

Margaret White Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Margaret White Elementary School
Street	610 North Broadway
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-5159
Principal	Shelley Hillman
Email Address	shillman@pvusd.us
School Website	https://mwes.pvusd.us/
County-District-School (CDS) Code	33-67181-6032478

2022-23 District Contact Information

District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	Ms. Tracie Kern
Email Address	tracie.kern@pvusd.us
District Website Address	www.pvusd.us

2022-23 School Overview

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 and feel welcome at school. Margaret White Elementary has a 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 morning announcements to keep parents informed. 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 Shelley Hillman at (760) 922-5159.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	60
Grade 2	75
Grade 3	68
Grade 4	62
Grade 5	72
Grade 6	68
Grade 7	69
Grade 8	86
Total Enrollment	641

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.6
Asian	0.3
Black or African American	7.8
Filipino	0.2
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.1
White	16.1
English Learners	5.3
Foster Youth	1.4
Homeless	0.0
Migrant	0.3
Socioeconomically Disadvantaged	74.6
Students with Disabilities	8.7

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)	21.30	78.05	107.50	76.77	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.66	3.00	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	14.64	11.70	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.80	9.15	12115.80	4.41
Unknown	1.00	3.66	5.00	3.57	18854.30	6.86
Total Teaching Positions	27.30	100.00	140.00	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	2.00	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	10.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 October 7, 2022, 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 October 7, 2022.

Year and month in which the data were collected

October 7, 2022

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, Savvas (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

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.

Year and month of the most recent FIT report

9/22/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			dirty ac vent (work order completed) ac in office not working (work order completed)
Interior: Interior Surfaces	X			holes on wall (work order in progress) cafeteria ceiling tile stained (work order completed)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			ant trail outside door (work order completed)
Electrical	X			electrical cord tripping hazard (work order completed)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			south restrooms drinking fountain leaking and dirty (work order completed) south girls rest room bottom row of tiles behind toilet coming off (work order completed) south boys restroom first stall leaking from flush handle missing tiles by sink (work order completed)
Safety: Fire Safety, Hazardous Materials	X			fire extinguisher not marked (work order completed)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			blacktop creating trip hazard (work order completed)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	26	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	16	N/A	33

2021-22 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	442	425	96.15	3.85	26.12
Female	213	205	96.24	3.76	32.20
Male	229	220	96.07	3.93	20.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	39	39	100.00	0.00	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	313	302	96.49	3.51	21.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	72	68	94.44	5.56	39.71
English Learners	27	25	92.59	7.41	4.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	324	312	96.30	3.70	20.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	40	95.24	4.76	2.50

2021-22 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	443	426	96.16	3.84	13.15
Female	214	205	95.79	4.21	10.73
Male	229	221	96.51	3.49	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	39	39	100.00	0.00	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	314	302	96.18	3.82	11.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	72	68	94.44	5.56	22.06
English Learners	27	26	96.30	3.70	3.85
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	325	312	96.00	4.00	11.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	40	95.24	4.76	2.50

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.42	NT	14.88	28.5	29.47

2021-22 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	168	161	95.83	4.17	12.42
Female	73	70	95.89	4.11	15.71
Male	95	91	95.79	4.21	9.89
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100	0	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	123	118	95.93	4.07	8.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	21	91.3	8.7	23.81
English Learners	12	11	91.67	8.33	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	117	95.12	4.88	9.4
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100%	100%	100%	100%	100%
Grade 7	87.32%	87.32%	88.24%	88.57%	83.78%
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2022-23 Opportunities for Parental Involvement

By volunteering in the classroom, library, 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 when the pandemic allows it. Parents are encouraged to attend Informational Nights as well as follow our Facebook page 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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	717	697	274	39.3
Female	352	344	146	42.4
Male	365	353	128	36.3
American Indian or Alaska Native	5	5	5	100.0
Asian	2	2	1	50.0
Black or African American	64	59	20	33.9
Filipino	1	1	0	0.0
Hispanic or Latino	511	500	202	40.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	7	7	2	28.6
White	117	113	39	34.5
English Learners	45	44	22	50.0
Foster Youth	13	12	2	16.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	537	521	223	42.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	69	69	32	46.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.11	3.07	2.45
Expulsions	0.00	0.08	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.14	4.46	0.11	4.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.46	0.00
Female	4.83	0.00
Male	4.11	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.55	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.70	0.00

2022-23 School Safety Plan

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 17, 2023. The Safety Committee/ School Site Council discussed and approved the current school safety plan on January 18, 2023. 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. School staff is currently working on the 2022-2023 school safety plan, which will be approved by SSC and the board of trustees in February 2023.

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 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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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		4	
1	24		3	
2	22		3	
3	27		3	
4	24		3	
5	23		3	
6	22	1	3	

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	18	2	2	
1	24		3	
2	21		3	
3	21	1	2	
4	27		3	
5	33		1	
6	18	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	23		4	
1	20	2	1	
2	25		3	
3	23	1	2	
4	21	1	2	
5	24		3	
6	17	3	1	

2021-22 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	2136.67

2021-22 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$5112	578	4544	72683
District	N/A	N/A	8663	\$81,309
Percent Difference - School Site and District	N/A	N/A	-62.4	-11.2
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-36.8	-8.6

2021-22 Types of Services Funded

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 five Para-Professionals. 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 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, Para-Professionals are provided to intervene in reading. 3-8 grades use the corrective reading program for students that are 2 years below grade level.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$53,195	\$48,503
Mid-Range Teacher Salary	\$78,955	\$74,912
Highest Teacher Salary	\$107,430	\$100,321
Average Principal Salary (Elementary)	\$114,792	\$122,160
Average Principal Salary (Middle)		\$127,632
Average Principal Salary (High)	\$148,107	\$137,578
Superintendent Salary	\$180,000	\$198,665
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 continued to focus on Direct Interactive Instruction. However, it was shared that teachers wanted more support in the curriculum. Therefore in the 2020-2021 school year, there was an emphasis in providing support in curriculum. In the 2021-2022 school year, there was also an emphasis on Multi Tiered Support Systems (MTSS). During the 2022-2023 school year we are continuing to review and focus on the tier one supports while providing Tier two and Tier three targeted supports.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	15