George Hall Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	George Hall Elementary School
Street	130 San Miguel Way
City, State, Zip	San Mateo, CA 94403
Phone Number	(650) 312-7533
Principal	Justine DiMaggio
Email Address	jdimaggio@smfc.k12.ca.us
School Website	https://george-hall.smfcsd.net/
Grade Span	K-5
County-District-School (CDS) Code	41690396044903

2024-25 District Contact Information

District Name	San Mateo-Foster City School District
Phone Number	(650) 312-7700
Superintendent	Diego R. Ochoa
Email Address	diegoochoa@smfcsd.net
District Website	www.smfcsd.net

2024-25 School Description and Mission Statement

George Hall serves a diverse student population and offers a wide range of programs from preschool to fifth grade. We have 20 classes this year, including 3 Special Day Classes and one STEAM Preschool Class. We are excited to offer Transitional Kindergarten for children whose date of birth is between September 2, 2020 - September 1, 2021.

George Hall has been identified by the San Mateo-Foster City School District as an Inclusion Pilot School. Our vision is that everyone at George Hall will embody respect, responsibility, safety, kindness and inclusivity so everyone has access to resources and learning opportunities to cultivate a community where everyone can advocate for their needs and the needs of

2024-25 School Description and Mission Statement

others through collective problem-solving and an authentic sense of belonging.

- 398 Students (preschool through fifth grade) with small group intervention and individualized instruction
- Highly trained teaching staff and service providers
- Differentiated and standards-based instruction

We have an active, caring group of parent and community volunteers through our PTA, who are focused on providing lunch time and after school enrichment programs, Go-Green initiatives, ongoing parent education and enrichment activities for all students (STEM Night, Literacy Week, and various field trips and assemblies).

Our culture and climate are inclusive and engaging, making George Hall a warm, joyful place to learn and grow. The benefits of inclusion are numerous, not only for neurodivergent children and their families, but for all children. When we include all children in our programs, they learn acceptance of other people, and that each person has unique abilities. Children learn from each other. With inclusion in place, all children are provided equal opportunity to engage in all programs and activities. Some of the benefits of inclusion for children with or without disabilities are friendship skills, peer models, problem solving skills, positive self-image, and respect for others.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	60
Grade 2	50
Grade 3	58
Grade 4	55
Grade 5	58
Total Enrollment	358

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
Asian	17.9
Black or African American	0.8
Filipino	5.3
Hispanic or Latino	31.3
Native Hawaiian or Pacific Islander	3.4
Two or More Races	11.5
White	27.7
English Learners	21.2
Homeless	1.7
Socioeconomically Disadvantaged	29.6
Students with Disabilities	16.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	90.70	469.60	88.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.43	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.80	1.47	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.50	4.79	12115.80	4.41
Unknown/Incomplete/NA	2.00	9.30	27.50	5.17	18854.30	6.86
Total Teaching Positions	21.50	100.00	532.80	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)	20.50	87.23	471.90	89.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	1.01	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.20	1.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.26	18.70	3.53	11953.10	4.28
Unknown/Incomplete/NA	2.00	8.51	24.80	4.68	15831.90	5.67
Total Teaching Positions	23.50	100.00	530.00	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	80.00	429.30	85.43	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	1.19	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.00	23.30	4.64	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.00	12.20	2.43	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.00	31.60	6.30	14303.80	5.15
Total Teaching Positions	20.00	100.00	502.50	100.00	277698.00	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	2022-23
Permits and Waivers	0.00	0.00	2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	4.50	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. 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 and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

In addition, SMFCSD implemented a supplemental phonemic awareness program, Heggerty in our TK-2 classrooms and Preventing Academic Failure (PAF) for reading in K-2.

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following textbooks and materials were adopted as indicated below: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011 English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017 (SMFC Board Adopted Grades 6-8, ELA , SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024) Grades 6-8 ELD, iLit SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024)	Yes	0
Mathematics	The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5 Zearn Mathematics, Ureka Math, 2016 (SMFC Board Adopted in 2020)	Yes	0

	Grades 6-8 Math Nation, Illustrative Math, 2013 (SMFC Board Adopted in 2020)		
Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, OpenSciEd and Carolina Biological Supply Kendall Hunt (2021) (SMFC Board Adopted in 2022)	Yes	0
History-Social Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 TCI-Teacher's Curriculum Institute, (2019) (SMFC Board Adopted, 2019)	Yes	0
Foreign Language	The following textbooks and materials were adopted by the District in 2003 for Grades 6-8: Spanish, Glencoe/McGraw Hill, Como Te Va French, Glencoe/McGraw Hill, Bon Voyage	Yes	0
Health	The following textbooks and materials were adopted by the District as indicated below: Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015) Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016) Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe, and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodians to provide a clean and hazard-free environment. All of our comprehensive Middle Schools and Foster City Elementary now have two-day custodians and multiple night custodians based on their enrollment. Some of the larger schools, particularly the middle schools, are staffed with one-day custodians and two or three-night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of January 2023 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a $142 million dollar bond. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020)

School Facility Conditions and Planned Improvements

and new gyms/locker rooms (completed in Summer 2021). Bayside Academy has a new gym and locker rooms, which was completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City, completed in Spring 2021. Measure X Phase II construction began last year for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. The final project of Measure X is the swapping of Fiesta Gardens and College Park campuses and the expansion of Fiesta Gardens to 8th grade with 7 new classrooms, a gym, and satellite administration space.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing $409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade. The first round of Measure T projects include new Multi-Purpose Rooms at four elementary schools, HVAC addition or replacement at 18 schools, grass replaced with synthetic turf at all schools, paving maintenance, and new drinking fountains with water bottle fillers district-wide.

