

D.H. White Elementary 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	D.H. White Elementary School
Street	500 Elm Way
City, State, Zip	Rio Vista, CA 94571-1304
Phone Number	(707) 374-5335
Principal	Jennie Gornto
Email Address	jgornto@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674136033716

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

D.H. White Elementary School is located in the Delta Region of Solano County in Rio Vista, California. We are part of the River Delta Unified School District, which serves the communities located on the Sacramento River from Rio Vista to Clarksburg. Our district office is located in Rio Vista, CA. D.H. White Elementary School serves students from transitional kindergarten to sixth grade. Our core program consists of 25 teachers: 20 of them teaching in general education classrooms and two providing special education services, and one providing counseling services full-time. We also provide Speech and Language Therapy, Behavior intervention, Occupational Therapy, Physical Therapy, and adaptive Physical education. Additionally, our staff includes a principal, a part-time vice principal, a secretary, an office assistant, a part-time Nurse, a full-time Intervention Teacher, one full-time Intervention aide, two full-time custodians, and three part-time lunch monitors. In addition, one behavior aide, 8 instructional aides provide assistance to students who are eligible for our Special Education program. Our student demographic are as follows: 44.39% Hispanic, 36.68% Caucasian, 3.97% African American, 0.93% Asian, 11.68% multi-ethnic, 1.17% American-Indian, 0.47% Pacific Islander, 0.70% Filipino. About 53% of the school population is eligible for the free or reduced lunch program.

Mission Statement:

D.H. White Elementary School is committed to the education of all students in a secure, nurturing, and stimulating environment where students show respect, make good decisions, and solve problems. We will teach to mastery of the common core standards with high expectations for all students to achieve. Establish and maintain behavioral norms for all students, involve parents and the community as educational partners, and use data to make changes in instruction for continuous improvement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	74
Grade 2	55
Grade 3	54
Grade 4	43
Grade 5	45
Grade 6	65
Total Enrollment	404

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	0.7%
Asian	1%
Black or African American	4%
Filipino	1%
Hispanic or Latino	42.1%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	11.1%
White	37.6%
English Learners	16.1%
Foster Youth	0.2%
Homeless	1.7%
Migrant	3%
Socioeconomically Disadvantaged	59.7%
Students with Disabilities	13.4%

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)	19.50	90.70	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.30	8.50	6.86	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	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	21.50	100.00	123.80	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)	17.00	85.00	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	15.00	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	20.00	100.00	117.80	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	0.00	0.00
Misassignments	2.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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.

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)	5.2	21
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	4.7

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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 adopted in 2016; there is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Mathematics	<p>Houghton Mifflin-Harcourt Math Expressions K-5 adopted in 2015 and 6th grade math is Houghton Mifflin-Harcourt Big Ideas Math adopted in 2014. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Science	<p>Houghton Mifflin California Science K-5 adopted in 2008 and 6th grade uses Elevate Science by Pearson adopted in 2019. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
History-Social Science	<p>Pearson Prentice Hall My-World Interactive K-6 Adopted in 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Foreign Language	n/a		n/a
Health	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
Visual and Performing Arts	n/a		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

DH White School's most recent facility renovation through bond measure J was the removal of portable 21 and the installation of 2 classrooms, rooms 24 and 25. The roofs of Buildings A and B were replaced during summer break of 2023. New carpet was installed in 2014. The site has a long-range building plan to accommodate future growth in the community as well as an administrative building set to break ground in 2024.

The school has two full-time custodians. The head custodian works on-site in the morning. The other full-time custodian works during the early afternoon and evening hours. Classrooms, cafeteria, and bathrooms are cleaned daily. The custodial staff is quick to respond to emergency clean ups both in the building and on the playground. They monitor the building, grounds and equipment for safety issues.

D.H. White School is wheelchair accessible in all areas, including restrooms and playground equipment.

D.H. White School installed new outdoor lights throughout the campus in 2017.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements. B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems should be upgraded to meet code compliance and requirements. Multi Room: HVAC Swamp coolers are breaking down Portables 14-23:
Interior: Interior Surfaces			X	A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in

School Facility Conditions and Planned Improvements

				<p>2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>Admin Office: Admin office is set to be moderized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems shound be upgraded to meet code compliance and requirements.</p> <p>Portables 14-23:</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	<p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>Admin Office: Admin office is set to be moderized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems shound be upgraded to meet code compliance and requirements.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems shound be upgraded to meet code compliance and requirements.</p>
Safety: Fire Safety, Hazardous Materials			X	<p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p>

School Facility Conditions and Planned Improvements

			<p>Admin Office: Admin office is set to be modernized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems should be upgraded to meet code compliance and requirements.</p> <p>Multi Room: HVAC Swamp coolers are breaking down</p> <p>Portables 14-23:</p>
Structural: Structural Damage, Roofs		X	<p>Admin Office: Admin office is set to be modernized starting in 2024 and an additional structure to be built.</p> <p>Portables 14-23:</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X <p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>Admin Office: Admin office is set to be modernized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems should be upgraded to meet code compliance and requirements.</p>

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)	40	35	43	34	47	46
Mathematics (grades 3-8 and 11)	28	29	27	23	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	203	198	97.54	2.46	34.85
Female	89	87	97.75	2.25	42.53
Male	114	111	97.37	2.63	28.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	82	98.80	1.20	26.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	45.83
White	81	79	97.53	2.47	40.51
English Learners	33	32	96.97	3.03	9.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	126	96.18	3.82	29.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	0.00

