

White Hill 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	White Hill Middle School
Street	101 Glen Dr.
City, State, Zip	Fairfax, Ca, 94930-1338
Phone Number	415-454-8390
Principal	John Baker and Mary-Clare Mullin, Co-Principals
Email Address	jbaker@rossvalleyschools.org, mmullin@rossvalleyschools.org
School Website	https://www.rossvalleyschools.org/whitehill
Grade Span	6-8
County-District-School (CDS) Code	21 750026024285

2024-25 District Contact Information	
District Name	Ross Valley Elementary School District
Phone Number	(415) 454-2162
Superintendent	Tyler Graff
Email Address	superintendent@rossvalleyschools.org
District Website	www.rossvalleyschools.org

2024-25 School Description and Mission Statement
<p>White Hill Middle School is a vibrant learning community that values excellence, respect, perseverance, and social-emotional growth. Our mission is to prepare every student with the skills to become independent learners and community-minded leaders. Serving approximately 600 students in grades 6–8, the school offers a rigorous, evidence-based curriculum within a safe and supportive environment, ensuring every student feels a sense of belonging and achieves academic success.</p> <p>Our Core Commitments: Provide developmentally appropriate curriculum in a structured, supportive setting.</p>

2024-25 School Description and Mission Statement

Engage students in active, relevant learning experiences.
Foster essential skills: study habits, communication, research, technology, problem-solving, critical thinking, and social interaction.
Encourage critical thinking, independence, responsibility, self-confidence, and a love for learning.
Create a warm, respectful environment where all are treated with dignity.
Offer developmental guidance to support students' social, emotional, and academic growth.
Strengthen partnerships between parents, guardians, and staff to maximize student potential.
Promote enrichment both in and outside the classroom through activities like sports, field trips, and interdisciplinary studies.

Commitment to Equity:
White Hill Middle School is dedicated to equity, ensuring students gain exposure to diverse perspectives beyond the dominant narrative. Teachers engage in professional development to implement culturally responsive practices and improve school-wide systems that support equitable learning. This work aligns with the Ross Valley School District (RVSD) Racial Equity Mission, which aims to combat racism, promote inclusion, and empower students to thrive socially, emotionally, and academically.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	217
Grade 7	198
Grade 8	213
Total Enrollment	628

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	48.7
Non-Binary	0.3
American Indian or Alaska Native	0.5
Asian	2.1
Black or African American	1.3
Filipino	0.2
Hispanic or Latino	14.6
Two or More Races	8.4
White	72.8
English Learners	4.1
Socioeconomically Disadvantaged	14.8
Students with Disabilities	12.6

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)	30.70	82.61	94.80	92.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	2.28	0.80	0.83	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	9.41	3.50	3.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	2.00	5.62	3.00	3.02	18854.30	6.86
Total Teaching Positions	37.20	100.00	102.30	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)	31.20	88.49	88.10	94.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.87	0.60	0.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.94	1.00	1.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	6.20	2.10	2.35	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.45	1.10	1.24	15831.90	5.67
Total Teaching Positions	35.30	100.00	93.20	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)	31.80	89.87	90.10	94.55	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.13	1.00	1.05	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	8.97	3.10	3.34	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.00	1.05	14303.80	5.15
Total Teaching Positions	35.40	100.00	95.30	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	1.00	0.00	0.4
Misassignments	2.50	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.50	1.00	0.4

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	0.00	0.50	0.6
Local Assignment Options	0.00	1.60	2.5
Total Out-of-Field Teachers	0.00	2.10	3.1

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)	9.00	2.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	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

All Ross Valley School District students have access to high-quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. The Ross Valley School District establishes a committee of teacher leaders for the review and adoption of standards-aligned curriculum materials; recommendations are then made to the board of trustees for approval. During the 2022-23 school year, the District is continuing to explore science instructional materials (6-8) and mathematics instructional materials (6-8). The below table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January 2023).

