White Hill Middle School

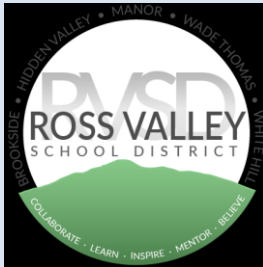**101 Glen Dr. • Fairfax, Ca, 94930-1338 • 415-454-8390 • Grades 6-8**
Matt Catanzarite, Principal
mcatanzarite@rossvalleyschools.org
http://www.rossvalleyschools.org/whitehill

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Ross Valley Elementary School District
110 Shaw Drive
San Anselmo, CA 94960-1112
(415) 454-2162
www.rossvalleyschools.org

District Governing Board

Anne Capron, President

Annelise Bauer,Clerk

Wesley Pratt

Mark Reagan

Ryan O'Neil

District Administration

Dr. Rick E. Bagley
Superintendent

Marci Trahan
Assistant Superintendent

Teri Louer
Director Student Services

Midge Hoffman
Chief Business Official

Bret Joyner
Director of Maintenance and Operations

Sean Maher
Director of Information Technology

Julia Wolcott
Curriculum Coordinator

School Description

White Hill Middle School is a California Distinguished School that serves the communities of San Anselmo and Fairfax. It is the Ross Valley School District's sole middle school for6th, 7th, and 8th grade students from our communities' four elementary school.

Located on the western edge of Fairfax at the base of White's Hill, the school campus is surrounded by beautiful rolling hills and open space and sits on a 22-acre site that includes Lefty Gomez Field. White Hill was built in 1969 and has gone through three major renovations (1985, 2000 and 2013).

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.

Shared Agreements

- We will learn how to implement and utilize restorative justice practices in classrooms and outside on the campus.
- We will learn about mindfulness practices and how to implement them in classrooms to ensure that students are feeling safe and to enable optimal learning.
- The counseling department will offer staff opportunities to discuss topics that promote social emotional health. These will occur during lunch, on professional development Wednesdays, and PD days
- Administration will provide teachers opportunities to observe in each other's classrooms and learn about teaching strategies that promote rigorous instruction.
- Our goals are to encourage critical thinking, independent decision making, engagement in productive struggle, problem solving, and perseverance.
- We agree that shared agreements are dynamic, should be regularly revisited, and measured to be effective.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	272
Grade 7	261
Grade 8	275
Total Enrollment	808

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	2.5
Filipino	0.0
Hispanic or Latino	9.3
Native Hawaiian or Pacific Islander	0.2
White	80.3
Socioeconomically Disadvantaged	11.3
English Learners	0.7
Students with Disabilities	10.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
White Hill Middle School	16-17	17-18	18-19
With Full Credential	39	41	42
Without Full Credential	3	1	1
Teaching Outside Subject Area of Competence	3	1	0
Ross Valley Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	120
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
White Hill Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)
The District has established a committee of teacher leaders to support the review and adoption of materials to support the Common Core Curriculum Standards. During the 2017-18 the District is exploring for adoption science and social studies curriculum During the 2017-18 school year, the district implemented the adopted Bridges Math Curriculum. In addition, during 2016-2017, the District reviewed the Technology Standards and aligned it to grade level. During the 2014-15 school year, the school and each classroom developed a classroom library of leveled readers including a variety of genres and also adopted Lucy Caulkins Reading & Writing Workshop. Each student has the opportunity to have both literary and informational texts to read at their own level within the classroom, and the school is able to differentiate for students who need reading interventions and are reading above or below grade level. All students have sufficient textbooks and/or instructional materials in each subject area for in-school work and homework.

Textbooks and Instructional Materials Year and month in which data were collected: January 2019	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Balanced Literacy Program that utilizes Lucy Caulkins Units of Study in Readers and Writers Workshop. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	College Preparatory Mathematics **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Focus on Earth Science., Focus on Life Science., Focus on Physical Science **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History Alive; Primary and Secondary Resources **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	McDougal Littell, Spanish Total Physical Response Discovering French - Bleu **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Based on CCSS in Visual and Performing Arts **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2019		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Cracked and Missing Light Diffusers and Outlet Covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	2017-18 CAASPP Results for All Students Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	84.0	78.0	80.0	78.0	48.0	50.0
Math	70.0	67.0	71.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.3	23.6	41.7

