

Christian Sorensen Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Christian Sorensen Elementary School
Street	11493 East Rosehedge Dr.
City, State, Zip	Whittier, CA 90606-1996
Phone Number	562.789.3220
Principal	Dr. Lilia Vargas
E-mail Address	lavargas@whittiercity.net
Web Site	www.whittiercity.net
CDS Code	19651106023626

District Contact Information	
District Name	Whittier City Elementary School District
Phone Number	562.789.3000
Superintendent	Dr. Ron Carruth
E-mail Address	rcarruth@whittiercity.net
Web Site	http://www.whittiercity.net

School Description and Mission Statement (Most Recent Year)

Sorensen Elementary School was built in 1947 on land donated by Christian Sorensen, a long time resident in the Whittier area. It has a K-5 enrollment of approximately 479 students. Our school community is a diverse representation of lower and middle socioeconomic levels, residing in single- family dwellings and apartments. Approximately 95.0% of the students at Sorensen are of Hispanic/Latino ethnic origin, 4.0% White (Non-Hispanic), and 1% Multiple origins. Sorensen is a school-wide Title I school, with approximately 22% of the current students identified as English Learners (ELs), 11% of the students identified as Reclassified Fluent-English-Proficient (RFEP), 14% of students are Students with Disabilities and 79 % of the students qualify for the Free/Reduced Lunch Program.

The Sorensen staff provides a high quality instructional program to inspire and instill a desire for learning in our students. Teachers and staff provide students with opportunities to achieve academic excellence through rigorous daily instruction, support and enrichment. All teachers at Sorensen Elementary are working towards providing a balanced, comprehensive curriculum that is aligned to the Common Core State Standards (CCSS). Teachers attend monthly professional development sessions to become more knowledgeable about the standards, the instructional shifts and to develop lessons that are aligned to the CCSS. In addition, teachers administer benchmark and common formative assessments, aligned to the Smarter Balanced Assessment Consortium (SBAC), to monitor student progress toward mastering standards. Summer time and release time through out the academic school year is utilized by grade levels to create long range plans, backwards plan, and prepare high quality lessons and opportunities for learning.

Sorensen's commitment to operate as a high- functioning Professional Learning Community has allowed us to structure time for teacher collaboration and the analysis of data to inform instruction based on the CCSS. As part of this collaboration, the principal, the teachers, the instructional coach, and support staff discuss and plan for focused behavioral and academic interventions for our struggling students and students who are learning English as a second language. The staff also develop rigorous lessons that include all elements of effective lesson design, including opportunities for student discussion and cooperative tasks. Our commitment to continuous improvement motivates us to be long life learners and further/ strengthen our knowledge base and skills with ongoing professional development.

Sorensen implements multiple intervention programs for students who are struggling to meet grade level standards. A second period of Language Arts takes place four days a week so that at-risk students receive additional language arts instruction; in addition, targeted students who are in need of further intervention are invited to attend after school intervention program. A pre-kindergarten summer program also takes place every summer for incoming kindergarten students. The second period of Language Arts also affords our GATE and high achieving students the opportunity to receive differentiated instruction aimed at increasing their academic achievements.

Sorensen is a Science--centered school, using Full Option Science System (FOSS) kits in every classroom. In addition to a high quality instructional program in Reading, Writing, and Mathematics, Sorensen students engage in a wide range of science--based activities throughout the year. Our passion for Science and Social Studies has allowed us to successfully integrate curriculum in order to enhance student achievement and use instructional time more efficiently. Coupling inquiry-based science lessons with language arts instruction has allowed us to prepare our students to be critical readers and thinkers. The interdisciplinary planning also provides a rich context for language use. All students are challenged to achieve to their highest ability. Sorensen School has grown 96 points on California's Academic Performance Index over the past four years to reach a remarkable 848!

