36	11953.10	4.28
Unknown	2.00	9.25	109.80	7.63	15831.90	5.67
Total Teaching Positions	21.60	100.00	1440.10	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	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

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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	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.50

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

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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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Common district approved computer programs are the Achieve 3000, Smarty Ants, and iReady.

Supplemental curriculum we use K-6 is Heggerty for Phonemic Awareness.
Supplemental curriculum we use for TK-2nd and SDC is UFLI (University of Florida Literacy Institute) for phonics instruction.
Supplemental curriculum for SDC and RSP is the Wilson Reading System.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Classroom space at Halecrest Elementary School is adequate to support our school's current enrollment of 431. Custodial staff perform cleaning protocols operations daily.

Students are supervised before school by trained supervisors starting at 8:15am. The traffic patterns are monitored by administration and assisted by the Chula Vista Police Department. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office.

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs cleaning operations daily that follow district guidelines. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

Planned Improvements for the 2023-2024 school year.

1. New slurry coat on the lower playground (around June 2024 when school finishes)
2. We Tip Anonymous Line was activated.
3. Security cameras on the perimeter of the school have been activated.
4. New speaker for the upper playground.

Year and month of the most recent FIT report	12/9/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 400 ELECTRICAL: clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 // AC unit not working properly Health Office: AC too low air // Broken data port (off the wall) // Rust stains on floor created by file cabinet // Air freshner under sink
Interior: Interior Surfaces	X			601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // * Decorative Material - In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. CFC, Section 807.5.2.3 :See

School Facility Conditions and Planned Improvements

			<p>https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 702 CR: Unapproved Devices - All appliances shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. 1. Ensure all power strips UL approved surge protectors. 2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall. CFC 604.1.1// * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) * Aromatherapy plug in air freshener (fire and safety concern - per district policy items are not allowed) Main Workroom: MPR: 1 Ceiling tile stained // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-stripUltra Heavy Duty Stripper (Waxie/Diversey) and finished with 2 in 1 Carefree wax , 4 coats and then burnish for gloss</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>Kinder Playtoy: needs powerwash LUNCH ARBOR: * Concrete needs to be scrubbed and cleaned - Request 30" surface cleaner and Power washer from facilities. // sinks on the exterior of the MPR are dirty // * Walkway in front of MPR is dirty needs scrubbing</p>
<p>Electrical</p>	<p>X</p>		<p>301 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 400 SIGNAL ROOM: Storage of custodial equipment // clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // * Decorative Material - In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. CFC, Section 807.5.2.3 :See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 604 CR: Power Strip Usage Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or</p>

School Facility Conditions and Planned Improvements

			<p>provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus. CFC Section 604.4-604.4.3 Office: buzzing sound from wall lamps when on //</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>Staff mens: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats // rusted door vent inside // holes in tackboard by door to RR Staff womens: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats // rusted door vent inside // Middle stall toilet loose from anchors</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>301 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 302 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 303 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED</p>

CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 304 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // missing slats 402 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 // missing/ broken clips and blind slats // 403 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-

School Facility Conditions and Planned Improvements

			<p>mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // missing/ broken clips and blind slats // Provide Clear Access to Fire Extinguisher - Are extinguishers shall be conspicuously located where they will be readily accessible & unobstructed. Remove obstructions. Ensure signs are not blocking extinguishers. Ensure extinguishers are not obstructed from view. CFC, Section 906.5-906.6 404 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric</p>
Structural: Structural Damage, Roofs	X		

School Facility Conditions and Planned Improvements

<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>	<p>202 CR: Back door doesn't close all the way; floor tile lifting 305 CR: Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) - Artwork and teaching materials shall be limited on walls of classrooms (no windows) 400 BOYS RESTROOM: Rusty vent //Glass panes and missing in slat of window frame // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats 402 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // missing/ broken clips and blind slats // 403 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district.</p>
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Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 // missing/ broken clips and blind slats // Provide Clear Access to Fire Extinguisher - Are extinguishers shall be conspicuously located where they will be readily accessible & unobstructed. Remove obstructions. Ensure signs are not blocking extinguishers. Ensure extinguishers are not obstructed from view. CFC, Section 906.5-906.6 404 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.

