White Hill Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

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.

2023-24 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
County-District-School (CDS) Code	21 750026024285

2023-24 District Contact Information

District Name	Ross Valley Elementary School District
Phone Number	(415) 454-2162
Superintendent	Marci Trahan
Email Address	superintendent@rossvalleyschools.org
District Website	www.rossvalleyschools.org

2023-24 School Description and Mission Statement

White Hill Middle School is a community of learners that promotes excellence, respectful behavior, perseverance, and social emotional growth. Students and staff work together to maintain high standards of responsibility, independence, and self-advocacy. Serving about 620 students in grades sixth through eighth, White Hill staff engages all students with high-quality curriculum and instruction grounded in evidence-based practices while providing a safe, supportive environment and interventions so all students experience a sense of belonging and academic success.

2023-24 School Description and Mission Statement

White Hill Middle School strives to provide:
A developmentally appropriate curriculum within a supportive and structured setting.
Instruction that engages students actively in the learning process.
Content that is relevant to middle school students.
Instruction that focuses on the development of skills in the following areas: study habits, communication, research, technology, problem-solving, critical thinking, and social interaction.
Activities that encourage students to think critically and independently, act responsibly, develop self-confidence, and enjoy learning.
A warm and supportive environment in which students and adults treat each other with dignity and respect at all times.
Developmental guidance programs with social, emotional, and academic support.
The foundation for an active working relationship between parents and school staff to help all our students reach their potential.
Curricular and co-curricular activities that promote group unity, social interaction and physical and mental health (i.e., sporting events, field trips, social events, interdisciplinary units of study).

As a school community, we are committed to equity. Our teachers have engaged in professional development to learn about and implement culturally responsive teaching practices. Additionally, we continue to look for all subject areas to provide students with multiple perspectives through their content. It is important for our students to go beyond the most common narrative and learn about stories and experiences from every perspective. White Hill staff is committed to continual improvement to school-wide systems to create equitable learning environments that support all students in reaching their full-potential and to bring the RVSD Racial Equity Mission to fruition.

RVSD RACIAL EQUITY MISSION STATEMENT
The Ross Valley School District is committed to creating a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically. We are equally committed to building the leaders of tomorrow who will combat racism and promote equity throughout their lives. Ross Valley School District parents, guardians, students, staff, and board trustees, in partnership, will create policies to disrupt systemic racism and prioritize equity in our organizational structures, curriculum, and instructional practices. We will do this by actively engaging, listening, and responding to the voices and needs of our marginalized students, families, and staff and working to engage in anti-racist actions that build a vibrant, inclusive learning community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	195
Grade 7	212
Grade 8	208
Total Enrollment	615

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	49.9%
American Indian or Alaska Native	0.5%
Asian	2.8%
Black or African American	1.5%
Filipino	0.2%
Hispanic or Latino	13.5%
Two or More Races	5.2%
White	75.9%
English Learners	3.7%
Homeless	0.2%
Socioeconomically Disadvantaged	11.4%
Students with Disabilities	14.3%

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	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	1.00	0.00
Misassignments	2.50	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.50	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50
Local Assignment Options	0.00	1.60
Total Out-of-Field Teachers	0.00	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Units of Study in Reading and Writing/2015, Quill (online language program)	Yes	0
Mathematics	CPM (6th-8th)/2017, DESMOS Mathematics/2022, Illustrative Mathematics	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	McDougal Littell, Spanish; Total Physical Response; Readers; Discovering French - Bleu	Yes	0
Health	Botvin LIfe Skills Workbooks 6-8	Yes	0
Visual and Performing Arts	Variety of resources based on Visual and Performing Arts Standards	Yes	0

School Facility Conditions and Planned Improvements

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

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 2023

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.

