



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>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Larkspur-Corte Madera School District

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District Governing Board

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Clerk

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District Administration

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Services and Technology

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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 recognitions for its excellence in education, including the California Gold Ribbon School Award and the National Forum to Accelerate Middle-Grades Reform Schools to Watch designation. 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	183
Grade 7	155
Grade 8	182
Total Enrollment	520

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	4.4
Filipino	0.6
Hispanic or Latino	13.1
White	73.5
Two or More Races	7.1
Socioeconomically Disadvantaged	11.9
English Learners	4.2
Students with Disabilities	7.9
Homeless	0.2

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 for Hall Middle School	17-18	18-19	19-20
With Full Credential	29.6	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Larkspur-Corte Madera	17-18	18-19	19-20
With Full Credential	◆	◆	95
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Hall Middle School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: **November 2019**

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 %

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" (98.94%) for inspection conducted on 12/12/19.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: **12/12/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	406: Storm sewer at SE corner of room 406 is clogged by old tree roots (tree has been removed). It may be broken. Need to clear it or excavate and replace. 503: One of the sinks in classroom 503 is clogged and needs clearing. 507: Ductless electric HVAC unit is not working, needs repair. Electric Room: Electrical room on south side of custodial room which houses the main IDF has an undersized ductless electric HVAC unit which does not keep the IDF cool enough on hot days. It should be replaced. Tech Lab: Water fountain outside tech lab has a clogged drain. Need to clear it.
Interior: Interior Surfaces	Good	Gym: One acoustical ceiling tile was knocked out and needs to be replaced. Will check for other loose tiles at the same time.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gym (Music Room): Detected mouse/rat evidence in hallway between music room and stage. Set three covered traps. No luck yet.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Main Office: Exit sign over main entry door needs backup battery replacement.
Structural: Structural Damage, Roofs	Good	601: Downspout on west exterior of room 601 is rusted out and needs to be replaced. District Office Entry: Dry rotted exterior siding and trim in various locations around the outside of the building. Entire perimeter should be repaired and re-painted next summer. Windows are worn out and should be replaced at the same time, and upgraded to improve security.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	District Office Entry: Dry rotted exterior siding and trim in various locations around the outside of the building. Entire perimeter should be repaired and re-painted next summer. Windows are worn out and should be replaced at the same time, and upgraded to improve security. Nurses Office: Interior door to nurse's office has door knob installed backwards so you cannot lock it. Need to flip it over.
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	78	76	78	79	50	50
Math	70	70	73	74	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	7.2	26.1	60.1

Note: 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.

**School Year 2018-19 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	525	507	96.57	75.74
Male	264	258	97.73	72.87
Female	261	249	95.40	78.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	22	95.65	63.64
Filipino	--	--	--	--
Hispanic or Latino	75	67	89.33	49.25
White	381	372	97.64	81.18
Two or More Races	38	38	100.00	84.21
Socioeconomically Disadvantaged	66	61	92.42	39.34
English Learners	41	33	80.49	24.24
Students with Disabilities	54	51	94.44	35.29
Homeless	--	--	--	--

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 2018-19 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	526	515	97.91	69.90
Male	265	260	98.11	71.15
Female	261	255	97.70	68.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00	73.91
Filipino	--	--	--	--
Hispanic or Latino	75	73	97.33	34.25
White	382	373	97.64	76.68
Two or More Races	38	38	100.00	78.95
Socioeconomically Disadvantaged	67	65	97.01	27.69
English Learners	41	40	97.56	17.50
Students with Disabilities	54	51	94.44	29.41
Homeless	--	--	--	--

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 2019-20)

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, Parent Link communications, social media posts, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.3	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.3	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	520.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	2	11		26	2	13		24	4	11	
Mathematics	23	6	5		25	3	12		25	5	9	
Science	28	2	7		26	2	12		25	2	12	
Social Science	28	1	11		26	1	13		25	3	11	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

A major area of focus at the middle school in 2017-2018 was 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 began the process of 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.

The focus areas of professional development for the 2018-2020 school years were training in Reading and 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 UCLA Center X and 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.

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In addition to the continued work in standards-based grading, the focus of professional development for the 2019-2020 school year has continued to focus on reading and math. With respect to reading, teachers are working with trainers from; district office TOSA for EL and Literacy, and Momentum in Teaching to implement the newly-adopted Reading Workshop Curriculum. In addition to this, ELA teachers are adding in peer observation experiences across grade levels to support each other. 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,438	\$49,378
Mid-Range Teacher Salary	\$81,526	\$77,190
Highest Teacher Salary	\$100,006	\$96,607
Average Principal Salary (ES)	\$150,488	\$122,074
Average Principal Salary (MS)	\$150,488	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$217,949	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

* 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 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,389.49	\$4,199.29	\$9,190.21	\$84,819.93
District	N/A	N/A	\$9,190.21	\$86,086.88
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-1.5
School Site/ State	42.6	8.6

Note: Cells with N/A values 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.

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.