R. D. White Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year

District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year

|	
School Name	R. D. White Elementary
Street	744 East Doran St.
City, State, Zip	Glendale, Ca, 91206-2422
Phone Number	818-241-2164
Principal	Dr. Narek Kassabian, Principal
E-mail Address	nkassabian@gusd.net
County-District-School (CDS) Code	19645686013841

Last updated: 1/8/2016

School Description and Mission Statement - Most Recent Year

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 900. 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.

Last updated: 1/8/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	154
Grade 1	145
Grade 2	144
Grade 3	173
Grade 4	160
Grade 5	159
Total Enrollment	935
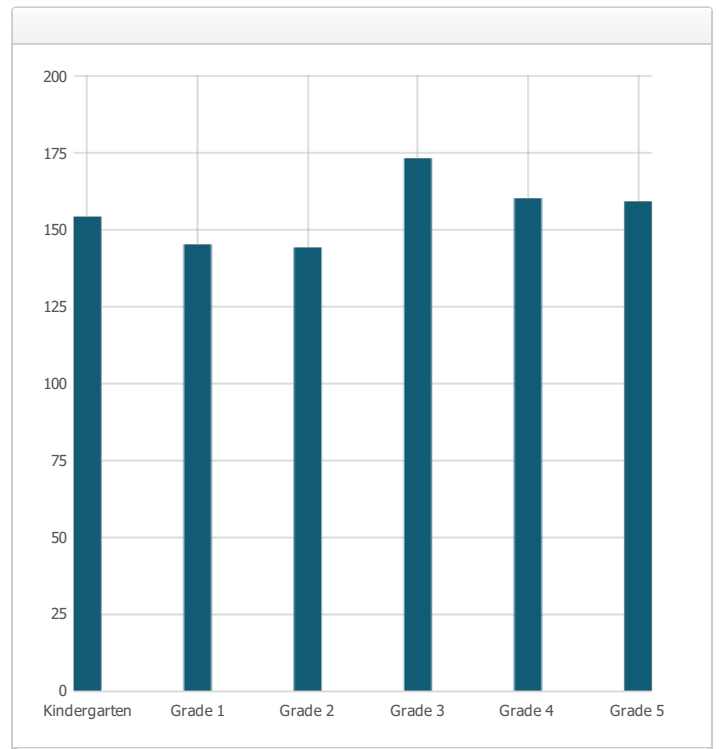
Last updated: 1/8/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.1 %
Asian	4.1 %
Filipino	5.5 %
Hispanic or Latino	16.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	71.9 %
Two or More Races	0.9 %
Socioeconomically Disadvantaged	61.9 %
English Learners	49.7 %
Students with Disabilities	5.7 %
Foster Youth	0.1 %
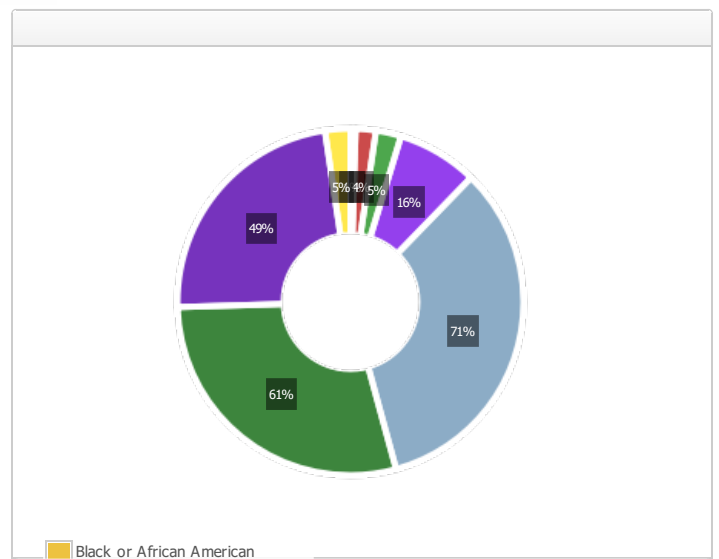
Last updated: 1/8/2016