Year and month of the most recent FIT report	January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Phase 2 of Flooring to be done Summer 2025
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restroom Modernization to be done in 2025
Safety: Fire Safety, Hazardous Materials	X			
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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	66	55	55	46	47
Mathematics (grades 3-8 and 11)	61	70	51	50	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	180	167	92.78	7.22	65.87
Female	86	83	96.51	3.49	71.08
Male	94	84	89.36	10.64	60.71
American Indian or Alaska Native	0	0	0	0	0
Asian	24	22	91.67	8.33	86.36
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	58	52	89.66	10.34	51.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	76.19
White	55	50	90.91	9.09	74.00
English Learners	37	31	83.78	16.22	22.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	55	90.16	9.84	52.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	31	79.49	20.51	32.26

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	180	170	94.44	5.56	70.00
Female	86	84	97.67	2.33	71.43
Male	94	86	91.49	8.51	68.60
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	91.30
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	58	53	91.38	8.62	50.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	76.19
White	55	51	92.73	7.27	80.39
English Learners	37	34	91.89	8.11	38.24
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	56	91.80	8.20	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	31	79.49	20.51	35.48

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	63.08	56.90	44.90	45.29	30.29	30.73

2023-24 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	61	58	95.08	4.92	56.90
Female	29	29	100.00	0.00	55.17
Male	32	29	90.63	9.37	58.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	15	88.24	11.76	86.67
English Learners	12	11	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	5.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parent Involvement Contact:
Name - Zack Horn, PTA President
Email - president@georgehallpta.org
School Phone - 650-312-7533

George Hall is fortunate to have many volunteers contributing daily to the success of our students. Parents, families and friends of George Hall students participate actively in the PTA, the English Learner Advisory Committee, and the School Site Council.

Volunteers continue to work in the classrooms and at the Lego Lab, assist with field trips, make classroom presentations, beautify our campus, design the yearbook and provide support for building community with fun social activities. In addition, parents are provided with parent education opportunities, as well as opportunities for families to give meaningful input and feedback. George Hall is also proud to facilitate a play-based lunch program where parents can volunteer at lunch to support creative projects, facilitated play activities, and Social-Emotional support for students. Students who require additional support with behavior can receive counseling or participate in social skills/friendship groups. For more information please contact (650) 312-7533.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	376	65	17.3
Female	173	169	24	14.2
Male	210	207	41	19.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	66	3	4.5
Black or African American	--	--	--	--
Filipino	22	22	3	13.6
Hispanic or Latino	121	118	29	24.6
Native Hawaiian or Pacific Islander	12	12	7	58.3
Two or More Races	41	41	8	19.5
White	106	104	12	11.5
English Learners	91	87	17	19.5
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	129	123	29	23.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	68	14	20.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.23	0.76	0.26	1.17	1.81	1.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.26	0.00
Female	0.00	0.00
Male	0.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.94	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.45	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety, and

2024-25 School Safety Plan

lifelong learning) communicate the expectations for behavior to students, parents, teachers, and administrators and are updated and reviewed annually. The principals were developed to be consistent with the State Education Code, policies of the San Mateo-Foster City School District Board of Trustees, and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Each year, the District reviews all sites' Safety Plans to determine if all required components are included and to offer feedback and suggestions. Additionally, the CCSPs are reviewed and approved locally by the School Site Council prior to the SMFC Board of Trustees annual approval by March 1st annually.

California Education Code Section 32280 requires school fire evacuation as well as one practice lockdown drill. The District organizes two District-wide drills each year, using different scenarios to ensure the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover, and Hold On, Lockdown/Barricade and Evacuation) are in place, reviewed and practiced at each district location. Some practice drills will involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff. We also continue to build and expand our relationship with our first responders of the SM-FC Consolidated Police and Fire. Multiple opportunities for CPR, First Aid, and AED Training are provided annually for all district staff.

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.

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	21	1	3	
1	19	3		
2	20	2	1	
3	20	1	2	
4	23		3	
5	18	3		
Other	12	3		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	21	1	1	
2	18	3		
3	19	3		
4	24		2	
5	39		2	1
Other	16	3	3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	3		
1	22		2	
2	19	2		
3	18	3		
4	27		2	
5	27		2	
Other	14	4	1	

2023-24 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	358

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	13682	4349	9333	99397
District	N/A	N/A	11803	$96,707
Percent Difference - School Site and District	N/A	N/A	-23.4	2.7
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-14.3	3.1

Fiscal Year 2023-24 Types of Services Funded

Types of Services Funded (Fiscal Year 2017-2024)
The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists). In the 2023-2024 The District has added more positions to support students an families, including: mental health clinicians, more counselors and Community Service Specialists.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,660	$58,553
Mid-Range Teacher Salary	$93,771	$93,924
Highest Teacher Salary	$119,247	$119,489
Average Principal Salary (Elementary)	$175,640	$149,898
Average Principal Salary (Middle)	$177,306	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$291,500	$270,432
Percent of Budget for Teacher Salaries	31.29	31.93
Percent of Budget for Administrative Salaries	6.14	5.62

Professional Development

Professional Development – 2022-23, 2023-24, 2024-25

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through optional days in the summer, three embedded professional development days during the school year, and other scheduled release times. Our primary focus for professional development is aligned to our District's Five Year Strategic Plan. The Strategic Plan was developed in collaboration with a variety of stakeholder groups, using current student academic, equity and wellness data to inform our professional learning needs.

Professional Development is differentiated by grade level spans and job roles in the areas of academics, student wellness and equity strategies. Throughout this school year, staff engage in a continuous content thread that is intended to give depth to professional development and not keep "adding new". Professional learning opportunities integrate content development and research-based instructional and assessment practices to meet the needs of all learners, specifically Multilingual Learners, Students with Disabilities and students from economically struggling families (SED).

In addition, beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3