At Sorensen, we have high expectations for students and believe that with the proper guidance and support, all students can be successful. It is our goal to provide students with the academic and social skills needed to be successful in middle school, high school and ultimately, in college. We make college a reality for all of our students by implementing a variety of activities. At Sorensen, every classroom represents a college or university. Our students wear their college/university t-shirts/colors on Tuesdays. Throughout the year, students learn about their college or university and present interesting facts and a class cheer to the student body during the college day assembly.

Sorensen integrates a variety of school programs that enhance a positive learning environment. We are in the first year of implementation of Positive Behavioral Interventions and Supports (PBIS). At Sorensen Elementary, we work hard to uphold our behavior expectations of Responsibilities, Optimism, Citizenship, Kindness and Safety (R.O.C.K.S). The "Sorensen R.O.C.K.S" tickets and "Principal of the Day" program allows teachers, staff members, and the principal the opportunity to recognize and commend students for exhibiting outstanding citizenship and scholarly behavior. In addition, the Caring School Community program supports PBIS by helping build a safe, nurturing environment for our students. The Perfect Attendance weekly and monthly challenge celebrates students for being present at school every day and rewards students with weekly incentives and an end of the month dance party. Monthly and trimester awards assemblies acknowledge students for good citizenship and academic success. In addition, Sorensen's after school programs are a wonderful opportunity for enrichment, homework help and tutoring. After school, students in the Reach for the Stars program have a snack and are allowed play time before they do homework and participate in enrichment activities such as music, choir, art, dance and sports.

The Sorensen parents partner with our teachers to bridge the connection between home and school by reinforcing the value of education and maintaining open communication. We recognize that parents are an integral part of the educational process. Parents are also invited to attend many school activities throughout the year to promote parent engagement, including our Family Science Night, our Star Gazing Night, Family Literacy Day and Family Math Night where families have the opportunity to do hands-on science and math together that align with the Common Core State Standards and the New Generation Science Standards. We believe our collaborative efforts create a nurturing environment for our students that will challenge them to achieve their highest potential.

MISSION STATEMENT:

Sorensen Elementary is a safe and nurturing place where all students learn. Classrooms are inviting and interactive places where students exhibit positive attitudes, are purposefully engaged, and feel valued. As a result, all students are confident, self-motivated and eager to learn. The Sorensen staff is highly qualified, dedicated, and passionate about increasing student achievement. Teaching practices are both reflective of and responsive to the needs of students. Through staff development and collaboration, teachers utilize research-based best practices to serve the needs of students. A variety of formative assessments are used to monitor progress. Assessment data is used to gauge student learning and establish goals in order to strive for continuous improvement. Families and community members are recognized as necessary partners in the process of learning. The Sorensen Staff, parents, and the community work collaboratively to ensure learning for all. Therefore, parents and community members are involved at school in a variety of ways from volunteering in the classroom to membership in school-based organizations. The aim is to have each student achieve his or her greatest potential and build a solid foundation for future success.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	83
Grade 1	78
Grade 2	79
Grade 3	74
Grade 4	83
Grade 5	69
Total Enrollment	466

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	94.0
Native Hawaiian or Pacific Islander	0.0
White	3.6
Two or More Races	0.0
Socioeconomically Disadvantaged	80.0
English Learners	22.3
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	20	20	264
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.80	0.20
High-Poverty Schools in District	99.80	0.20
Low-Poverty Schools in District	0.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

Whittier City School District’s policy and practices are designed to ensure that each student has access to standards based instructional materials. The state wide adoption of the Common Core Standards has prompted our district to update our materials to ensure students have access to Common Core standards based curriculum. Our last adopted curriculum and materials for Language Arts, Math, Social Science and Science are aligned with the 1997 standards and approved by the State Board of Education. However, the approval of new Common Core State standards led to our decision to purchase “bridge” instructional material that align with the Common Core State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new math standards; Elementary grades are currently using Eureka Math curriculum, which includes student workbooks for all students and Teacher’s Editions, while Middle School is using College Preparatory Math (CPM). The CPM curriculum includes student workbooks and Teacher’s Edition. In addition to math curriculum, all Elementary grade teachers and Middle School English Language Arts, Science and Social Studies teachers have received Units of Study writing curriculum designed to support the teaching of the new writing types outlined in the Common Core State Standards. All teachers have received funds to purchase additional materials to align to the Common Core English Language Arts.