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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	36	36	38	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65
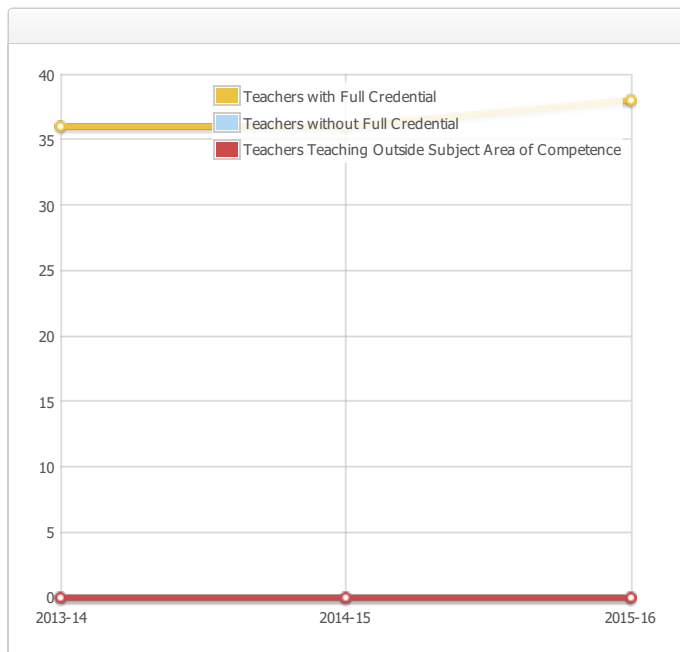
Last updated: 1/8/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
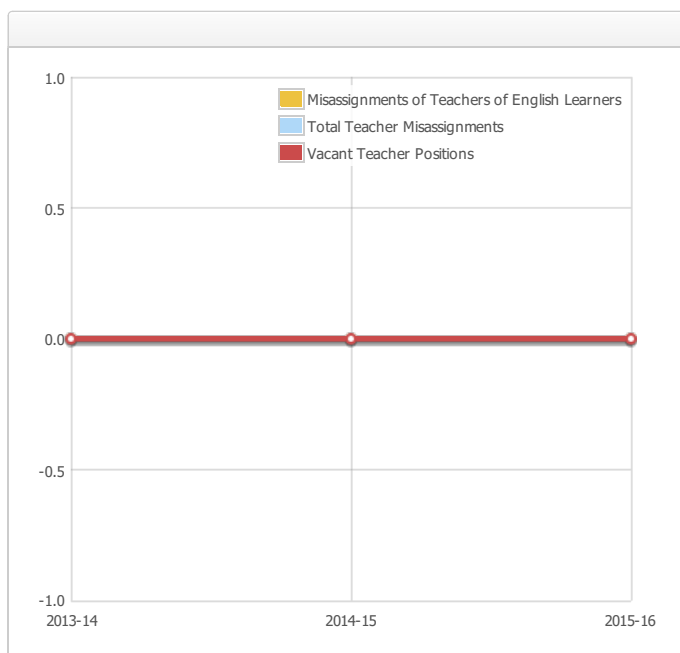
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/8/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Reading - California/2012 McDougall Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	MacMilliam McGraw- Hill - Everyday Mathematics/1997	Yes	0.0 %
Science	MacMilliam McGraw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt - Reflections: California Series/2006 Mac Milliam McGraw-Hill - California Vistas/2006 McDougall Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/8/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The most recent renovations to our campus occurred in 2003, when the main building, courtyard, and media center were upgraded. In 2014, most windows in the main building were updated. Artificial turf was added to three dirt areas on the playground. Construction for a new building will begin in June 2015. The school is slated to have a brand new eighteen classroom building that will be ready during the 2016-2017 school year.