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Variety of Resources: Lucy Calkins Units of Study, Quill, Common Lit, and Standards-aligned Teacher Created Units of Study	Yes	0
Mathematics	Amplify DESMOS (piloting)	Yes	0
Science	Holt Science and Technology/2010, Open Science Ed/2022	Yes	0
History-Social Science	TCI History Alive!/2018	Yes	0
Foreign Language	Qué Chévere, Carnegie Learning (piloting)	Yes	0
Health	Variety of Resources and Teacher Created Materials	Yes	0
Visual and Performing Arts	Variety of resources based on Visual and Performing Arts Standards	Yes	0

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

School Facility Conditions and Planned Improvements

The total score is 99.65% for the Facility Inspection Tool.

School Facility Conditions and Planned Improvements

The Ross Valley School District passed a \$41 million dollar bond in November 2010 to accommodate increased enrollment and at White Hill Middle School.

Ross Valley School District uses Integrated Pest Management (IPM) strategies and the least toxic method of pest control possible as a means to control unwanted pests. In accordance with AR 3514.2 IPM strategy focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to established guidelines and treatment thresholds. (California Education Code §17609; Food and Agricultural Code§ 13181)

Year and month of the most recent FIT report	September 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rating is 100.00% with no deficiencies noted.
Interior: Interior Surfaces	X			Rating is 97.78% with 2 deficiencies noted. Deficiencies include water stained tiles, and loose trim on ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rating is 100.00% with no deficiencies noted.
Electrical	X			Rating is 100.00% with no deficiencies noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rating is 100.00% with no deficiencies noted.
Safety: Fire Safety, Hazardous Materials	X			Rating is 99.45% with 1 deficiency noted. The deficiency noted was for a trip hazard outside of a doorway.
Structural: Structural Damage, Roofs	X			Rating is 100.00% with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rating is 100.00% with no deficiencies noted.

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)	77	77	76	77	46	47
Mathematics (grades 3-8 and 11)	57	62	64	67	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	628	605	96.34	3.66	77.48
Female	320	307	95.94	4.06	85.62
Male	306	296	96.73	3.27	68.92
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	85	92.39	7.61	53.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	54	51	94.44	5.56	86.27
White	458	447	97.60	2.40	81.66
English Learners	23	20	86.96	13.04	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	73	87.95	12.05	54.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	71	92.21	7.79	42.25

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	628	603	96.02	3.98	61.69
Female	320	305	95.31	4.69	63.28
Male	306	296	96.73	3.27	59.80
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	85	92.39	7.61	32.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	54	51	94.44	5.56	68.63
White	458	445	97.16	2.84	67.19
English Learners	23	20	86.96	13.04	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	71	85.54	14.46	38.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	70	90.91	9.09	24.29

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)	60.61	60.70	61.34	59.34	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	214	201	93.93	6.07	60.70
Female	103	96	93.20	6.80	66.67
Male	110	104	94.55	5.45	55.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	41.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	7	63.64	36.36	--
White	166	159	95.78	4.22	66.04
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	22	75.86	24.14	40.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	34.78

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	97.5	96.5	96.5	93.5	99.5

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
<p>White Hill is committed to shared leadership in which families and school staff are close partners in students' education. Families are invited to participate in committees, assist with special projects, and bring their expertise, talents, and points of view to enrich the educational experience for all students. We rely on these partnerships to help make White Hill a better school community. Families have both formal and informal opportunities to provide input into decisions made regarding the school site community. Formal opportunities include monthly Site Council, English Language Advisory Committee, and Diversity, Equity, and Inclusion group, and Parent Club meetings. Informal opportunities include monthly parent coffee chats, school tours, preview nights, back-to-school night, and open house.</p> <p>At the District level, parents can volunteer to be part of the YES Foundation which supports the Visual and Performing Arts and Libraries. The Superintendents Round Table and Superintendents Council meetings are held six times throughout the year to gather input from stakeholders at each site. Other opportunities include the District Wellness Committee, District English Learner Advisory Committee, District Racial Equity Plan Committee, Budget Committee etc.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	637	635	118	18.6
Female	323	323	52	16.1
Male	312	310	65	21.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	13	4	30.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	96	95	21	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	54	11	20.4
White	461	461	74	16.1
English Learners	29	28	7	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	99	97	38	39.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	85	22	25.9