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	819	787	96.09	78.40
Male	419	406	96.90	75.37
Female	400	381	95.25	81.63
Black or African American	--	--	--	--
Asian	20	20	100.00	85.00
Hispanic or Latino	83	81	97.59	58.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	652	624	95.71	80.93
Two or More Races	48	47	97.92	82.98
Socioeconomically Disadvantaged	100	92	92.00	52.17
English Learners	35	33	94.29	39.39
Students with Disabilities	83	74	89.16	29.73
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	819	784	95.73	66.71
Male	419	404	96.42	67.33
Female	400	380	95	66.05
Black or African American	--	--	--	--
Asian	20	20	100	80
Hispanic or Latino	83	80	96.39	45
Native Hawaiian or Pacific Islander	--	--	--	--
White	652	624	95.71	69.55
Two or More Races	48	45	93.75	68.89
Socioeconomically Disadvantaged	100	93	93	36.56
English Learners	35	32	91.43	34.38
Students with Disabilities	83	74	89.16	20.27
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2018-19)
Parents and staff are close partners in education. Parent involvement includes - Parent Club, Site Council,and informal Parent Chats - is an integral part of our school community. Parents serve as classroom volunteers, they can be found in leadership roles, on school site and district committees, assist with special projects and offer their many talents and expertise to enrich the educational experience of our students. We invite and encourage parents to take an active role in their child's education and the school community.

At the District level, parents can volunteer to be part of the YES Foundation which supports the Visual and Performing Arts and Libraries.   Also, is the Superintendents Round Table and Superintendents Council meetings held 6 times per year. Other opportunities include the District Wellness Committee, District English Learner Advisory Committee, Citizens Oversight Committee etc.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

WHMS has developed refined and approved an annual safety plan that is approved by the trustees March 1st every year. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, nine emergency drills per year, and emergency training for all staff. Training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked yearly. Board policies on suspension and expulsion, procedures to notify teachers of dangerous pupils, sexual harassment, school-wide dress code, procedures of safe ingress and egress of pupils and rules and procedures on school discipline are also components of the plan. The plan is reviewed in detail at the school site. The plan is developed in coordination with Marin County emergency agencies such as Fairfax Police and Ross Valley Fire. Our plan includes procedures for earthquake, fire, and lock down situations. Our school community practices a variety of emergency drills on a monthly basis. 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 District has installed window film for safety and security at each site. All door locks have been checked and only require a push button to lock and secure each room.In addition, the telephone system allows each school to call 911 and to contact the District in the event of an emergency. Also, radio (walkies-talkies) system have been upgraded for each site to contact the District.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.8	2.8	3.9
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.4	1.1	2.3
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0FTE
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	1.0 FTE
Psychologist	.6 FTE
Social Worker	.6FTE
Nurse	.2 FTE
Speech/Language/Hearing Specialist	.5 FTE
Resource Specialist (non-teaching)	2 FTE
Other	1 FTE
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	26.0	25.0	2	3	3	18	18	18			
Mathematics	24.0	22.0	22.0	11	14	9	8	8	16	4	5	1
Science	29.0	28.0	27.0			1	18	19	19			
Social Science	27.0	27.0	27.0	2	1	2	17	19	18			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Transitioning to the Common Core Math standards was the focus of professional development in the 2016-17 school year. Teachers benefited from several staff development days with an emphasis on Reader's and Writer's Workshop, from Momentum In Teaching professional trainers over the last 5 years. Work on designing units of study with trainers from the California Math Project has continued. The
Curriculum Coordinator ensures that professional development occurs in all academic areas including electives and for teachers in each grade level. In addition, special education staff participate in professional development in their specific areas and work with other job alike staff to collaborate.

In the past, Professional Development has focused on providing all teachers in the district with Guided Language Acquisition Design (G.L.A.D.) training. Two district wide staff development days and four teacher release days for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies has also been reviewed over the past several years.

The focus of teacher professional development in the last four school years is on the development of units aligned with the Common Core Standards in English Language Arts. Three district wide staff development days, along with teacher release days have provided the time for teachers to learn the process for developing CC aligned units using readers and writers workshop to implement the English Language Arts CCSS.

Each Department has developed a professional development plan and continues to update these plans annually during scheduled weekly early release days. These days have provided teachers with opportunities to collaborate in site based grade level teams, across grade levels and whole school activities. White Hill Middle school has utilized these days to develop Restorative Justice Programs, Growth Mindset, Analyze student data and develop other school specific programs. During the 2018-19 school year, there is a focus on refining the work in Restorative Justice by having a whole staff workshop on building relationships through community circles.   In addition, the staff are developing their social emotional curriculum by looking how the core curriculum teachers currently include these skills in the classrooms.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,996	$48,064
Mid-Range Teacher Salary	$77,178	$75,417
Highest Teacher Salary	$93,685	$94,006
Average Principal Salary (ES)	$127,756	$119,037
Average Principal Salary (MS)	$155,467	$123,140
Average Principal Salary (HS)	$0	$135,974
Superintendent Salary	$217,485	$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	8.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6769	2342.	4427	$68,785
District	◆	◆	4121	$73,194
State	◆	◆	$7,125	$76,046
Percent Difference: School Site/District			7.4	-1.6
Percent Difference: School Site/ State			-32.7	-7.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The Local Control Accountability Plan (LCAP) approved by the Board of Education trustees has provided additional supports at Hidden Valley Elementary 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.