Three and a half custodians maintain the school. The district's facilities staff provides excellent maintenance and cleaning of our buildings and grounds. The school has 14 modular or portable classrooms on our campus. They are ADA-compliant and are equipped with handicapped ramps. 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 new laptops and iPads. The school also has 200 Google Chrombooks available for student use.

Last updated: 1/8/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

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	paint windows in boys' restroom
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	window need to be replace in most of the rooms

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	44.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	173	172	99.4%	18.0%	33.0%	25.0%	24.0%
Male	173	85	49.1%	24.0%	31.0%	24.0%	22.0%
Female	173	87	50.3%	13.0%	34.0%	26.0%	26.0%
Black or African American	173	2	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	173	4	2.3%	--	--	--	--
Filipino	173	8	4.6%	--	--	--	--
Hispanic or Latino	173	26	15.0%	27.0%	27.0%	27.0%	19.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	173	132	76.3%	16.0%	36.0%	25.0%	23.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	173	110	63.6%	21.0%	35.0%	25.0%	20.0%
English Learners	173	95	54.9%	24.0%	35.0%	22.0%	19.0%
Students with Disabilities	173	6	3.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	159	153	96.2%	33.0%	22.0%	19.0%	26.0%
Male	159	85	53.5%	41.0%	21.0%	19.0%	19.0%
Female	159	68	42.8%	22.0%	24.0%	19.0%	35.0%
Black or African American	159	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	159	3	1.9%	--	--	--	--
Filipino	159	15	9.4%	33.0%	7.0%	0.0%	60.0%
Hispanic or Latino	159	28	17.6%	46.0%	21.0%	14.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	159	106	66.7%	30.0%	25.0%	21.0%	25.0%
Two or More Races	159	1	0.6%	--	--	--	--
Socioeconomically Disadvantaged	159	102	64.2%	36.0%	27.0%	16.0%	21.0%
English Learners	159	73	45.9%	48.0%	29.0%	14.0%	10.0%
Students with Disabilities	159	13	8.2%	92.0%	0.0%	0.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	161	157	97.5%	21.0%	23.0%	32.0%	24.0%
Male	161	81	50.3%	31.0%	20.0%	33.0%	16.0%
Female	161	76	47.2%	11.0%	26.0%	32.0%	32.0%
Black or African American	161	1	0.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	161	9	5.6%	--	--	--	--
Filipino	161	9	5.6%	--	--	--	--
Hispanic or Latino	161	23	14.3%	22.0%	39.0%	22.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	161	112	69.6%	23.0%	22.0%	34.0%	21.0%
Two or More Races	161	3	1.9%	--	--	--	--
Socioeconomically Disadvantaged	161	93	57.8%	26.0%	27.0%	29.0%	18.0%
English Learners	161	42	26.1%	50.0%	29.0%	21.0%	0.0%
Students with Disabilities	161	12	7.5%	58.0%	25.0%	17.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/8/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	173	172	99.4%	18.0%	24.0%	34.0%	24.0%
Male	173	85	49.1%	19.0%	19.0%	36.0%	26.0%
Female	173	87	50.3%	17.0%	30.0%	31.0%	22.0%
Black or African American	173	2	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	173	4	2.3%	--	--	--	--
Filipino	173	8	4.6%	--	--	--	--
Hispanic or Latino	173	26	15.0%	23.0%	27.0%	35.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	173	132	76.3%	17.0%	26.0%	34.0%	23.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	173	110	63.6%	18.0%	25.0%	32.0%	25.0%
English Learners	173	95	54.9%	22.0%	31.0%	31.0%	17.0%
Students with Disabilities	173	6	3.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	159	155	97.5%	21.0%	35.0%	24.0%	19.0%
Male	159	86	54.1%	28.0%	31.0%	19.0%	22.0%
Female	159	69	43.4%	13.0%	41.0%	30.0%	16.0%
Black or African American	159	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	159	3	1.9%	--	--	--	--
Filipino	159	15	9.4%	27.0%	20.0%	27.0%	27.0%
Hispanic or Latino	159	29	18.2%	38.0%	34.0%	21.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	159	106	66.7%	16.0%	40.0%	23.0%	22.0%
Two or More Races	159	2	1.3%	--	--	--	--
Socioeconomically Disadvantaged	159	103	64.8%	24.0%	39.0%	22.0%	15.0%
English Learners	159	73	45.9%	26.0%	52.0%	15.0%	7.0%
Students with Disabilities	159	13	8.2%	85.0%	0.0%	15.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/8/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	161	157	97.5%	32.0%	38.0%	11.0%	19.0%
Male	161	81	50.3%	41.0%	30.0%	10.0%	20.0%
Female	161	76	47.2%	24.0%	46.0%	12.0%	18.0%
Black or African American	161	1	0.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	161	9	5.6%	--	--	--	--
Filipino	161	9	5.6%	--	--	--	--
Hispanic or Latino	161	23	14.3%	39.0%	35.0%	17.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	161	112	69.6%	35.0%	38.0%	10.0%	17.0%
Two or More Races	161	3	1.9%	--	--	--	--
Socioeconomically Disadvantaged	161	93	57.8%	33.0%	43.0%	11.0%	13.0%
English Learners	161	42	26.1%	62.0%	36.0%	0.0%	2.0%
Students with Disabilities	161	12	7.5%	67.0%	17.0%	8.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 1/8/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	69.0%	72.0%	58.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	58.0%
Male	56.0%
Female	61.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	47.0%
Native Hawaiian or Pacific Islander	--
White	55.0%
Two or More Races	--
Socioeconomically Disadvantaged	54.0%
English Learners	31.0%
Students with Disabilities	18.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

