Halkin Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

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

2022-23 School Contact Information

School Name	Halkin Elementary School
Street	1300 Williams St.
City, State, Zip	San Leandro, CA 94577
Phone Number	(510) 618-4370
Principal	Virginia Quock
Email Address	vquock@slusd.us
School Website	https://www.slusd.us/wilson/
County-District-School (CDS) Code	01-61291-6002463

2022-23 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510)895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2022-23 School Overview

Principal's Message

Halkin Elementary School is a culturally rich and linguistically diverse community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensure access for all of our student subgroups. Educators at Halkin Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that include an analysis of academic performance and language development to determine EL student program needs as well as other student subgroups' needs.

Our goal is to make continuous year-to-year growth for each individual student, so that all are prepared for middle school, high school, and beyond for college and career. Education requires teamwork. The Halkin staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to meet the Common Core standards and to achieve our school-wide site
plan goals and objectives. Halkin Elementary is made up of a rich and diverse student body. The school serves students in grades TK-5. Our Special Day program serves students and families in preschool to 5th grade. Additional resources are allocated to serve students in need of Math and Reading Intervention support services. Support services are also offered in English Language Development instruction, Speech and
Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also receive instruction in Music, Art, and Physical Education taught by Specialists.
The Halkin staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide
students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized, and appropriately challenging for all students. Instruction is focused on English Language Arts and Mathematics Common Core State Standards and Next Generation Science Standards as all students make progress toward mastery. Teachers at Halkin Elementary School differentiate their instruction by regularly assessing and

2022-23 School Overview

grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices. This has become a focus by aligning activities to achieve school goals through improving the academic performance of English Learner students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills. This plan meets the requirements of ESSA.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	116
Grade 2	119
Grade 3	113
Grade 4	120
Grade 5	118
Total Enrollment	707

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.4
Asian	22.9
Black or African American	5.7
Filipino	6.5
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	1.7
Two or More Races	3.1
White	4.8
English Learners	38.2
Foster Youth	0.6
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	78.4
Students with Disabilities	14.3

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)	34.30	97.17	380.40	89.70	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.83	4.00	0.94	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.60	1.10	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.90	2.35	12115.80	4.41
Unknown	0.00	0.00	25.00	5.91	18854.30	6.86
Total Teaching Positions	35.30	100.00	424.10	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)	32.60	89.88	363.50	84.95	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.75	5.00	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	4.18	20.90	4.89	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.00	2.36	11953.10	4.28
Unknown	1.10	3.16	28.30	6.61	15831.90	5.67
Total Teaching Positions	36.30	100.00	427.90	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.50

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	7.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	0.00

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

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

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 14, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2022 are illustrated in the chart.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Wonders Grades K-5 Adopted 2018 McGraw-Hill Maravillas Grades K-2 (ELD) Adopted 2018 McGraw-Hill	Yes	0
Mathematics	Eureka Math Adopted 2016 Great Minds	Yes	0
Science	Amplify Science Adopted 2020	Yes	0
History-Social Science	Inspiring Wonder and Facilitating Change: History for All District Developed Adopted Curriculum 2021	Yes	0

School Facility Conditions and Planned Improvements

Age & Condition of Facilities
Halkin Elementary School was originally constructed in 1947 and is currently comprised of 24 permanent classrooms, 14 portable classrooms, a library, a staff room, a multi-purpose room, a kitchen, and two playgrounds. Renovation of the library occurred during 2017. Replacement of Building 4 portables with new Modular classrooms and furniture was completed in 2020.

Cleaning Process
The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair
District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:
The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.
Classrooms 29, 30, 31, 32, 33, and 34 are all new modular.

Year and month of the most recent FIT report	10/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	351	98.04	1.96	28.49
Female	178	173	97.19	2.81	28.90
Male	180	178	98.89	1.11	28.09
American Indian or Alaska Native	--	--	--	--	--
Asian	67	66	98.51	1.49	40.91
Black or African American	23	23	100.00	0.00	17.39
Filipino	26	25	96.15	3.85	36.00
Hispanic or Latino	202	198	98.02	1.98	25.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	35.71
White	16	15	93.75	6.25	6.67
English Learners	129	127	98.45	1.55	10.24
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	287	284	98.95	1.05	25.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	69	68	98.55	1.45	13.24

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	354	98.88	1.12	20.06
Female	178	175	98.31	1.69	16.00
Male	180	179	99.44	0.56	24.02
American Indian or Alaska Native	--	--	--	--	--
Asian	67	66	98.51	1.49	39.39
Black or African American	23	23	100.00	0.00	8.70
Filipino	26	25	96.15	3.85	20.00
Hispanic or Latino	202	201	99.50	0.50	15.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	21.43
White	16	15	93.75	6.25	13.33
English Learners	129	128	99.22	0.78	4.69
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	287	284	98.95	1.05	18.31
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	69	68	98.55	1.45	13.24

