



Hall Middle School

200 Doherty Dr. • Larkspur, CA, 94939-1532 • 415-927-6978 • Grades 6-8

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<https://www.lcmschools.org/hall>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Larkspur-Corte Madera School District

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District Governing Board

Monica Cañas
Katherine Chan
Sarah Mueller
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Katie Zwarg

District Administration

Brett Geithman, Ed. D.
Superintendent

Daniel Norbutas

Senior Director of Educational Services and Technology

Paula Rigney

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Megan Dunn

Director of Special Education

Erik vonBlankenburg

Director of Facilities

School Description

Hall Middle School is an award-winning public school for sixth, seventh and eighth graders in the Larkspur-Corte Madera School District. Located in Larkspur, California in beautiful Marin County (north of San Francisco), Hall has won numerous state and county recognitions for its excellence in education including the National Blue Ribbon award, the California Gold Ribbon School Award and the California Distinguished School Award. 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 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 the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	155
Grade 7	178
Grade 8	183
Total Enrollment	516

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	4.1
Filipino	0.6
Hispanic or Latino	13.0
Native Hawaiian or Pacific Islander	0.2
White	70.2
Socioeconomically Disadvantaged	5.8
English Learners	2.9
Students with Disabilities	11.4
Foster Youth	0.0

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

Teacher Credentials			
Hall Middle School	16-17	17-18	18-19
With Full Credential	29	29.6	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Larkspur-Corte Madera School District	16-17	17-18	18-19
With Full Credential	◆	◆	93
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hall Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Writing Workshop, Teachers College/2015, Reading Workshop, Teachers College/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	College Preparatory Mathematics (CPM)/2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	FOSS Weather and Water, 2nd Edition (NGSS aligned)/2013, FOSS Diversity of Life, 2nd Edition (NGSS aligned)/2004, Prentice Hall/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	History Alive, Teachers Curriculum Institute (TCI)/2005. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Foreign Language	Realidades, Prentice Hall/2004. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Health	Being Adept, Mendez Foundation/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The overall rating for Hall was "Good" (98.67%) for inspection conducted on 12/28/18.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	Gym: 3" hole in sheetrock behind stage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	301: Ceiling light fixture tube needs replacement
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	608: Sink/faucet mounting loose 306: Outdoor sink p-trap leaking
Safety: Fire Safety, Hazardous Materials	Good	None

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Main Office: Small leak in walkway ceiling outside front door District Office: Leak and stained tile in corner
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	604: Doorstop loose, screw missing 605: Doorstop loose, screw missing 606: Doorstop needs replacement 500 Wing Bathroom: Boy's restroom door will not shut completely Library: Missing doorstop screw
Overall Rating	Good	

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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	78.0	78.0	79.0	78.0	48.0	50.0
Math	65.0	70.0	69.0	73.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	11.8	25.8	56.7

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	519	504	97.11	77.93
Male	266	259	97.37	72.09
Female	253	245	96.84	84.08
Black or African American	--	--	--	--
Asian	22	22	100.00	77.27
Filipino	--	--	--	--
Hispanic or Latino	72	68	94.44	45.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	373	363	97.32	83.70
Two or More Races	41	40	97.56	90.00
Socioeconomically Disadvantaged	68	65	95.59	34.38
English Learners	38	37	97.37	21.62
Students with Disabilities	65	61	93.85	40.00

Note: 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.

Note: 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.

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	520	499	95.96	69.54
Male	266	256	96.24	69.14
Female	254	243	95.67	69.96
Black or African American	--	--	--	--
Asian	22	22	100	59.09
Filipino	--	--	--	--
Hispanic or Latino	72	67	93.06	40.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	374	360	96.26	76.11
Two or More Races	41	39	95.12	76.92
Socioeconomically Disadvantaged	68	63	92.65	20.63
English Learners	38	37	97.37	18.92
Students with Disabilities	66	60	90.91	26.67

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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, through school and district print and electronic newsletters, web postings, e-mail, Parent Link communication, social media, and telephone calls.

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.

School Safety Plan

Hall has a comprehensive School Safety Plan that outlines strategies and programs to address: a) child abuse reporting procedures; b) disaster procedures; c) student behavior & conduct expectations and progressive discipline chart; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) school-wide dress code; g) procedures for safe ingress and egress of pupils and h) school crime. This plan is reviewed and updated annually.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	2.9	1.7	1.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.9	0.6	1.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	.91
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	26.0	24.0	2	2	2	10	11	13	1		
Mathematics	25.0	23.0	25.0	4	6	3	7	3	12	2	2	
Science	27.0	28.0	26.0	3	2	2	6	7	12	3	3	
Social Science	27.0	28.0	26.0	1	1	1	10	11	13	1		

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

The focus areas of professional development for the 2016-2017 school year were training in Writing Workshop techniques and practices, math practices and classroom management. The writing training supported teachers in effective strategies for writing instruction and using the benchmark assessments to guide instruction. The trainers worked with grade level teams during the three district professional development days and several half-day workshop sessions throughout the school year. Math professional development was provided by county math coaches who focused on math practices, number talks and student discourse. Hall math teachers also participated in a series of workshops with Jo Boaler. School staff were also trained in classroom management strategies and Hall implemented No Bully Solution Teams.

A major area of focus at the middle school in 2017-2018 and 2018-2019 has been the implementation of standards-based grading practices to align with CCSS and with the district's Student Learning Outcomes as defined in the LCAP. Through research and collaboration with other schools, Hall will be replacing A-F grades with proficiency-based feedback on specific content and habits of learning standards. Professional development in math continued to be provided by county coaches and included vertical integration with elementary teachers.

In addition to the continued work in standards-based grading, the focus of professional development for the 2018-2019 school year has been reading and math. With respect to reading, teachers are working with trainers from Momentum in Teaching to implement the newly-adopted Reading Workshop Curriculum. Math professional development has been provided by UCLA Center X and is focused on Cognitively Guided Instruction and strategies to increase student access and engagement with math and expand student discourse around math concepts. The four district professional development days have been devoted to training by Momentum in Teaching and UCLA Center X. Additionally, the trainers in both reading and math work with district grade level teams in four lab days where instruction is modeled, practiced and debriefed. These additional days are designed to follow up with instructional design, planning, and data analysis as new practices are implemented in classroom instruction. A number of grade level and staff meetings are also devoted to reading and math professional development.

As a unified support to instructional shifts, the district office and administrative site leaders have started Collaborative Inquiry Visits to each site as lab days to continue to support teacher professional development with feedback from school wide observations.

Additionally, administrators provide professional growth opportunities during faculty meetings. Grade level and department teams meet regularly to collaborate on instructional practices and student learning. The district also provides peer coaching through Teachers on Special Assignment (TOSA) who work with teachers individually and in teams.

Principals work with teachers to identify professional growth goals and avenues for support, including coaching, conferences and workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,234	\$48,064
Mid-Range Teacher Salary	\$79,722	\$75,417
Highest Teacher Salary	\$97,793	\$94,006
Average Principal Salary (ES)	\$147,900	\$119,037
Average Principal Salary (MS)	\$144,293	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$267,507	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	8.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,424	\$1438	\$10,987	\$82,905
District	◆	◆	\$10,987	\$82,905
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			42.6	8.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.