

# SARC 2018-19

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20

### D. H. White Elementary

Address: 500 Elm Way Rio Vista, CA 94571-1304

Principal: Mr. Nicholas Casey, Principal

Phone: (707) 374-5335

Email: [ncasey@rdusd.org](mailto:ncasey@rdusd.org)

Web Site: <http://dhw-rdusd-ca.schoolloop.com/>

CDS Code: 34674136033716



### River Delta Joint Unified

Superintendent: Katherine Wright

Phone: (707) 374-1700

Email: [kwright@rdusd.org](mailto:kwright@rdusd.org)

Web Site: [www.riverdelta.org](http://www.riverdelta.org)



## I DATA AND ACCESS

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 <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 at <http://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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: River Delta Joint Unified  
Phone Number: (707) 374-1700  
Superintendent: Katherine Wright  
E-mail Address: [kwright@rdusd.org](mailto:kwright@rdusd.org)  
Web Site: [www.riverdelta.org](http://www.riverdelta.org)

### School Contact Information Most Recent Year

School Name: D. H. White Elementary  
Street: 500 Elm Way  
City, State, Zip: Rio Vista, CA 94571-1304  
Phone Number: (707) 374-5335  
Principal: Mr. Nicholas Casey, Principal  
E-mail Address: [ncasey@rdusd.org](mailto:ncasey@rdusd.org)  
Web Site: <http://dhw-rdusd-ca.schoolloop.com/>  
County-District-School  
(CDS) Code: 34674136033716

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

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 fifth grade. Our core program consists of 20 teachers: 17 of them teaching in general education classrooms and three providing special education services. We also provide Speech and Language Therapy, Occupational Therapy, Physical Therapy, Adaptive PE, and Counseling support for the students who need it. Additionally, our staff includes a principal, a secretary, an office assistant, a part-time Nurse, a full-time Intervention Teacher, 2 Intervention aides, two full-time custodians, and three part-time lunch monitors. In addition, 6 instructional aides provide assistance to students who are eligible for our Special Education program. Our student demographic are as follows: 44.13% Caucasian, 39.26% Hispanic, 4.01% African American, 2.58% Asian, 8.60% multi-ethnic, 1.15% American-Indian and .29% unknown. About 55% 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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	63
Grade 1	48
Grade 2	50
Grade 3	47
Grade 4	79
Grade 5	61
Total Enrollment	348

### Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6%
American Indian or Alaska Native	1.1%
Asian	0.9%
Filipino	0.9%
Hispanic or Latino	41.1%
Native Hawaiian/Pacific Islander	
White	43.7%
Two or More Races	9.8%
Socioeconomically Disadvantaged	59.2%
English Learners	21.3%
Students with Disabilities	15.2%
Foster Youth	0.3%
Homeless	4.3%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	11	19	103
Without Full Credential	1	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

**Year and month in which the data were collected:** August 2019

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
	McGraw-Hill Wonders K-5 Adopted in	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the	

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	content and cycles of the curriculum frameworks adopted by the SBE. 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 11, 2018.	0%
Mathematics	Houghton Mifflin-Harcourt Math Expressions K-5 Adopted in 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2015 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. 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 11, 2018.	0%
Science	Houghton Mifflin California Science K-5 Adopted in 2008; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and approved by the RDUSD Board of Trustees in 2008. They were consistent with the content and cycles of the curriculum frameworks adopted by the SBE. New curriculum is being piloted and will be adopted in June 2019 to implement in 2019-2020. 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 11, 2018.	0%
History-Social Science	Pearson MyWorld Interactive K-5 Adopted in 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Selected from the standards-based materials adopted by SBE and adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. 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 11, 2018.	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science			

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Laboratory Equipment (grades 9-12)	N/A		0%

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

## School Facility Conditions and Planned Improvements

DH White School's most recent facility renovation was the boys and girls bathrooms in the main wing. Classroom carpeting has been replaced progressively through the years. The last classroom was re-carpeted in 2014. The site has a long-range building plan to accommodate future growth in the community.

The school has one full-time and two part-time custodians. The head custodian works on-site in the morning. The full-time custodian works during the early afternoon and evening hours. The third custodian works two hours each night. 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.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The Overall Rating

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

## Overall Facility Rate

**Year and month of the most recent FIT report:** January 2020

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	41%	39%	44%	45%	50%	50%
Mathematics (grades 3-8 and 11)	31%	34%	32%	35%	38%	39%

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

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



## CAASPP Test Results in 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	182	174	95.60%	4.40%	38.51%
Male	95	94	98.95%	1.05%	30.85%
Female	87	80	91.95%	8.05%	47.50%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	73	94.81%	5.19%	30.14%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	76	73	96.05%	3.95%	43.84%
Two or More Races	17	16	94.12%	5.88%	43.75%
Socioeconomically Disadvantaged	117	112	95.73%	4.27%	28.57%
English Learners	55	55	100.00%	0.00%	32.73%
Students with Disabilities	30	28	93.33%	6.67%	14.29%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	25.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

## 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	182	174	95.60%	4.40%	34.48%
Male	95	94	98.95%	1.05%	38.30%
Female	87	80	91.95%	8.05%	30.00%
Black or African American	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	77	73	94.81%	5.19%	31.51%
Native Hawaiian or Pacific Islander	—	—	—	—	—
White	76	73	96.05%	3.95%	32.88%
Two or More Races	17	16	94.12%	5.88%	56.25%
Socioeconomically Disadvantaged	117	112	95.73%	4.27%	25.00%
English Learners	55	55	100.00%	0.00%	32.73%
Students with Disabilities	30	28	93.33%	6.67%	21.43%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	25.00%
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—

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.

## CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	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.

### 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	12.10%	27.60%	36.20%
7			
9			

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.

## 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)

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.

The School Site Council meets at least four 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, at least four times a year. 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 "Coffee with the Principal" four times a year to discuss current issues, education trends and upcoming events with the principal.

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

### 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			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	5.4	3.4	0.5	5.9	4.2	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 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 the Second Step Curriculum. 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 assemblies. We have a Peacemakers Program where students are taught to be problem-solvers and settle disputes in a peaceful way.

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

The site safety plan was reviewed, revised, and approved on 9/16/19.

## 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)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	20	1	2	
1	23		2	
2	21		3	
3	19	3		
4	23		3	
5	30		2	
Other**	5	1		

\* 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)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	21	1	2	
1	24		1	
2	16	3		
3	21	1	2	
4	29		2	
5	22		3	
Other**	16	1	1	

\* 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)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	21	1	2	
1	24		2	
2	16	3		
3	24		2	
4	25		3	
5	30		2	
Other**	8	1		

\* 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
Academic Counselors*	0

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

## Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.31
Social Worker	.11
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1.0
Other	.5

\* 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	\$7,823	\$1,662	\$6,161	\$63,889
District	N/A	N/A	\$7,755	\$61,590
Percent Difference – School Site and District	N/A	N/A	22.91%	3.66%
State	N/A	N/A	\$7506.64	\$72949
Percent Difference – School Site and State	N/A	N/A	19.68%	13.24%

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

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

Our Special Education services are district-funded and provided by two full-time, fully credentialed teachers. One teacher holds a Mild-Moderate credential while the second teacher holds a Moderate-Severe credential.

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 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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45601	\$46208
Mid-Range Teacher Salary	\$61431	\$72218
Highest Teacher Salary	\$81218	\$92742
Average Principal Salary (Elementary)	\$106906	\$134864
Average Principal Salary (Middle)	\$104012	\$118220
Average Principal Salary (High)	\$121662	\$127356
Superintendent Salary	\$165187	\$186823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	1.5