



Hall Middle School

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Larkspur-Corte Madera School District

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<https://www.lcmschools.org>

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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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	175
Grade 7	188
Grade 8	159
Total Enrollment	522

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	5.9
Filipino	0.8
Hispanic or Latino	13.2
Native Hawaiian or Pacific Islander	0.2
White	69.9
Two or More Races	8.4
Socioeconomically Disadvantaged	10
English Learners	6.1
Students with Disabilities	11.1
Homeless	0.4

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	18-19	19-20	20-21
With Full Credential	31	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Larkspur-Corte Madera	18-19	19-20	20-21
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hall Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

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 %

School Facility Conditions and Planned Improvements (Most Recent Year)

The overall rating for Hall was "Good" (98.68%) for inspection conducted on 12/15/20.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/15/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	501: Auxiliary exhaust fan not working, needs repair 503: Auxiliary exhaust fan not working, needs repair
Interior: Interior Surfaces	Good	306 (Art): Paint stains on countertops Gym (Girls Bathroom): Stainless steel countertop is bent and needs to be supported better Gym: Thermostat needs to be relocated to a higher position and wall needs to be repaired
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	500 Wing Bathroom: Light over boys sink not working DO (Bathrooms): Need to replace light switch in mens room
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	509: Gutter needs repair 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 same time, and upgraded to improve security. Nurses Office: walkway roof outside nurses office is leaking on the end.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	600 Bathroom: Deadbolt lock needs repair, not locking properly 608: Window screen broken, needs replacement 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 same time, and upgraded to improve security.
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	76	N/A	79	N/A	50	N/A
Math	70	N/A	74	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	47	N/A	50	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 (School Year 2020-2021)

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 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	1.1	1.3	1.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	522

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.3
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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	24	2	13		24	4	11		27		13	
Mathematics	25	3	12		25	5	8	1	23	6	7	2
Science	26	2	12		25	2	12		27	4	7	2
Social Science	26	1	13		25	3	11		27		13	

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The focus areas of professional development for the 2018-2020 school years were training in Reading and Writing Workshop techniques and practices, math practices, classroom management, and standards-based grading. 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. In addition to these initiatives, the Hall staff has been working on 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 has replaced A-F grades with proficiency-based feedback on specific content and habits of learning standards.

Professional development for the 2020-2021 school year has been focused on closing the achievement gap of students in sub groups and providing effective and safe instruction during the pandemic. Three key elements to this include:

- 1) 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.
- 2) Effective Use of Technology in Virtual and In Person Learning Models: Given the shifting landscape of education during the pandemic, additional professional development has been focused on supporting teachers in providing effective instruction in a variety of models (virtual and in-person) and ensuring student safety during in-person instruction. Teachers and support staff have been trained in Zoom and other instructional technologies.
- 3) Safe Return to School: With the return of in-person instruction in October, a key priority has been training all staff in safety protocols for classroom set up and management, student ingress, egress, and movement on campus. All staff learned procedures for daily health checks and contact tracing.

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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,982	\$50,574
Mid-Range Teacher Salary	\$82,341	\$76,649
Highest Teacher Salary	\$101,006	\$98,993
Average Principal Salary (ES)	\$151,993	\$125,150
Average Principal Salary (MS)	\$155,794	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$225,631	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38.0	34.0
Administrative Salaries	7.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,241	\$4,786	\$9,454	\$89,521
District	N/A	N/A	\$9,454	\$89,398
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.1
School Site/ State	19.8	10.5

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

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.

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.