

Margaret White Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Margaret White Elementary School
Street	610 North Broadway
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-5159
Principal	April Smith
Email Address	asmith@pvusd.us
Website	www.pvusd.us/mwes
County-District-School (CDS) Code	33-67181-6032478

Entity	Contact Information
District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	Dr. Charles Bush
Email Address	charles.bush@pvusd.us
Website	www.pvusd.us

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

District Mission Statement

Our mission is to enrich, empower and enhance our students' lives through education.

District Vision Statement

Palo Verde Unified School District will constantly seek to improve its culture of academic excellence.

We expect every student to read, write and calculate competently.

We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion.

We expect every parent, student and teacher to support the mutual quest for excellence. Educational progress can never happen without truth as its foundation, and it is to the wonderful truth of student potential and the challenging truth of student performance that we are unalterably committed.

School Mission Statement

We at Margaret White Elementary School will be respectful, responsible and caring citizens. We will be hardworking and productive problem solvers at school, at home and in our community.

The SSC approves the school site plan and oversees part of the school budget. The ELAC helps students learning English feel welcome at school. Margaret White Elementary has very active PTC that oversees and raises funds for student activities.

School-to-home communication takes place at all levels throughout the year to keep parents up-to-date on their student's progress as well as school issues. The principal and PTC representatives send letters home throughout the year to keep parents apprised of school events, meeting dates, fundraisers, activities and parent classes. Classroom activities, instructional issues and home-support tips are provided in newsletters from the classroom teachers. Parents have the option of using email to communicate with their child's teacher. Margaret White also holds multiple picnic's to invite parents to campus and share information. The school marquee displays upcoming events and special announcements. The Margaret White staff often utilizes telephone voicemail distribution technology that allows tailored messages to be sent to the entire school to select students or groups (NJHS, grade levels, etc.).

Margaret White Elementary invites parents to get involved in their child's educational experience. Any parent who wishes to donate their time and talents or would like more information may contact the office or Principal April Smith at (760) 922-5159.

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	63
Grade 2	72
Grade 3	70
Grade 4	69
Grade 5	80
Grade 6	70
Grade 7	66
Grade 8	64
Total Enrollment	641

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.1
American Indian or Alaska Native	0.9
Asian	0.6
Filipino	0.3
Hispanic or Latino	72.1
Native Hawaiian or Pacific Islander	0.2
White	16.2
Two or More Races	0.8
Socioeconomically Disadvantaged	76.3
English Learners	8.3
Students with Disabilities	7
Foster Youth	0.6
Homeless	

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	21	19	25	123
Without Full Credential	8	8	6	16
Teaching Outside Subject Area of Competence (with full credential)	0	1	2	3

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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 17, 2019

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Curriculum Frameworks and Content Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are approved by the board of trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. Site-level and district-level committees meet to select textbooks and instructional materials. Every student including English learners have access to their own textbooks and instructional materials.

On September 17, 2019, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district.

The board of trustees adopted a resolution which certifies, as required by Education Code Section 60119:

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) or instructional materials, or both, to use in class and to take home.
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired September 17, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-5); StudySync/McGraw-Hill (6-8)	Yes	0.0
Mathematics	EnVision, Pearson (K-5); Go Math!, Houghton Mifflin Harcourt (6-8)	Yes	0.0
Science	California Science, Pearson (K-5) Focus on Earth Science, CPO Science (6) Focus on Life Science, CPO Science (7) Focus on Physical Science, CPO Science (8)	Yes	0.0
History-Social Science	Houghton Mifflin (K-5) Discovering Our Past: Ancient Civilization, Glencoe/McGraw-Hill (6) Medieval and Early Modern Times, Glencoe/McGraw-Hill (7) The American Journey to World War I, Glencoe/McGraw-Hill (8)	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Margaret White Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. School facilities are all up-to-date and provide adequate space for students and staff. Margaret White Elementary was built in 1992. Since that time, relocatable classrooms have been installed to accommodate growth in enrollment. School buildings and classrooms surround a large grass area that serves as the school's amphitheater and assembly area.

The school has 22 classrooms, nine portables, three playgrounds, a cafeteria, media center and a large playfield.