A process is in place for schools to order materials at the beginning of each school year for all students. In addition, there is a process to order additional materials throughout the year to address the changing needs of their student population, and on an “as needed” basis. Each school site is responsible for notifying district staff when new students register for classes so appropriate materials can be ordered.

Our school complies with the Williams Law; every child has an appropriate textbook for all academic subjects requiring textbooks. Students are allowed to take their textbooks home for study after school when needed. The school uses district and categorical funds to provide supplemental materials for the classrooms including classroom library books, as well as materials for intervention and ELD.

Finally, WCSD has an established and thorough process for examining new adoption materials as they become available. As the District moves towards the implementation of the Common Core State Standards (CCSS), the District will use that process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading, A Language of Literacy, (2002) Adoption Year 2003	Yes	0
Mathematics	Harcourt Math, Harcourt School Publishers (2002) Adoption Year 2002	Yes	0
Science	Delta Education FOSS Program, (2008) Adoption Year 2008	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sorensen Elementary School was built in 1947 on land donated by Christian Sorensen, a long time resident in the Whittier area. Sorensen has a total of 14 regular education classes, in addition to two Severely Handicapped Special Day classes (one primary (K-2) and one upper (3rd – 5th) grade). In addition, we have a newly redesigned library funded through the Wonder of Reading and school fundraisers.

The district governing board has adopted cleaning standards for all schools in the district. Sorensen has an eight- hour day custodian and four- hour night custodian. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Sorensen Elementary School offers a safe and secure campus. During the summer of 2014, a new roof was installed and the front building was modernized, including the staff lounge, front office, workroom and restrooms using Measure Z funding. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Sorensen Elementary is comprised of a kindergarten area, library, a cafeteria, and 26 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games.

Sorensen also has the "Reach for the Stars" afterschool program that provides enrichment, remediation, homework help and activities until 6:00 PM each evening.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	71	75	65	58	53	53	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	53
All Student at the School	65
Male	82
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	63
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53	62	61	49	55	52	54	56	55
Mathematics	66	71	70	49	56	55	49	50	50
History-Social Science				41	44	45	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	7
Similar Schools	7	10	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	66	26	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	68	26	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	75	24	-1
English Learners	54	48	-15
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	34.8	30.3

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Sorensen School is very appreciative and proud of the support that parents provide to our campus. Our parent nights, awards assemblies, teacher-parent conferences, and fundraisers are always well attended. Parents volunteer on a daily basis in the classroom and in our Parent Room. There are numerous opportunities for parents to become involved in the educational program at Sorensen Elementary School. Parents are encouraged to become members of the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent/Teacher Association (PTA), Dad's Club and District Advisory Committees (DELAC).

Parents are also invited to attend many school activities throughout the year, including our Family Science Night, Night Under the Stars, Family Literacy Day and Math Night where families have the opportunity to read and do hands-on science and math together that align with the Common Core State Standards. Sorensen has an active and involved PTA and Dad's Club that sponsors events that will benefit our students. Highlights include educational assemblies, fieldtrips, fundraisers, and the Scholastic Book fair. We are very fortunate to count with excellent parental support.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.3	2.3	3.4	5.3	3.2	2.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Sorensen Elementary School is committed to the safety and security of each student. To maintain these conditions we have a school-wide disaster preparedness plan to ensure the safety of our students and faculty in case of an emergency or natural disaster. The facilities are kept clean and safe with continuous improvements being made. Our disaster bin contains emergency food and medical supplies. Fire and earthquake drills are conducted monthly to ensure students and faculty know how to respond in emergency situations. In addition, Lockdown drills are conducted once every trimester to ensure students and teachers are also prepared for potential dangerous situations.

In addition, to our disaster preparedness plan, we have a five -hour health aide who is trained in First Aid and CPR. She provides medical care for students with health issues as well as injured students. District nursing personnel work with our health aide to provide routine health screenings for hearing, vision, height and weight.

