Hall Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	Hall Middle School
Street	200 Doherty Dr.
City, State, Zip	Larkspur, CA 94939-1532
Phone Number	415-927-6978
Principal	Dr. Toni Brown
Email Address	tbrown@lcmschools.org
School Website	https://www.lcmschools.org/hall
Grade Span	6-8
County-District-School (CDS) Code	21653676024350

2024-25 District Contact Information

District Name	Larkspur-Corte Madera School District
Phone Number	(415) 927-6960
Superintendent	Dr. Brett Geithman
Email Address	bgeithman@lcmschools.org
District Website	https://www.lcmschools.org

2024-25 School Description and Mission Statement

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 Distinguished School and 2019 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 received the California Gold Ribbon School Award, and was awarded a 2019 Schools to Watch designation by the National Forum to Accelerate Middle-Grades Reform. Hall was Redesignated as a 2023 School to Watch again with the California League of Schools. Enrichment offerings include STEM, vocal and instrumental music, Spanish, and leadership. The

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	138
Grade 7	149
Grade 8	156
Total Enrollment	443

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	0.5
Asian	5.4
Black or African American	0.2
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.9
White	68.2
English Learners	3.8
Homeless	0.2
Socioeconomically Disadvantaged	11.3
Students with Disabilities	10.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.90	75.52	64.30	89.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	16.25	5.00	6.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	5.07	1.20	1.76	12115.80	4.41
Unknown/Incomplete/NA	0.70	3.12	1.40	2.00	18854.30	6.86
Total Teaching Positions	25.00	100.00	72.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	75.72	67.90	89.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.10	17.09	4.10	5.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	1.70	7.15	3.40	4.59	15831.90	5.67
Total Teaching Positions	24.40	100.00	75.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	73.73	62.20	87.35	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	3.02	0.80	1.12	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	14.96	4.90	6.98	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	2.10	8.25	3.20	4.55	14303.80	5.15
Total Teaching Positions	26.50	100.00	71.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	1
Misassignments	4.00	3.10	2.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	4.10	3.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.20	0.00	0
Total Out-of-Field Teachers	1.20	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.90	15	16.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

Year and month in which the data were collected	December 2024

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	Discovery Education, Discovery Education Experience/2022	Yes	0.0 %
Foreign Language	Autentico, Prentice Hall/2020	Yes	0.0 %
Health	Superstar Health Education 2021	Yes	0.0 %
Visual and Performing Arts	N/A	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The overall rating for Hall was "Good" (91.15%) for most recent FIT report.

Year and month of the most recent FIT report	12/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			400 Building: Furnace in room 402 not working, needs repair. 500 Building: Furnace in store room 502 needs repair.
Interior: Interior Surfaces		X		200 Building (MUR): Some wall panels in the gym are loose and need to be glued back on. Also the Girls restroom door will not close. Hinges are bent.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		300 Building: Exterior light is flashing and needs replacement. And gutter on west side of building needs replacement
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		300 Building: Exterior light is flashing and needs replacement. And gutter on west side of building needs replacement 507,508, 509 Portables: Portable 509 has dryrot in the siding and needs repair District Office & Parks & Rec. Office: District office exterior siding & trim show signs of dryrot. Recommend replacing siding trim & windows. Needs re-roofing too
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		200 Building (MUR): Some wall panels in the gym are loose and need to be glued back on. Also the Girls restroom door will not close. hinges are bent. District Office & Parks & Rec. Office: District office exterior siding & trim show signs of dryrot. Recommend replacing siding trim & windows. Needs re-roofing too

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	79	77	79	76	46	47
Mathematics (grades 3-8 and 11)	69	71	73	71	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	446	435	97.53	2.47	77.01
Female	234	226	96.58	3.42	80.97
Male	212	209	98.58	1.42	72.73
American Indian or Alaska Native	--	--	--	--	--
Asian	24	22	91.67	8.33	68.18
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	68	98.55	1.45	57.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	41	97.62	2.38	78.05
White	306	300	98.04	1.96	82.33
English Learners	18	16	88.89	11.11	6.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	53	92.98	7.02	45.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	32.50

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	446	435	97.53	2.47	70.57
Female	234	229	97.86	2.14	69.43
Male	212	206	97.17	2.83	71.84
American Indian or Alaska Native	--	--	--	--	--
Asian	24	22	91.67	8.33	68.18
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	46.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	40	95.24	4.76	75.00
White	306	301	98.37	1.63	75.75
English Learners	18	17	94.44	5.56	11.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	53	92.98	7.02	39.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	92.86	7.14	15.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	51.32	64.90	58.70	62.84	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	157	151	96.18	3.82	64.90
Female	83	80	96.39	3.61	68.75
Male	74	71	95.95	4.05	60.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	22	91.67	8.33	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	81.25
White	106	104	98.11	1.89	66.35
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	19	86.36	13.64	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	6.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98	97	95	98	97

