R. D. White Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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.

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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Vivian Ekchian
Email Address	vekchian@gusd.net
Website	www.gusd.net

School Contact Information (School Year 2019—20)	
School Name	R. D. White Elementary
Street	744 East Doran St.
City, State, Zip	Glendale, Ca, 91206-2422
Phone Number	818-241-2164
Principal	Ms. Lisa Kaprielian, Principal
Email Address	lkaprielian@gusd.net
County-District-School (CDS) Code	19645686013841

Last updated: 12/31/2019

## School Description and Mission Statement (School Year 2019—20)

R. D. White Elementary School is nestled in the foothills of Glendale, CA. Located mid-city, R.D. White Elementary has a student population of about 950. R.D. White Elementary is a progressive partnership of students, parents, families and highly qualified educators who ensure individual academic excellence and a strong foundation of values through our achievement-oriented, technologically-advanced environment, which welcomes and fully utilizes all resources of our culturally rich and diverse community.

R. D. White Mission Statement: At R. D. White Elementary, we are committed to every student's academic, social, and emotional growth by providing a safe and nurturing environment while inspiring all students to become lifelong learners.

Last updated: 1/23/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	158
Grade 1	148
Grade 2	174
Grade 3	161
Grade 4	152
Grade 5	157
Total Enrollment	950
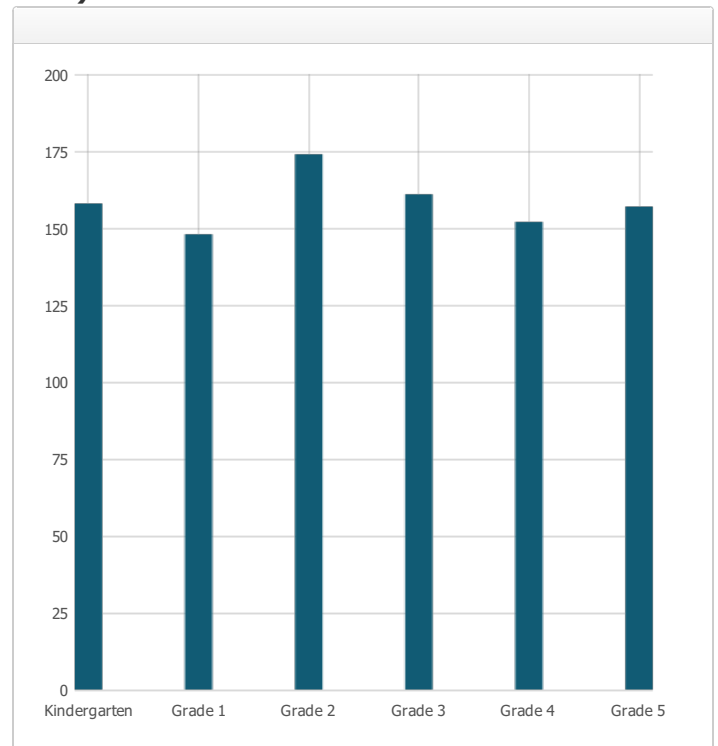
Last updated: 1/25/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	0.20 %
Asian	2.70 %
Filipino	2.50 %
Hispanic or Latino	12.60 %
Native Hawaiian or Pacific Islander	%
White	80.50 %
Two or More Races	0.80 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.20 %
English Learners	43.10 %
Students with Disabilities	5.10 %
Foster Youth	%
Homeless	6.40 %

