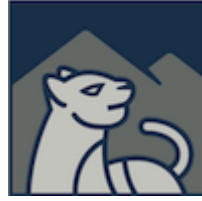


# Hall Middle School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Hall Middle School
<b>Street</b>	200 Doherty Dr.
<b>City, State, Zip</b>	Larkspur, CA 94939-1532
<b>Phone Number</b>	415-927-6978
<b>Principal</b>	Dr. Toni Brown
<b>Email Address</b>	tbrown@lcmschools.org
<b>School Website</b>	<a href="https://www.lcmschools.org/hall">https://www.lcmschools.org/hall</a>
<b>County-District-School (CDS) Code</b>	21653676024350

## 2021-22 District Contact Information

<b>District Name</b>	Larkspur-Corte Madera School District
<b>Phone Number</b>	(415) 927-6960
<b>Superintendent</b>	Brett Geithman, Ed. D.
<b>Email Address</b>	bgeithman@lcmschools.org
<b>District Website Address</b>	<a href="https://www.lcmschools.org">https://www.lcmschools.org</a>

## 2021-22 School Overview

Hall Middle School is in the Larkspur-Corte Madera School District, located in Larkspur, California in beautiful Marin County (north of San Francisco). Hall has won numerous recognitions for its excellence in education, including being named a 2021 National and California Distinguished School, for exceptional student performance for two years. Hall was the only middle school in California to receive the 2021 National Distinguished honor out of 223 secondary schools. Hall has also been named a California Gold Ribbon School Award and was awarded a 2019 Schools to Watch designation by the National Forum to Accelerate Middle-Grades Reform. The academic curriculum includes language arts, social studies, mathematics, science, Spanish, and physical education. Enrichment offerings include technology, art, vocal and instrumental music, leadership and other subjects. The school is supported by a strong, active parent base and dedicated staff.

**Mission Statement:** We are collaborative and compassionate catalysts for growth who inspire and promote well-rounded, lifelong learners and future citizens of the world through a challenging, innovative curriculum with creativity and rigor.

**Vision Statement:** Hall Middle School is a safe and supportive learning environment where all students can learn. Diversity enriches our school and each student is a valued individual with unique physical, social, emotional and intellectual needs. The goal of our educational programs is to prepare students to become contributing members of society.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	154
Grade 7	166
Grade 8	188
Total Enrollment	508

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.2
Asian	4.9
Black or African American	0.6
Filipino	0.4
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.5
White	73.6
English Learners	4.9
Homeless	0.6
Socioeconomically Disadvantaged	10.8
Students with Disabilities	10

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.4
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	January 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Writing Workshop, Teachers College/2015, Reading Workshop, Teachers College/2018	Yes	0.0 %
Mathematics	College Preparatory Mathematics (CPM)/2013	Yes	0.0 %
Science	FOSS Weather and Water, 2nd Edition (NGSS aligned)/2013, FOSS Diversity of Life, 2nd Edition (NGSS aligned)/2004, Prentice Hall/2006	Yes	0.0 %
History-Social Science	History Alive, Teachers Curriculum Institute (TCI)/2005	Yes	0.0 %
Foreign Language	Autentico, Prentice Hall/2018	Yes	0.0 %
Health	Being Adept, Mendez Foundation/2010	Yes	0.0 %
Visual and Performing Arts	N/A	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)			0.0 %

### School Facility Conditions and Planned Improvements

The overall rating for Hall was "Good" (98.50%) for inspection conducted on 11/18/21.