1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.

Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 // missing blind slats 503 CR: blind clips broken slats on floor // crack ceiling tiles // Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.

Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no

School Facility Conditions and Planned Improvements

			<p>windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08) Lounge: Broken Blind clips / missing slats Staff mens: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats // rusted door vent inside // holes in tackboard by door to RR Staff womens: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats // rusted door vent inside // Middle stall toilet loose from anchors</p>
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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)	48	52	54	53	47	46
Mathematics (grades 3-8 and 11)	40	46	41	43	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	238	235	98.74	1.26	51.71
Female	111	110	99.10	0.90	57.27
Male	127	125	98.43	1.57	46.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	72.73
Hispanic or Latino	168	166	98.81	1.19	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	68.18
English Learners	58	58	100.00	0.00	27.59
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	125	100.00	0.00	41.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	60	96.77	3.23	18.33

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	238	234	98.32	1.68	45.92
Female	111	110	99.10	0.90	45.45
Male	127	124	97.64	2.36	46.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	63.64
Hispanic or Latino	168	166	98.81	1.19	38.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	43	97.73	2.27	65.12
English Learners	58	58	100.00	0.00	20.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	125	100.00	0.00	37.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	59	95.16	4.84	6.78

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)	30.19	42.25	36.97	34.95	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	72	72	100.00	0.00	43.06
Female	29	29	100.00	0.00	48.28
Male	43	43	100.00	0.00	39.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	36.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	57.14
English Learners	16	16	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	10.53

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	91.78%	93.15%	93.15%	93.15%	93.15%

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

Contact person: PTA President: Veronica Greene
Contact Phone Number: (619) 421-0771 - leave a message that will be passed along to her.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school.

Halecrest is proud of the high level of parent interest and involvement in the school. An active Parent-Teacher Association (PTA) sponsors many projects for the benefit and welfare of the children. They coordinate school assemblies, recognition programs, book fairs, and carnivals to enhance the instructional and extra-curricular programs of Halecrest. Volunteers are an integral part of the daily school program. Volunteers are screened before working on campus on a regular basis. (Current TB test, Fingerprints on file, Current Vaccination card on file.)

Six Halecrest parents are members of the School Site Council and take part in planning school activities and programs. Parents are also members of the English Language Advisory Committee, which examines and provides input into the educational program provided for English Language Learners.

Our ELAC Committee meets four times per year. We have two parent representatives that attend the District Advisory Committee/District English Language Advisory Committee (DAC/DELAC) each month. Every month the DAC/DELAC board provides parent workshops that are open for any parent to attend.

Parents also have the opportunity to be a part of the Black Learners Advisory Committee (BLAC). The committee holds meetings monthly and the principal sends home flyers via Class Dojo and our Schools Messenger to make parents aware.

In a typical year, Parent Coffees with the Principal are held monthly to open dialogue and share ideas.

Parent Workshops are held 2-3 times per year at the school level. There are also regular parent workshops parents can attend at the district level as well (Parent Academy, TK/K Workshop, Guest Speakers, etc.)

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	445	90	20.2
Female	216	213	42	19.7
Male	233	232	48	20.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	0	0.0
Black or African American	7	7	1	14.3
Filipino	19	19	2	10.5
Hispanic or Latino	328	325	73	22.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	16	4	25.0
White	68	68	9	13.2
English Learners	119	117	28	23.9
Foster Youth	1	1	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	247	244	66	27.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	109	28	25.7

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	0.86	0.67	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67	0
Female	0.93	0
Male	0.43	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	0.3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.94	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.81	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, adolescent and growth development videos, and a School Safety Patrol. Parking lot procedures are monitored to ensure a safe environment for all. Each year a team reviews the status of our Comprehensive School Safety Plan. The team revises the plan and it is then presented to our School Site Council for approval. All staff are certified as Mandated Reporters. Additionally, they have been certified on COVID protocols, and they have had Sexual Harassment training.