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

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	37	37	40	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	63
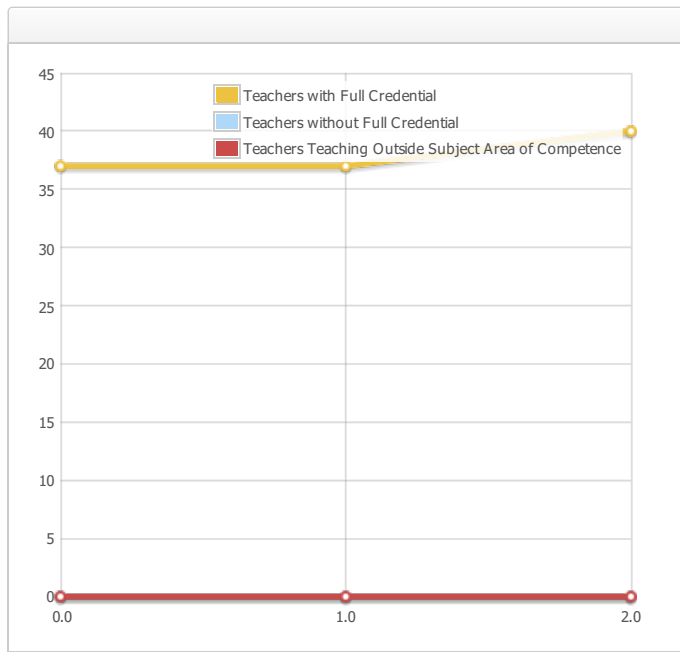
Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0
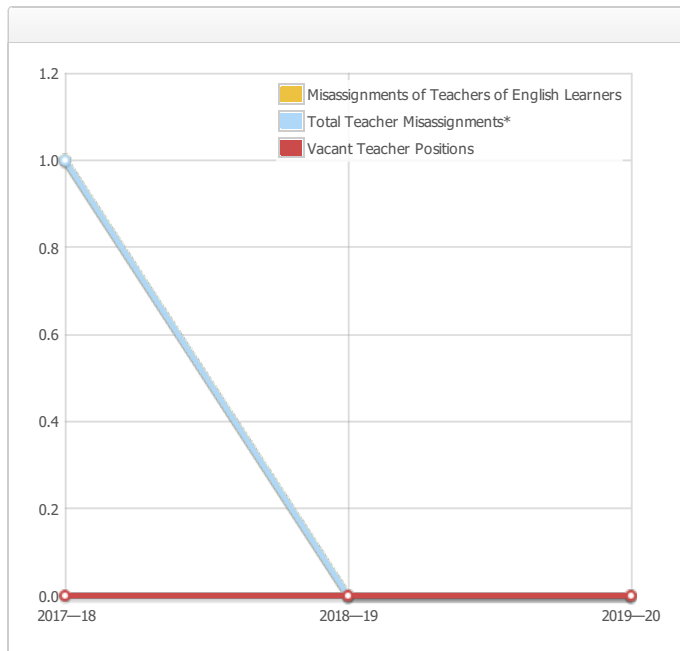
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – Reading – Calfornia/2012 McDougall Littell – The Language of Literature/2003	Yes	0.00 %
Mathematics	Pearson – EnVision2.0	Yes	0.00 %
Science	Mystery Science & STEMscopes (interim materials)	Yes	0.00 %
History-Social Science	Harcourt – Reflections:California Series/2006 McMillian McGraw-Hill – California Vistas/2006 McDougall Littell – World History:Ancient Civilizations/2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2020

School Facility Conditions and Planned Improvements

Students and teachers moved into the new "2000" building in March 2017. The brand new eighteen classroom building includes an interactive short throw projector and a voice amplification system in each classroom. Interactive short throw projectors were also installed in many of the classrooms in the 1000 building.

Most recently, in March 2019, phase one of the playground renovation. A new turf field was installed surrounded by a track. Additionally, phase two began in June 2019, with plans to install three new basketball courts, three ball walls, two volleyball courts, and a kickball court all funded by Measure S. Completion of the playground is set for September 2019.

Three and a half custodians maintain the school. The district's facilities staff provides excellent maintenance and cleaning of our buildings and grounds. Measure S funds have upgraded Wi-Fi and the infrastructure to enable site to have campus-wide Wi-Fi. Additionally, all teachers have been given the opportunity to receive Chromebooks for student use in the classroom. The school also has over 300 Chromebooks available for student use.

Last updated: 1/23/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	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	Good	
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	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 12/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	60.0%	63.0%	64.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	56.0%	54.0%	53.0%	55.0%	38.0%	39.0%

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.