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

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
1.18	4.92	1.26	0.89	2.28	0.62	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	1.26	0.00
Female	0.31	0.00
Male	2.24	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.85	0.00
White	1.52	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.71	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

White Hill Middle School's Comprehensive School Safety Plan (CSSP) is reviewed, updated, and approved annually by the Ross Valley School District Board of Trustees, with the most recent review and approval completed in March 2024. The plan is developed in collaboration with local emergency agencies, including the Fairfax Police Department and Ross Valley Fire

2024-25 School Safety Plan

Department. It is also discussed with faculty, staff, and a students to ensure comprehensive understanding and input on the following dates:

Staff 8/14/24
Site Council 1/7/25
Student Council 12/19/24

The CSSP includes detailed procedures for earthquake, fire, lockdown, and shelter-in-place drills, all conducted in alignment with California Education Code requirements. These drills are scheduled regularly, with students actively participating to ensure they understand their roles in emergency situations. School administrators and staff also undergo annual training in disaster preparedness and response, covering areas such as search and rescue, basic first aid, and student reunification protocols. The site’s emergency response plan incorporates a complete National Incident Management System (NIMS) chart, ensuring structured and effective coordination during emergencies.

To maintain readiness, the school’s emergency supply container is inspected and restocked annually, ensuring that White Hill Middle School remains well-prepared to address unanticipated emergencies to prioritizing the safety and well-being of all members of its community.

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	28		16	
Mathematics	23	10	9	
Science	28	1	15	
Social Science	28		16	

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	3	13	
Mathematics	24	7	10	
Science	26	6	10	
Social Science	26	4	12	

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	27	1	14	
Mathematics	25	8	5	3
Science	29	1	13	
Social Science	29		14	

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	628

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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	\$11,176.26	\$4,298.13	\$7,073.22	\$73,147
District	N/A	N/A	\$6,639.24	\$90,747
Percent Difference - School Site and District	N/A	N/A	6.3	-21.5
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-41.4	-25.1

Fiscal Year 2023-24 Types of Services Funded

The Local Control Accountability Plan (LCAP) approved by the Board of Education trustees has provided additional supports at White Hill Middle School by increasing the support staff as well as a District Wide Instructional Coordinator for curriculum and instruction. Both Title II funds and the Educator Effectiveness Grant supports professional growth and development. State and Federal funds ensure that all students identified with a disability receive a Free and Appropriate Public Education. In addition, the school receives Federal Title III funds to support English Language Learners.

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	\$61,288	\$57,839
Mid-Range Teacher Salary	\$90,896	\$90,040
Highest Teacher Salary	\$113,738	\$118,647
Average Principal Salary (Elementary)	\$170,370	\$144,639
Average Principal Salary (Middle)	\$162,702	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$266,892	\$229,986
Percent of Budget for Teacher Salaries	34.93	30.79
Percent of Budget for Administrative Salaries	7.88	5.71

Professional Development

Our professional development plan is designed to support our LCAP goal areas:
Providing Academic Equity and Improve Sense of Belonging

The Ross Valley School District has three certificated professional development days each year:

Professional Development

August 16th: White Hill focused on feedback in the classroom: knowing why feedback is critical to moving students towards masters, understanding what effective feedback is according to research, understanding equity and bias in feedback, and identifying strategies for give feedback to student.. Our November 1st PD day was focused on deepening our understanding and our why for creating priority standards, connect it with the work we are doing in our Learning Teams, and prepare for the Showcase where teachers presented to colleague about their Impact Cycles. Our January PD day focused on Learning Intentions and Success Criteria and teacher co-created Success Criteria for teachers in implementing Learning Target and Success Criteria in their classroom with student participation.

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	3	3	3