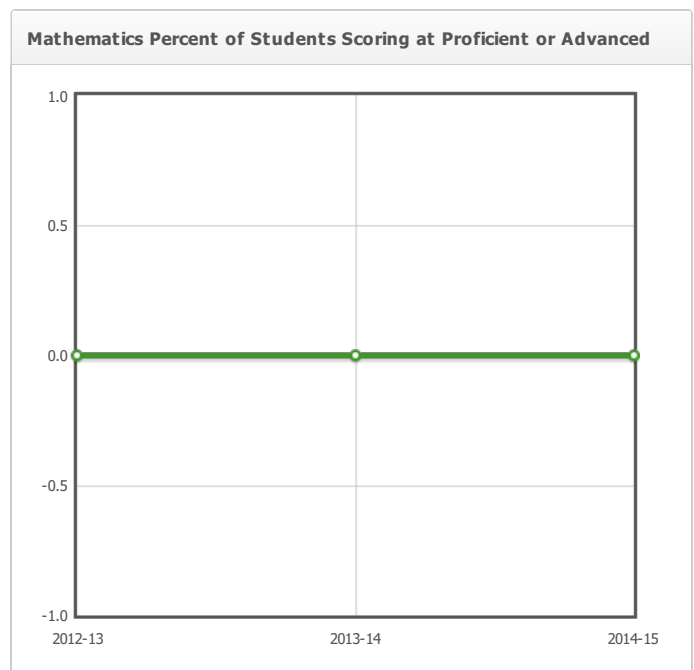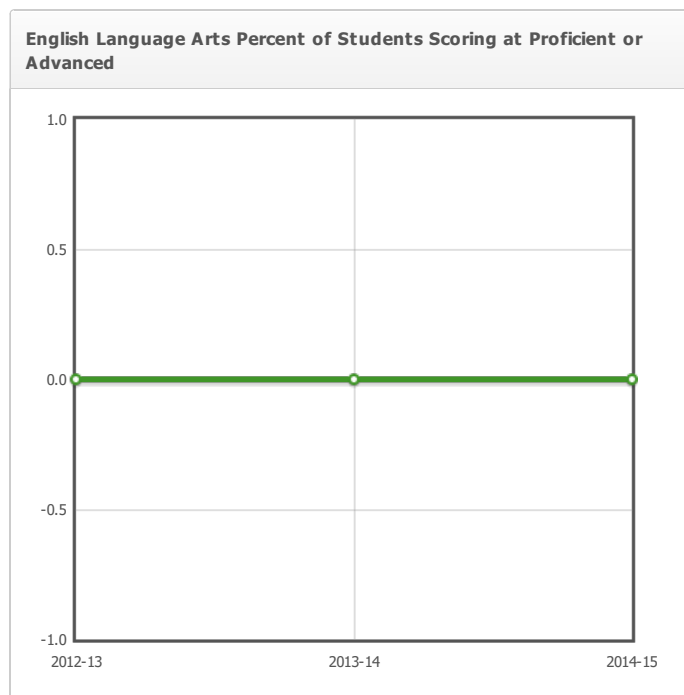Last updated: 1/8/2016