This plan includes the following:

Current Status of School Crime, Appropriate Programs and Strategies that Provide School Safety, Child Abuse Reporting Procedures, Suspension and Expulsion Policies, Policy for Notifying Teachers of Dangerous Pupils, Discrimination and Harassment Policy, School-wide Dress Code, Safe Ingress and Egress Procedures, Ensuring a Safe and Orderly Environment, Discipline Policies, Hate Crime Policies and Procedures, Disaster Procedures, Identified Areas of Need/Focus for the Year, Members Involved With Writing the Safe School Plan, SSC Minutes Approving Safe School Plan, and SSC/Planning Committee.

The Safety Plan was approved in November 2, 2023 by Halecrest School Site Council.

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	14	4	3	
1	14	4		
2	11	3	2	
3	17	2	3	
4	20	1	2	
5	22	1	2	
6	21	1	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	
1	15	2	2	
2	11	4	1	
3	14	2	2	
4	18	2	2	
5	14	2	2	
6	21	1	2	

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	15	2	3	0
1	17	1	2	0
2	15	4	0	0
3	13	4	0	0
4	19	1	2	0
5	24	1	2	0
6	19	1	2	0
Other	0	0	0	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)	
Psychologist	1.1
Social Worker	0.5
Nurse	0.4
Speech/Language/Hearing Specialist	1
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	15,164.13	6,048.90	9,115.23	92,038
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	2.8	7.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	32.1	5.3

Fiscal Year 2022-23 Types of Services Funded

Our school directly funds 3.5 noon duty aides through our LCAP funds. Our Noon Duty Aides work in the morning before school to support school drop off and oversee breakfast in our lunch arbor along with lunch recess, lunch, and after school pickup. Noon Duty Aides also work closely with administration and teaching staff to implement our Positive Behavior Intervention Supports (PBIS) here at Halecrest. Their work is integral in making the culture of the school a safe and supportive one for our students' development.

We have a full-time counselor which is 50% funded by Halecrest and 50% funded by the district. The counselor runs 1:1 sessions, small groups, pushes into classes for lessons, meets with Lunch Bunch, holds an Inclusivity Club, holds our No Place for Hate Club meetings, and runs our No Place for Hate activities. She also helps to guide teachers in conducting their screeners for emotional and behavioral needs at the school.

Halecrest pays for 15 hours of our English Language Instructional Aide who works with English Language Learners at the school.

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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

Professional development activities are provided each year for all classroom teachers and support teachers. Professional development reflects the school's goals and objectives and are part of our Single Site Plan. Our professional development focus for the 2023-24 school year is around Reading. Instructional Focus Statement - Students and teachers will work collaboratively to ensure that each student show measurable growth in the area of phonics and reading foundational skills. Additionally, this year, some of our training focus is around the 8 best practices as recommended by National Center for Urban School Transformation (NCUST).

The school's MTSS Committee also instructs the staff in Zones of Regulation practices, our Positive Behavior Intervention Supports, the Mood Meter, and CPI Training general training. Halecrest staff also has access to Professional Development in all subject areas through the CVESD Teacher Portal. There are recorded sessions for both technology implementation and academic supports and scaffolds.

We also follow the district's training and plans for our Multilingual English Learners (MELs) with trainings around High Impact Language Development Strategies.

Staff members receive professional development at the school site and through the district. Teachers get feedback from both their peers and by administration. Staff set school-wide goals for implementation of skills and strategies learned, and work together to ensure all members are successful. Assessment data is used to track our students' response to instruction.

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	10	10	