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	203	197	97.04	2.96	29.44
Female	89	86	96.63	3.37	31.40
Male	114	111	97.37	2.63	27.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	82	98.80	1.20	18.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00	8.00	43.48
White	81	79	97.53	2.47	35.44
English Learners	33	32	96.97	3.03	3.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	125	95.42	4.58	26.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	6.90

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)	36.21	23.81	24.88	18.69	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	45	43	95.56	4.44	23.26
Female	20	18	90.00	10.00	33.33
Male	25	25	100.00	0.00	16.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	29.41
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	7.69	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 5	97.9	97.9	95.7	97.9	97.9
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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

Parental involvement is available through our school's Parent Teacher Club (PTC), LCAP preparation committee, School Site Council, and the English Language Advisory Committee (ELAC), which have regular meetings and provides many opportunities to assist students and staff. We also offer a variety of on campus events not limited to, assemblies, Family nights, special events.

The School Site Council meets 4 to 5 times throughout the year. Their role is to write the Single Plan for Student Achievement (SPSA) each year and the Site Safety Plan, along with monitoring its implementation in the following year. Parents of students who are learning English as their second language have an opportunity to be a members of English Language Acquisition Committee (ELAC). ELAC meetings held, a minimum of four times a year on our campus. At ELAC, we discuss ways to improve the educational experience for English Language Learners.

Parents and other community members have an opportunity to meet with the site and district administration when preparing, reviewing, and updating the Local Control Accountability Plan (LCAP) that sets the objectives for how the district will spend its state and federally allocated funding.

Parents are also invited to attend events where they can directly interact with administration to discuss current school initiatives, trends, learning opportunities, etc.

We are always looking for parents to volunteer in classrooms or for special events. Parents who are interested in doing so should contact your child's teacher or the principal by calling the school office at 707-374-5335, for further details on how to offer your time and support to our school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	430	165	38.4
Female	218	207	73	35.3
Male	231	223	92	41.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	4	4	2	50.0
Black or African American	24	19	6	31.6
Filipino	4	4	2	50.0
Hispanic or Latino	189	182	73	40.1
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	51	48	19	39.6
White	166	162	60	37.0
English Learners	72	72	28	38.9
Foster Youth	3	3	2	66.7
Homeless	12	11	8	72.7
Socioeconomically Disadvantaged	296	285	123	43.2
Students Receiving Migrant Education Services	17	17	6	35.3
Students with Disabilities	64	62	23	37.1

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	0.68	4.23	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.23	0
Female	1.38	0
Male	6.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.17	0
Filipino	0	0
Hispanic or Latino	3.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.96	0
White	6.63	0
English Learners	2.78	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.39	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

2023-24 School Safety Plan

D.H. White Elementary School, through the Site Council and the Site Safety Committee, has developed a Safe School Plan that encompasses three areas: (1) emergency procedures, (2) general school climate, and (3) school health issues. The school follows guidelines for frequency of emergency drills, maintains and labels appropriate exit routes, and provides a copy of the emergency plan, procedures, and telephone tree to each teacher. The school has monthly fire drills and practices lockdown drills quarterly. We also participate in the "Great California Shakeout" Earthquake drill.

Character Education is taught through teacher led lessons. The "Character Trait of the Month" and the school's discipline is built around the life skills that build character. The site has monthly Character Education and attendance incentives. Principal's 200 is a opportunity for teachers to recognize positive student behavior through rewards and public recognition. Our school also participates in PBIS rewards and has a peacemaker program on campus.

The site promotes the district healthy snacks policy, Second Chance breakfast, and provides a peanut-free and gluten-free zone in the cafeteria.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	18	2		
2	20	2		
3	22		2	
4	29		2	
5	22		2	
6	24		3	
Other	14	2		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	17	3		
2	22		2	
3	16	2		
4	25		2	
5	29		2	
6	23		2	
Other	13	2		

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	21	1	2	0
2	21	0	2	0
3	23	0	2	0
4	29	0	1	0
5	22	0	2	0
6	32	0	2	0
Other	17	3	0	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.1
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	5844	4600	1244	69438
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-138.3	14.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-136.5	-13.1

Fiscal Year 2022-23 Types of Services Funded

Our Special Education services are district-funded. To meet the diverse needs of our community our program provides a Mild-Moderate resource environment and Moderate-Severe SDC model environment.

We have a full-time intervention teacher, who services at-risk students five days a week. This position is multi-funded from site Title I funds and district Title I,II, and III funds.

We have a full-time intervention aide, who services at-risk students five days a week. This position is funded from site funds.

We also offer site-funded after school enrichment programs, which are run by credentialed teaching staff. This is funded by Lottery (1100).

DH White received Title I, Lottery and LCFF funding for instructional program supports as deemed appropriate by the Site Council.

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	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

The District provides professional development training each year. The primary areas of focus of staff development has been raising student achievement and teaching to Common Core State Standards, district adopted curriculum, MAP Score analysis, Social and Emotional Learning, along with Mental Health Professional development is delivered primarily through attendance at workshops, attendance at conferences or virtual conferences. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Special Education Staff received CPI (Crisis Prevention Institute) training. Teachers are provided with additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed or per teacher request.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards. The training was generated based on teacher need and interest, designed specifically to support our educators with resources and information specific to RDUSD student and staff needs.

Site level Professional development provided has been Academic conversations, Lexia, Power up, TESLO for ELL, and NEWSELA.

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	1.5	1.5	1.5