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 areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/8/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4%	23.0%	42.9%

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.

Last updated: 1/8/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

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, in the library, in the garden, and during theater, art, and music productions.

The school's active parent volunteer groups include the Foundation and PTA. These groups are an integral part of the school's community. Their support includes, but is not limited to: campus clean up through Adopt a Block, raising funds for programs, teacher appreciation, providing assistance at assemblies and field trips, contributing books to our library, supporting our library and supporting students in the computer lab. With the help and support of our Foundation and parent community, our school has updated computer lab, added an art program, and funded a computer lab assistant. Both the PTA and Foundation also financially support the school's website.

Every day, after school, students are all dismissed on the school 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: 1/8/2016

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

| Dropout/Graduation Rate (Four-Year Cohort Rate) Chart |
|---|
| |
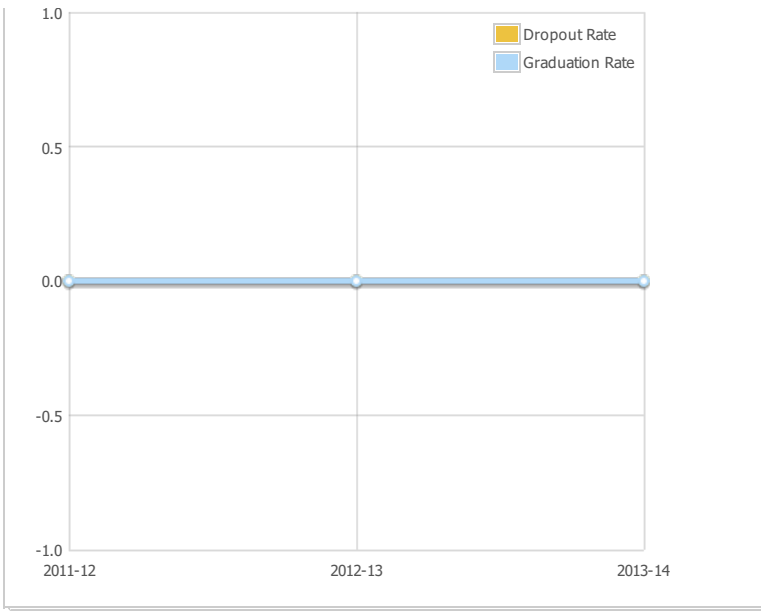
State Priority: School Climate

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.1	0.2	0.4	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions