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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, 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 electronic newsletters via ParentSquare (print versions available as necessary), website postings, email, text messages and telephone (voicemail). Parents have the ability to communicate with teachers and administrators via phone, email or ParentSquare. The School Site Council (consisting of parents, administration, and staff members) conducts a parent survey annually to determine perceived areas of strength and need. The findings are used to help administration and staff prioritize goals and programs for the upcoming year. The PTA and SPARK (Larkspur-Corte Madera Schools Foundation) provide strong venues for parent participation and support of the schools. There are faculty representatives for both groups to facilitate communication. Both the PTA and SPARK are staffed by parents who are passionate about improving the quality of our students' education, supporting teachers and administrators, keeping families connected to school events, beautifying the campus, and much more.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	452	82	18.1
Female	238	237	50	21.1
Male	217	215	32	14.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	25	1	4.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	72	19	26.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	9	20.5
White	308	306	51	16.7
English Learners	22	22	5	22.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	58	57	14	24.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	48	16	33.3

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

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

				Suspensions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.61	4.85	3.08	0.43	2.03	2.4	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.08	0.00
Female	0.42	0.00
Male	5.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.85	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.27	0.00
White	2.60	0.00
English Learners	9.09	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00

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

2024-25 School Safety Plan

Safety of students and staff is a primary concern of Hall Middle School. The school is 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

2024-25 School Safety Plan

expulsion; d) procedures to notify teachers of dangerous pupils; e) sexual and gender-based harassment policies; f) district-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 August and updated annually using staff and stakeholder input.

In conjunction with the district's Comprehensive School Safety Plan, the school conducts monthly emergency/disaster drills. A full-scale, school-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 school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Our district procured a 3-year (January 2022- December 2024) safety grant and designated a part time administrative position to oversee this grant. As such, we have conducted several additional trainings including wildfire safety, trauma-informed practices, lockdown/evacuation procedures, Share 911, etc. We have also ensured that our safety supplies are current and sufficient.

Day-to-day security of the campus is closely monitored by school personnel, a visitor check-in badge system, and campus security cameras. Controlled access and new fencing are all next steps we are working to implement. The safety and cleanliness of buildings and grounds are closely monitored by district maintenance and operations personnel. Students have access to a school counselor as well as their teachers with regard to matters of personal safety on campus. Students develop social and emotional skills through direct instruction from teachers and school counselors. In addition to these safety practices we have assembled a school safety task force composed of administrators certificated staff, classified staff, parents. This task force focuses on physical and facility safety along with social emotional wellness of students and staff. Our task force engages in monthly meetings and partnered Hanover, an educational research firm and with our Keenan insurance provider to conduct an overall safety analysis of each campus.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	2	11	
Mathematics	23	4	12	
Science	28		12	
Social Science	28		12	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	5	13	
Mathematics	26	4	14	
Science	27		15	2
Social Science	27	3	12	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	30	0	8	2
Mathematics	30	3	7	0
Science	30	0	15	0
Social Science	30	0	15	0

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	3
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,669	$4,611	$9,058	$92,536
District	N/A	N/A	$9,058	$94,412
Percent Difference - School Site and District	N/A	N/A	0.0	-2.0
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-17.3	-1.7

Fiscal Year 2023-24 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 Spanish, leadership, STEM, and band. Hall Middle also provides library services, counseling, special education services, and support for English Language Learners. We also have added two math intervention sections to support incoming 6th grade math skills.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,117	$57,839
Mid-Range Teacher Salary	$87,035	$90,040
Highest Teacher Salary	$106,764	$118,647
Average Principal Salary (Elementary)	$145,643	$144,639
Average Principal Salary (Middle)	$164,676	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$260,389	$229,986
Percent of Budget for Teacher Salaries	35.75	30.79
Percent of Budget for Administrative Salaries	7.32	5.71

Professional Development

Hall has engaged in very specific Professional Development since 2019-20, focused on designing and implementing Standard Based Grading (SBG). For the 2023-2024 school year, Hall has continued its partnership with Marzano Research consultants to support department teams in the implementation of standards-based practices into classrooms using proficiency scales. In addtion to this support we have partnered with Hanover to support our implementation of SBG with best practices based on reasearch, surveys to monitor stakeholder feedback and next steps as we unpack data.

Professional Development

This year two TOSA's in the area of Math and Language Arts are working with Hall teachers to implement and monitor the use of iReady. This offers our teachers yearlong progress monitoring of proficiency of standards. Learning Data lab cycles offer teachers the means to unpack data, apply targeted intervention pathways for students based on individual results and growth goals for students. In addition, the TOSAs provide coaching to teachers individually and in teams. These supports help teachers incorporate strategies for effective delivery of Cognitively Guided Instruction in math (CGI) and Word Study curriculum. Additionally, the TOSA works with teachers to implement specific strategies and routines for students who require additional support.

Our equity work has shifted to a partnership with Critical Friends to support monthly Stop & Learn lessons that are designed to support inclusion, honoring diversity and promoting allyship for BIPOC students. During district PD days and staff meetings, certificated staff engage in training to deliver the monthly lessons with fidelity across our campus.

District and site administrative leaders continue to participate in Collaborative Inquiry Visits to each site to support site leaders in furthering their school's 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. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	5