Last updated: 1/25/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	465	97.28%	2.72%	60.04%
Male	243	233	95.88%	4.12%	50.22%
Female	235	232	98.72%	1.28%	69.83%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	15	15	100.00%	0.00%	73.33%
Hispanic or Latino	56	56	100.00%	0.00%	42.86%
Native Hawaiian or Pacific Islander					
White	384	373	97.14%	2.86%	61.46%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	353	343	97.17%	2.83%	53.96%
English Learners	296	284	95.95%	4.05%	52.65%
Students with Disabilities	34	34	100.00%	0.00%	17.65%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	38	35	92.11%	7.89%	42.86%

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.

Last updated: 1/25/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	475	99.37%	0.63%	54.32%
Male	243	240	98.77%	1.23%	53.75%
Female	235	235	100.00%	0.00%	54.89%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	15	15	100.00%	0.00%	46.67%
Hispanic or Latino	56	56	100.00%	0.00%	28.57%
Native Hawaiian or Pacific Islander					
White	384	383	99.74%	0.26%	58.49%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	353	352	99.72%	0.28%	48.30%
English Learners	296	294	99.32%	0.68%	53.40%
Students with Disabilities	34	34	100.00%	0.00%	11.76%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	38	38	100.00%	0.00%	42.11%

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.

Last updated: 1/25/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/25/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.70%	32.70%	14.80%

Note: 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.

Last updated: 1/28/2020

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 2019—20)

R. D. White Elementary has a number of opportunities to encourage parental involvement. Parents have the opportunity to volunteer in either the classroom or on the school site. Inside the classroom, parent volunteers provide assistance by working with students, supporting the teacher with organizing paperwork, or reading in small groups. Outside the classroom, parents may volunteer in the front office, participate in field trips and other school related events, or in the library.

The school's active parent volunteer groups includes both the PTA and Foundation. These groups are an integral part of the school's community. Their support includes, but is not limited to: raising funds for student programs, Peaceful Playground coordination, teacher appreciation, providing assistance at assemblies and field trips, contributing books to our library, supporting our library, and supporting an art consultant to integrate the arts in classrooms. With the help and support of our Foundation and parent community, our school has increased the number of Chromebooks in the classroom and funded the art program.

Every day after school, all students are dismissed on the school's front lawn. This opportunity gives parents and teachers time to talk informally about their child's progress. Parents also have the opportunity to meet with teachers formally. Back to School Night and Open House provide parents with an opportunity to tour the school and classrooms with their children, meet teachers and staff, and learn more about their student's academics. Parents are strongly encouraged to attend both of these events and any other opportunities to visit the school, including volunteering.

State Priority: Pupil Engagement

Last updated: 1/23/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.40%	0.00%	0.30%	2.60%	2.00%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/25/2020

School Safety Plan (School Year 2019—20)

The School Safety Plan was last revised on February 8, 2019. The comprehensive Safety Plan provides detailed procedures during various types of emergency situations. It includes safety procedures for earthquakes, fires, and lockdowns. The staff reviews the safety plan annually. Drills are conducted and monitored monthly to ensure that the school staff and students are prepared for any type of emergency.

R.D. White Elementary works closely with both the Glendale Police Department and the Glendale Fire Department to ensure school safety.

It is essential to communicate with parents during emergencies. Parents will be alerted of an emergency through both the automated telephone messaging system, email, and the school website.

Both before and after school, teachers, administrators, instructional assistants, and crossing guards are available to monitor school grounds and the surrounding areas for safety. The Glendale Police Department frequently patrols the school area to ensure safety during drop-off and dismissal.

R.D. White is a closed campus during the school day. Parents and visitors may enter the school through the front office where they share their destination with office staff, register, and receive a badge to be allowed to enter school. Teachers and instructional assistants supervise the playground during recess and continue to monitor the campus after school until all students have left for the day.

Last updated: 1/23/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.00		6	
1	24.00		6	
2	30.00		4	1
3	24.00		6	
4	34.00		1	2
5	34.00		1	5
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		6	
1	26.00		6	
2	31.00		4	1
3	25.00		6	
4	35.00			4
5	35.00		1	4
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		6	
1	30.00		4	1
2	25.00		7	
3	27.00		6	
4	34.00			4
5	34.00			5
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	4.00
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5781.00	$521.00	$5279.00	$82501.00
District	N/A	N/A	$5998.00	$84419.00
Percent Difference – School Site and District	N/A	N/A	-13.13%	-2.30%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	-35.21%	0.12%

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

Last updated: 1/26/2020

## Types of Services Funded (Fiscal Year 2018—19)

A combination of state and federal funding is used to cover all aspects of the school's instructional program. This funding is used for Response to Intervention instruction during language arts. State Title I funding is used to provide release days for teachers to collaborate in planning, review student work, and improve instruction. Strong PTA and Foundation support is evident in many of our schools' supplemental activities such as scholarships for students for field trips and 5th grade camp. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts.