Expulsions
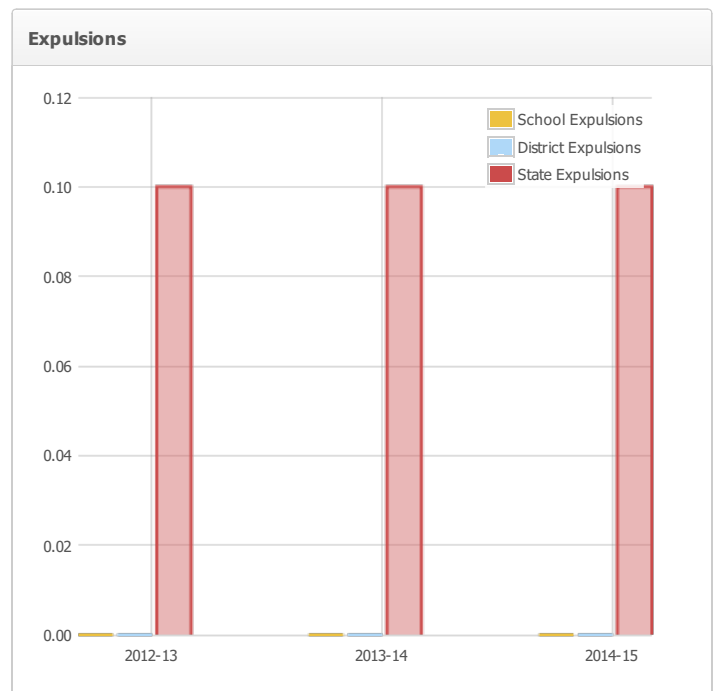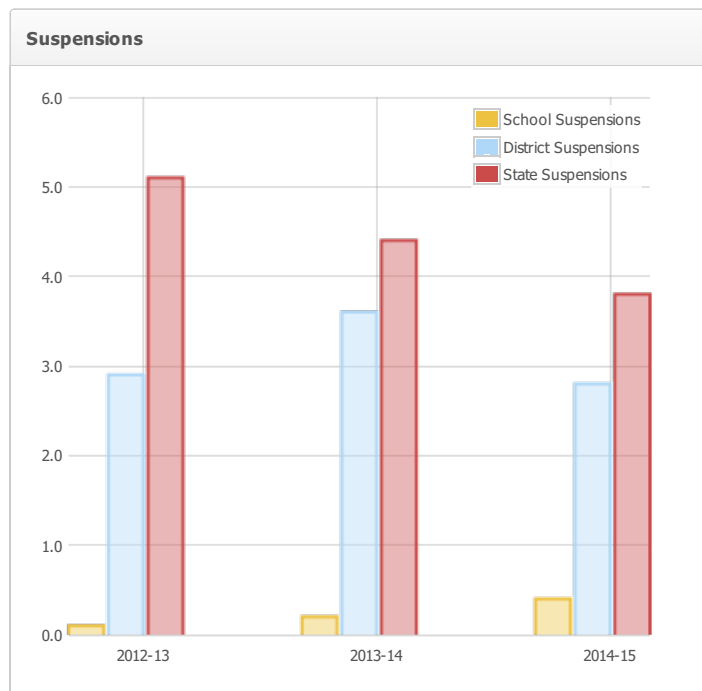
Last updated: 1/8/2016

School Safety Plan - Most Recent Year

The School Safety Plan was last revised in October 2014. The comprehensive Safety Plan provides detailed procedures during various types of emergency situations. It includes safety procedures for earthquakes, fires, and lockdowns. Annually, the staff reviews the safety plan. 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. Through the combined efforts of staff and parent volunteers, the Safe Routes to School Committee (SRTS) committee was formed. As a result, the SRTS Committee instituted a morning drop-off procedure called the "Mustang Valet" manned by parent cland staff volunteers. The SRTS Committee is a part of the PTA.