Year and month of the most recent FIT report

11/18/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			501: Auxiliary exhaust fan not working, needs repair 503: Auxiliary exhaust fan not working, needs repair
<b>Interior:</b> Interior Surfaces	X			Gym (Girls Bathroom): Stainless steel countertop is bent and needs to be supported better
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			500 Wing Bathroom: Need to replace light switches 603: Light fixture in breezeway outside 603 is not working DO (Bathrooms): Need to replace light switch in mens room Electric Room: Master clock not working. Need to replace
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b>	X			

## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials			
<b>Structural:</b> Structural Damage, Roofs	X		508: Roof leak in NW corner of roof 605: Dry rot in fascia board of roof facing street District Office Entry: Dry-rotted exterior siding & trim in various locations around the outside of the building. Entire perimeter should be repaired and repainted next summer. Windows are worn out and should be replaced at the sametime, and upgraded to improve security. Nurse's Office: walkway roof outside nurses office is leaking on the end.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		District Office Entry: Dry-rotted exterior siding & trim in various locations around the outside of the building. Entire perimeter should be repaired and repainted next summer. Windows are worn out and should be replaced at the sametime, and upgraded to improve security. Playground: Need yellow paint stripes applied to areas of uneven surfaces on playground for disabled students. Partially complete, waiting for more paint to arrive Principal: East window of Principals office has small leak

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	521	510	97.89	2.11	76.86
Female	259	252	97.3	2.7	81.35
Male	262	258	98.47	1.53	72.48
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	63	98.44	1.56	55.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100	0	95
White	383	374	97.65	2.35	79.14
English Learners	29	29	100	0	13.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	51	94.44	5.56	54.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	26.42

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	521	505	96.93	3.07	64.75
Female	259	247	95.37	4.63	59.92
Male	262	258	98.47	1.53	69.38
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	68.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	63	98.44	1.56	38.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	82.05
White	383	370	96.61	3.39	67.30
English Learners	29	29	100.00	0.00	27.59
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	51	94.44	5.56	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	15.09

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	48.90	N/A	54.13	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	193	182	94.30	5.70	48.90
<b>Female</b>	96	88	91.67	8.33	45.45
<b>Male</b>	97	94	96.91	3.09	52.13
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	13	12	92.31	7.69	33.33
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	23	95.83	4.17	26.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	17	100.00	0.00	70.59
<b>White</b>	138	129	93.48	6.52	51.16
<b>English Learners</b>	11	11	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	24	20	83.33	16.67	15.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	16	84.21	15.79	12.50

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Hall Middle School believes that active parental involvement is a key aspect of a healthy and vibrant school culture. Hall provides for the involvement of parents and community through a variety of means. The family-school connection is intentionally developed by a wide array of parent involvement/partnership activities such as parent-teacher conferences, School Site Council, PTA, DELAC, parent education sessions, Superintendent Coffee Chats, all-school assemblies/speaker events, parent tours and outreach meetings to parents of incoming students. Critical information is communicated to parents in a variety of ways, such as school and district print and electronic newsletters, web postings, e-mail, Actional communications, social media posts, and telephone calls.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	525	20	3.8
Female	259	259	11	4.2
Male	267	266	9	3.4
American Indian or Alaska Native	1	1	0	0.0
Asian	26	26	1	3.8
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	66	66	2	3.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	39	39	0	0.0
White	386	385	17	4.4
English Learners	31	31	2	6.5
Foster Youth	0	0	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	60	60	7	11.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	58	3	5.2

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.12	0.57	1.27	0.20	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.56	0.51	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.57	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.12	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.78	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.67	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.39	0.00

## 2021-22 School Safety Plan

Safety of students and staff is a primary concern of Hall Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to safety standards. It has a Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) sexual and gender-based harassment policies; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) bullying and harassment policies; j) suicide prevention measures; k) school counseling; and l) School Resource Officer. The safety plan is reviewed in September and updated annually by staff and stakeholder input.