Last updated: 1/23/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,718	$48,612
Mid-Range Teacher Salary	$74,790	$74,676
Highest Teacher Salary	$103,874	$99,791
Average Principal Salary (Elementary)	$124,470	$125,830
Average Principal Salary (Middle)	$136,644	$131,167
Average Principal Salary (High)	$149,424	$144,822
Superintendent Salary	$255,000	$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
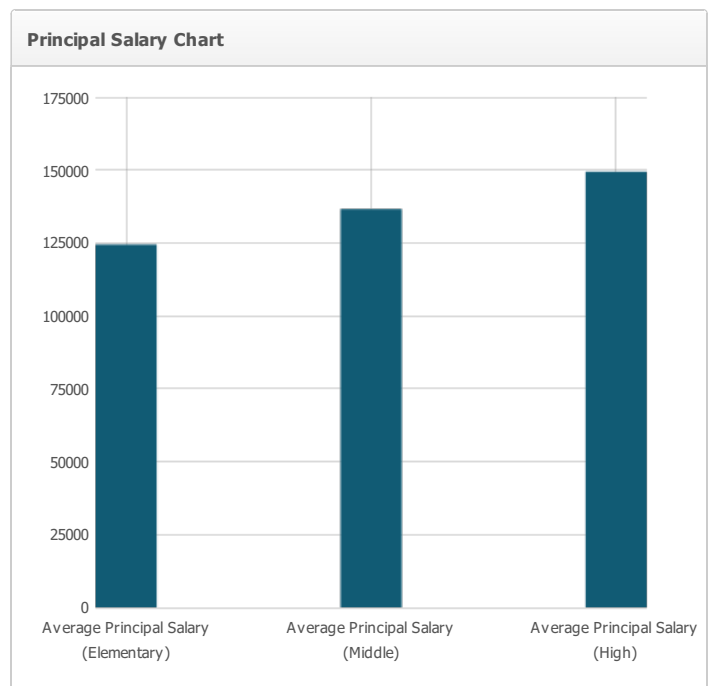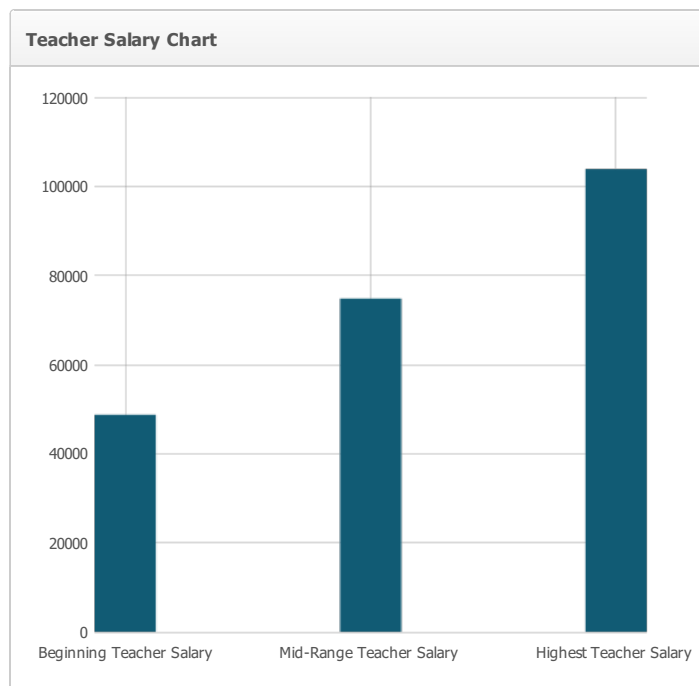
Last updated: 1/25/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Last updated: 1/13/2020