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/8/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	25.0		6		24.0		6		22.0	2	5	
1	29.0		4	1	24.0		5		26.0		5	
2	28.0		4	1	30.0		4	1	31.0		3	1
3	28.0		5	1	29.0		5	1	29.0		6	1
4	32.0		1	2	32.0		2	3	35.0		1	3
5	39.0	1		4	31.0	1		4	36.0			5
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/8/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor			
Counselor (Social/Behavioral or Career Development)			N/A
Library Media Teacher (librarian)			N/A
Library Media Services Staff (paraprofessional)	0.5		N/A
Psychologist	0.8		N/A
Social Worker			N/A
Nurse	0.2		N/A
Speech/Language/Hearing Specialist	1.5		N/A
Resource Specialist (non-teaching)	1.5		N/A
Other			N/A

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

*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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5003.0	$496.0	$4507.0	$74414.0
District	N/A	N/A	$4832.0	$76630.0
Percent Difference – School Site and District	N/A	N/A	-0.1%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2016

Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to cover all aspects of the school's instructional program. This funding is used for educational assistants in the classroom and 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: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
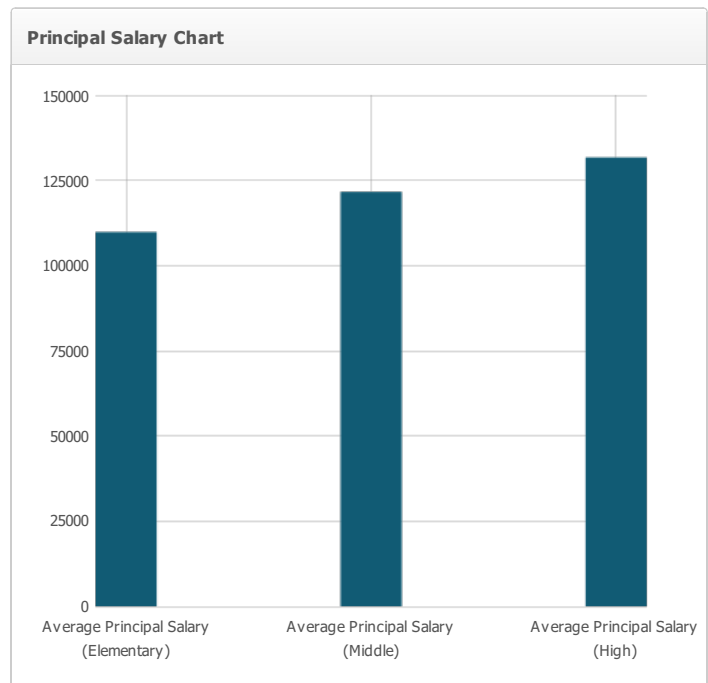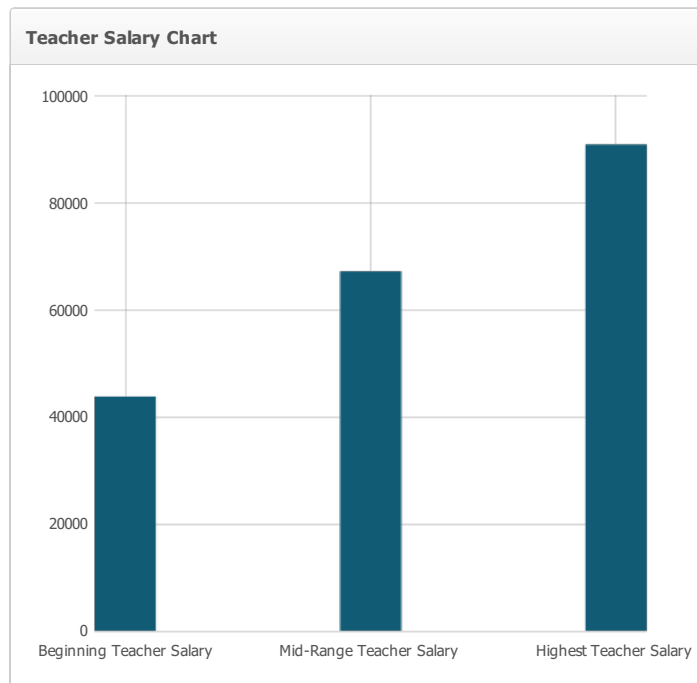
Last updated: 1/8/2016

Professional Development — Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or

faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016