The custodial staff and district maintenance department work together to ensure playgrounds, classrooms and campus grounds are well maintained and kept safe and functioning for students, staff and visitors.

One full-time day custodian is assigned to Margaret White Elementary.

The day custodian is always available for emergency situations. Daily responsibilities include preparing and cleaning the cafeteria for breakfast and lunch, restroom cleanliness, keeping the school office clean, setting up furniture and equipment for school events or assemblies, and routine maintenance projects.

Throughout the day, the custodian and noon supervisors survey the campus to ensure facilities remain safe and clean. During school hours, bathrooms are checked a minimum of three times as a proactive measure to keep facilities stocked, safe and sanitary. The day custodian is qualified and equipped to handle most minor repairs that the school requires.

Evening custodial support is provided by a team of two custodians under the supervision of the district's maintenance and operations department (M&O). Staff meetings are held daily before custodians are dispatched to their respective site for the evening cleaning. Common topics of discussion at these staff meetings cover general maintenance instructions and concerns. All M&O staff is required to follow district-approved cleaning standards, which are available for public review at the M&O department

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 11/12/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	33	29	34	50	50
Mathematics (grades 3-8 and 11)	16	15	17	20	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	424	417	98.35	1.65	32.85
Male	228	224	98.25	1.75	31.25
Female	196	193	98.47	1.53	34.72
Black or African American	35	35	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	294	98.66	1.34	31.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	74	71	95.95	4.05	42.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	326	319	97.85	2.15	28.53
English Learners	58	56	96.55	3.45	28.57
Students with Disabilities	45	41	91.11	8.89	12.20
Students Receiving Migrant Education Services	--	--	--	--	--
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	424	419	98.82	1.18	14.80
Male	228	226	99.12	0.88	17.70
Female	196	193	98.47	1.53	11.40
Black or African American	35	35	100.00	0.00	8.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	296	99.33	0.67	12.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	74	71	95.95	4.05	26.76
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	326	321	98.47	1.53	10.90
English Learners	58	58	100.00	0.00	8.62
Students with Disabilities	45	41	91.11	8.89	2.44
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

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 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	14.1	20.5	11.5
7	21.2	16.7	28.8

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)

By volunteering in the classroom or library, or serving on a decision-making group or participating in fund-raising events, parents may become a member of the Margaret White Elementary learning community—a community dedicated to developing independent lifelong learners. An open invitation is extended to parents to help with, participate in or simply attend annual events. Parents are encouraged to attend Informational Nights monthly to learn about what happens at Margaret White and how we are trying to improve. For parents who wish to help their student succeed in school, parenting classes are offered to teach parents effective strategies on how to help and support their child’s education at home.

Parents are encouraged to volunteer or serve on the following groups:

- School Site Council (SSC)
- Parent Teacher Club (PTC)
- English Learner Advisory Committee (ELAC)
- Yearbook
- Classroom
- Library
- Office
- Cafeteria
- Crossing guard

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	12.9	6.9	4.3	8.4	6.2	5.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A comprehensive school safety plan is updated annually in collaboration with local law enforcement, fire protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child-abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster-response procedures, procedures for safe arrival and departure from school, sexual-harassment policy, and dress code policy. Margaret White Elementary’s most current school safety plan was reviewed and discussed with Certificated and Classified staff on January 29, 2020. The Safety Committee/ School Site Council discussed and approved the current school safety plan on February 5, 2020. An updated copy of the school safety plan is available to the public at the Palo Verde Unified School District office and at the school.

Emergency drills are conducted on a monthly basis. The three types of emergency drills conducted are fire, earthquake and lockdown. The district monitors these drills for effectiveness and makes recommendations for improvement when necessary.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		21	3	1		22	1	3	
1	25		2		24		3		21	1	2	
2	22		3		19	4			24		3	
3	26		3		24		3		23		3	
4	29		2		27		3		23		3	
5	28		3		34			2	26		3	
6	20	1	2		34			2	33			2
Other**	27		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*	2136.7

*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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.03
Social Worker	
Nurse	.05
Speech/Language/Hearing Specialist	.05
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,148	\$156	\$3,992	\$61,753
District	N/A	N/A	\$8,056	\$75,325.00
Percent Difference - School Site and District	N/A	N/A	-67.5	-19.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-61.1	-16.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

Palo Verde Unified School District and Margaret White Elementary believe in early identification and intervention of underperforming students prior to testing for learning disabilities, ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based on their learning level, Individualized Educational Plan (IEP) or Student Study Team guidelines. Instructional programs are aligned with state and district standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

Margaret White Elementary School's special education program is staffed by three special education teachers and seven instructional aides. Students are served in the special education rooms or in their classrooms. For students who are mainstreamed, special education staff works closely with classroom teachers to provide instruction either on regularly assigned classwork or focused instruction in designated areas.