School Facility Conditions and Planned Improvements

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	75	77	75	76	47	46
Mathematics (grades 3-8 and 11)	57	57	65	64	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	617	598	96.92	3.08	77.26
Female	308	297	96.43	3.57	83.50
Male	308	300	97.40	2.60	71.00
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	68.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	82	96.47	3.53	53.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	74.29
White	466	452	97.00	3.00	82.96
English Learners	21	19	90.48	9.52	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	71	94.67	5.33	49.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	79	94.05	5.95	31.65

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	617	593	96.11	3.89	57.36
Female	308	297	96.43	3.57	58.11
Male	308	295	95.78	4.22	56.80
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	83	97.65	2.35	41.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	34	94.44	5.56	44.12
White	466	447	95.92	4.08	62.11
English Learners	21	20	95.24	4.76	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	70	93.33	6.67	36.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	78	92.86	7.14	19.48

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	59.75	60.61	58.89	61.34	29.47	30.29

2022-23 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	208	198	95.19	4.81	60.61
Female	98	93	94.90	5.10	59.14
Male	109	104	95.41	4.59	62.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	160	151	94.38	5.62	66.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	12	75.00	25.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	14.81

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	96	96	97	98

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.

2023-24 Opportunities for Parental Involvement

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 meetings. Informal opportunities include monthly parent coffee chats, school tours, preview nights, back-to-school night, and open house.

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, Citizens Oversight Committee etc.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	626	135	21.6
Female	316	314	66	21.0
Male	313	311	69	22.2
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	17	16	2	12.5
Black or African American	10	10	3	30.0
Filipino	1	1	1	100.0
Hispanic or Latino	89	87	20	23.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	34	10	29.4
White	473	472	97	20.6
English Learners	27	27	8	29.6
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	86	86	24	27.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	95	37	38.9

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.18	4.92	0.16	0.89	2.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.92	0
Female	3.8	0
Male	5.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.23	0
English Learners	14.81	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	10.47	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.54	0

2023-24 School Safety Plan

The Board of Trustees reviews and adopts the Ross Valley School District's School Safety by March of each year. The plan is developed in coordination with Marin County emergency agencies such as the Fairfax Police and Ross Valley Fire Department. Our plan includes procedures for earthquake, fire, and lock down drills and shelter in place. The school community practices a variety of emergency drills on a scheduled basis. The number of drills is determined by California Education Code. Students are trained to play active roles in these drills. School Administrators and staff attend annual trainings to better prepare the school for unanticipated emergencies. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked yearly.

We have developed a School Site Safety plan in response to the Covid-19 pandemic. We have protocols for hand-washing, staggered arrival and dismissal, social distancing, isolating sick students, communication protocols in cases of COVID exposure, mask/face coverings, and movement across campus.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	25	2	17	
Mathematics	22	11	10	1
Science	26	3	15	
Social Science	26	2	16	

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	0
Mathematics	24	7	10	0
Science	26	6	10	0
Social Science	26	4	12	0

2022-23 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	615

2022-23 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.

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	1.2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$82,516
Percent Difference - School Site and District	N/A	N/A	6.3	-7.7
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	7.0	-14.5

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$56,227	$54,046
Mid-Range Teacher Salary	$83,391	$84,515
Highest Teacher Salary	$104,347	$110,867
Average Principal Salary (Elementary)	$154,567	$136,841
Average Principal Salary (Middle)	$160,384	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$242,050	$217,473
Percent of Budget for Teacher Salaries	35.63%	32.43%
Percent of Budget for Administrative Salaries	8.01%	5.62%

Professional Development

Our professional development plan is designed to support our LCAP goal areas:
Equity
Wellness
Multi-tiered Systems of Support

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

August 10th: Elementary teachers spent the day with math coach Fawn Nguyen developing their repertoire of problem-solving games and activities that are accessible to, and engaging for, all students. Our October 11th PD day provided time and support for the myriad of initiatives teachers have taken on this year including the implementation of a new assessment management system, Forefront Education, the development and implementation of grade level Social Justice Book Bundles, English language arts strategy groups, a new word study program, and more work on the problem-solving mathematics from the August PD day. Teachers selected two areas as a focus for the day. Our January PD day had two components, all certificated staff participated in a safety training on incident command and intruder response, and then teachers met at their sites to launch our district Focal Students playbook as a means to increase understanding of culturally responsive teaching and MTSS.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	