In conjunction with the district's Comprehensive School Safety Plan, the school conducts annual emergency/disaster drills and trains teachers and volunteers in search and rescue, first aid, and Community Emergency Response (CERT) training as provided by local emergency preparedness professionals. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Day-to-day security of the campus is closely monitored by school personnel and a visitor check-in badge system. A full scale district wide emergency drill involving students, staff, and volunteers as well as Central Marin Fire Department and/or Central Marin Police Authority advisors takes place annually. The campus is closely monitored by district maintenance and operations personnel. In addition, students have access to a school counselor as well as their teachers with regard to matters of personal safety on campus. Student conflict resolution strategies based on mindfulness practices support the social/emotional growth of our students.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		6	
Mathematics	26		6	
Science	26		6	
Social Science	26		6	

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		6	
Mathematics	25		6	
Science	26		6	
Social Science	26		6	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27		6	
Mathematics	27		6	
Science	27		6	
Social Science	27		6	

## 2020-21 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	510:1

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.7
Social Worker	0
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	0



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,669	\$4,611	\$9,058	\$92,536
District	N/A	N/A	\$9,058	\$89,059
Percent Difference - School Site and District	N/A	N/A	0.0	3.8
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	7.0	11.6

## 2020-21 Types of Services Funded

Hall provides a comprehensive school program. In addition to providing an academic curriculum in all core subject areas, Hall offers enrichment classes such as leadership, computers, art, choir, and band. Hall Middle also provides library services, counseling, special education services, math support, and support for English Language Learners.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$55,587	\$51,450
Mid-Range Teacher Salary	\$83,247	\$80,263
Highest Teacher Salary	\$102,117	\$101,012
Average Principal Salary (Elementary)	\$153,665	\$128,082
Average Principal Salary (Middle)	\$157,508	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$231,272	\$197,968
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

Hall has engaged in very specific Professional Development since 2019-20. With the transition to implement Standards Based reporting for all students in grades 6-8, our work will continue. As we settle into in-person instruction post pandemic, our team is picking up where we left off. For 2021- 22 Hall is working with Marzano consultants to continue to refine and implement standards-based reporting and learning across our campus. Teams will be working to revise and adjust curriculum maps, power standards and proficiency scales to support student academic achievement. While maintaining district plans focused on closing the achievement gap of students subgroups, we have continued our work with Equity and Social Justice. Equity and Social Justice: Trainers from Race-Work are working with certificated and classified staff to explore issues around race, implicit bias and racial mindsets during professional development time. The District Teacher on Special Assignment (TOSA) supports these efforts by providing coaching support for teachers individually and part of grade level teams to incorporate instructional strategies to meet the needs of all students.

The district office and administrative site leaders continue to participate in Collaborative Inquiry Visits to each site to support teacher professional development and continuous improvement with feedback from school-wide observations. Principals work with teachers to identify professional growth goals and avenues for support, including coaching, conferences and workshops. Additionally, administrators provide professional growth opportunities during faculty meetings that occur twice a month.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

# Larkspur-Corte Madera School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Larkspur-Corte Madera School District
<b>Phone Number</b>	(415) 927-6960
<b>Superintendent</b>	Brett Geithman, Ed. D.
<b>Email Address</b>	bgeithman@lcmschools.org
<b>District Website Address</b>	<a href="https://www.lcmschools.org">https://www.lcmschools.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1006	973	96.72	3.28	79.65
<b>Female</b>	519	496	95.57	4.43	82.66
<b>Male</b>	487	477	97.95	2.05	76.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	57	56	98.25	1.75	69.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	129	124	96.12	3.88	62.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	79	78	98.73	1.27	89.74
<b>White</b>	730	704	96.44	3.56	82.53
<b>English Learners</b>	56	55	98.21	1.79	32.73
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	99	94	94.95	5.05	57.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	127	121	95.28	4.72	46.28

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1006	968	96.22	3.78	72.42
Female	519	492	94.80	5.20	68.29
Male	487	476	97.74	2.26	76.68
American Indian or Alaska Native	--	--	--	--	--
Asian	57	56	98.25	1.75	69.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	124	96.12	3.88	50.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	79	76	96.20	3.80	86.84
White	730	701	96.03		75.18
English Learners	56	55	98.21	1.79	36.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	94	94.95	5.05	45.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	127	121	95.28	4.72	36.36

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