Individualized instruction for special education students is 1. based on their IEP and 2. provided in the least restrictive environment. The student's parents and school staff meet annually to evaluate student performance and adjust the child's IEP to meet the student's academic needs.

Palo Verde Unified School District is a member of the multidistrict Riverside County Special Education Local Plan Area (SELPA), which collaborates with 21 school districts and other public and private agencies to provide a full complement of special education services for Margaret White Elementary students. Through the SELPA, students have access to a pool of resources and expertise in the field of special education.

English learners (EL) are identified through the English Language Proficiency Assessment for California (ELPAC) and home language survey. Students are placed in a classroom with a teacher who has been trained to teach second-language skills to elementary students.

During language arts instruction, Level 1 English learners (students at the very early stages of learning the English language) are teamed up with qualified teachers for English language development (ELD) instruction, which focuses on increasing vocabulary skills and language fluency.

Margaret White Elementary uses the Carousel of IDEAS, the Academic Vocabulary Toolkit by Kate Kinsella, the English in a Flash curriculum and the Houghton Mifflin series for ELD and reading intervention instruction. English learners are assessed annually to measure English-language acquisition and adjust reading level and ELD needs accordingly.

Using various tools including state assessment results, teachers and administrators can identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

Small group and one-on-one instruction are provided by teachers to support students in academic areas of need. In Kindergarten through second grade, aides are provided to intervene in reading.

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on chapter and end-of-unit tests to determine progress toward achieving proficiency levels, ongoing progress, and instructional needs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,008	\$46,208
Mid-Range Teacher Salary	\$79,872	\$72,218
Highest Teacher Salary	\$103,014	\$92,742
Average Principal Salary (Elementary)	\$107,870	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$139,003	\$127,356
Superintendent Salary	\$195,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	12

On a weekly basis, grade-level teachers are provided opportunity to meet as a school site team or as a district wide team. These teams are called professional learning communities (PLCs) and are beneficial to the staff and our students.

For staff, the following results have been observed:

- Reduction of isolation of teachers
- Increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission
- Shared responsibility for the total development of the students and collective responsibility for student success
- Powerful learning that defines good teaching and classroom practices and that creates new knowledge and beliefs about teaching and learners
- Increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations
- Higher likelihood that teachers will be well-informed, professionally renewed and inspired to inspire students
- More satisfaction, higher morale and lower rates of absenteeism
- Significant advances in adapting teaching to the students accomplished more quickly than in traditional schools
- Commitment to making significant and lasting changes and a higher likelihood of undertaking fundamental systemic change

For students, the results include:

- Increased positive relationships with staff
- Clearer communication with parents related to their student's academic performance
- Increased academic gains in math, science, history and reading than in traditional schools
- Smaller achievement gaps between students from different backgrounds

As part of the growth process, supplemental training and staff development activities were provided at Margaret White Elementary based on teacher input, student assessment data, feedback from professional conferences and Program Improvement goals. During the 2016-17 school year, our professional development efforts focused on using student data to design effective classroom instruction, checking for understanding, the development of appropriate classroom assessments (benchmarks, common assessments and formative assessments) and the development of standards-based pacing guides in English language arts and mathematics. During the 2017/2018 school year our professional development has focused on Direct Interactive Instruction. While we continue to make steady improvements in all areas, we recognize there is still room for improvement in specific content areas and student group populations. During the 2018/2019 school year our professional development continues to focus on Direct Interactive Instruction. However, it was shared that teachers wanted more support in the curriculum. Therefore in the 2019/2020 school year, there was an emphasis in providing support in curriculum.