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.39	NT	24.07	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	122	100	0	16.39
Female	57	57	100	0	17.54
Male	65	65	100	0	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100	0	28
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100	0	13.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	48	100	0	2.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	100	100	0	13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100	0	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.22%	72.88%	71.19%	73.73%	74.58%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Halkin is dedicated to engaging parents in a variety of ways. The Halkin staff believes in building engaging, collaborative partnerships with our families and community members. Staff members encourage parents/guardians to participate in and out of the classroom on an ongoing basis throughout the year. Kindergarten and TK teachers meet with parents prior to the start of the school year to welcome new families to our school. Staff communicates regularly with families on Parent Square weekly newsletters, updates and messages as well as through, phone calls, emails, auto-text programs, in-person meetings, and emails. All staff utilize teacher the district webpages and the Parent Square online outreach program to connect with families. Parents/guardians receive multilingual school and classroom newsletters on a regular basis in addition to messages sent through the Parent Square system. Messages sent through the school's Parent Square system are multilingual. Parent volunteers are encouraged to work in classrooms around the school through our volunteer sign-up policies. Weekly Coffee Chats with the Principal provide the open format to receive information and ask pertinent questions on an ongoing basis. Parents may participate in the Parent-Teacher Committee (PTC), English Learner Advisory Committee (ELAC), African American Family Advisory Council, School Site Council (SSC), as well as a variety of volunteer activities. Parents have formed a Parents Supporting Parents group which is monitored by Wilson staff. Parents and family members may volunteer to help with fundraising, school-wide events such as assemblies or Beautification Day, assistance within the classroom, support during recess and lunch, and other activities including working in our community garden.

Halkin Elementary School has several partnerships with local community organizations, including the Boys & Girls Club/. Other partners include Soul Shoppe, Kaiser Permanente, East Bay Agency for Children, Davis Street, Vision to Learn, Safe Routes to School, Safe Moves, Bike Mobile, and the Alameda County Office of Education Project Eat.

Family members who wish to participate in Halkin Elementary School's parent advisory committees, school activities, or become a volunteer may contact the main office at (510) 618-4370.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	770	752	390	51.9
Female	352	345	176	51.0
Male	418	407	214	52.6
American Indian or Alaska Native	5	5	5	100.0
Asian	171	169	51	30.2
Black or African American	47	46	31	67.4
Filipino	46	46	17	37.0
Hispanic or Latino	407	395	232	58.7
Native Hawaiian or Pacific Islander	12	12	10	83.3
Two or More Races	22	22	11	50.0
White	45	42	24	57.1
English Learners	327	318	158	49.7
Foster Youth	7	7	6	85.7
Homeless	13	12	11	91.7
Socioeconomically Disadvantaged	616	604	324	53.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	128	126	69	54.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.38	3.85	2.45
Expulsions	0.00	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.43	0.03	4.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.43	0.00
Female	0.85	0.00
Male	1.91	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	0.00	0.00
English Learners	0.92	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	1.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.34	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern at Halkin Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated every winter by a committee of six individuals, including the principal, vice-principal, and SLTA representative. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The Wilson School Safety Plan was reviewed, discussed and updated during the 2022-2023 school year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check-in at the school's office and wear the proper identification badge at all times.

Providing as much in-person live instruction that can be safely delivered is a priority of the district and community. SLUSD will follow guidelines from the California Department of Education, California Department of Public Health, Centers for Disease Control (CDC), The Alameda County Public Health Department, Alameda County Office of Education, and the Governor's office to plan for in-person scenarios when safe to do so this school year.
We recognize that students will need additional support to recover from any learning loss and tiered intervention in both academic and social-emotional support.

SLUSD is committed to following Alameda County's established safety guidelines when bringing students back to the classroom. Appropriate safety measures will include physical distancing, self-screening/active screening, specific classroom safety procedures, hand washing/sanitizing, and face-covering procedures. Additionally, SLUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and schools will be implementing outdoor activities for students that meet safety guidelines.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. for the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit https://www.slusd.us/families-community/.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		6	
1	24		5	
2	25		5	
3	23		5	
4	30		4	
5	32	1	3	1
Other	10	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	5	
1	23	1	4	
2	24		5	
3	24		5	
4	29		4	
5	37		3	1
Other	14	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	19	2	4	
1	19	1	5	
2	17	3	4	
3	18	3	3	
4	22	1	4	
5	35		3	1
Other	10	4		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	1.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,232.	$1,709.	$5,523.00	$96,983.04
District	N/A	N/A	$6,001.	$102,465.90
Percent Difference - School Site and District	N/A	N/A	-8.3	-5.5
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-17.7	15.4

2021-22 Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Title IV, Part A, Student Support and Academic Enrichment

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,522	$52,478
Mid-Range Teacher Salary	$87,439	$80,810
Highest Teacher Salary	$119,620	$101,276
Average Principal Salary (Elementary)	$141,739	$127,080
Average Principal Salary (Middle)	$150,497	$134,264
Average Principal Salary (High)	$174,409	$147,200
Superintendent Salary	$371,764	$242,351
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff development is delivered via a variety of means, including peer-to-peer mentoring, instructional coaching, teacher technology education consultants, site-based staff development opportunities, districtwide professional development, and off-site conferences at federal, state, and county levels. Peer-to-peer development opportunities include new teacher induction program and Support Providers, instructional coaches, and Professional Learning Community Collaboration time and training. Administration at site and district level provide and deliver staff development based on student and site needs. Professional development is provided in content areas, technological integration, socio-emotional learning, alignment with Common Core State Standards, English Language Development, Project Based Learning, special education, and in other areas designed to increase and improve student access, engagement, and achievement. Staff is able to receive training that is individualized, job-embedded, after school, during district-wide professional development days, via online learning platforms, and during release time. The district supports staff development through Professional Growth Days as well as grade-level specific training, including math and ELA/ELD framework training. Teachers are released each semester to plan by grade level for the upcoming based on student assessment data, Common Core standards, and curriculum. In order to select areas for staff development, factors including state and district assessment data, curriculum-based assessment, teacher feedback, community and family needs and input, English Language Learners, needs of students with disabilities, and state/federal standards are considered, among other essential data. Staff development is ongoing, reflective, globally and culturally relevant, and responsive to the needs of the students, staff, and school-wide community.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	