Sorensen School has also created school-wide behavior expectations that describe what all Sorensen students strive to become. These expectations are known as R.O.C.K.S- Responsibility, Optimism, Citizenship, Kindness, and Safety. These behavior expectations work along with the school-wide discipline plan to communicate high standards and expectations and to hold students accountable for their behavior choices. The behavior expectations and discipline plan is given to every student and reviewed by classroom teachers. Staff members consistently reinforce and reward the school-wide standards.

Additionally, Sorensen is a uniform school. We believe that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include that the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that it is disruptive to the educational process.

In addition, Sorensen teachers, students, and parents are committed to a culture of continuous learning. We recognize that the path to college begins here at Sorensen and therefore we ensure that all students are prepared for College success.

Finally, Sorensen School is a closed campus and gates are kept locked during school hours. Teachers follow a schedule for recess duty on the playground, helping ensure that the playground rules are adhered to for student safety at all times. Sorensen school believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	3	0	20	2	2		21	1	3	
1	28.3	0	3	0	22	2	1	1	20	2	2	
2	25.3	1	1	1	19	2	2		20	2	2	
3	32.5	0	1	1	21	2		2	19	2	2	
4	34	0	0	2	23	1	1	1	21	2		2
5	23	1	2	0	22	1	1	1	23	1	1	1

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	0.3	---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	1.0	---
Other		---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3765.16	\$213.63	\$3551.53	\$69,942.14
District	---	---	\$3489.59	\$71,092.55
Percent Difference: School Site and District	---	---	1.8	1.2
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	-35.9	-0.4

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Whittier City School District receives ADA for students for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. In addition schools receive Categorical funds from Title I, EIA-LEP, ELAP, and Special Education.

Title 1 and EIA funding provide supplemental support for reading and math programs during and after school. In addition, these funds are used to provide teachers with release time so they can collaborate on their instructional program. Support materials for math and reading intervention are purchased with categorical funds. Other services provided through categorical funds include an office clerk for intervention and attendance monitoring, parent liaison and library clerk for three hours per day; our EIA funds are also used to fund an additional hour each day of health clerk support, our EIA/LEP funds provide our teachers with instructional materials during English Language Development and are used to support our English Language Learners throughout the school day. These funds are also used for collaboration opportunities, the after school intervention program targeted for English Learners, and for professional development.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,336	\$41,507
Mid-Range Teacher Salary	\$65,548	\$67,890
Highest Teacher Salary	\$82,725	\$86,174
Average Principal Salary (Elementary)	\$103,309	\$109,131
Average Principal Salary (Middle)	\$107,772	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$193,387	\$185,462
Percent of Budget for Teacher Salaries	38	42
Percent of Budget for Administrative Salaries	5	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

The fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. In order to effectively prepare our students for 21st Century college and career, classroom experiences will be designed to encourage student creativity, increase meaningful discourse and communication, and develop critical thinking skills, while providing opportunities for problem solving and collaboration. To reach these goals and close the achievement gap between high achievers and struggling students, the District's instructional priorities are to:

- Provide professional development to teachers on the new Common Core Standards and the instructional practices that support the implementation of the Instructional Shifts outlined in the CCSS;
- Enhance teachers' skill and knowledge in the integration of technology across the curriculum;
- Support teachers by providing access to timely and appropriate data on student performance;
- Provide training to develop teachers' knowledge and skill to analyze data;
- Provide opportunities for teachers to collaboratively work in grade level and/or department level teams to examine data, monitor student learning and plan instructional practices;
- Develop a comprehensive and effective "Response to Intervention" model that will support those students who are struggling academically and behaviorally;
- Provide professional development to teachers and schools leaders on how to develop, nurture and sustain effective "Professional Learning Communities"

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. The focus for 2014-2015 is to introduce all elementary teachers to the Common Core Mathematics Standards and Standards for Mathematical Practices and develop an understanding of how to implement new practices for teaching mathematics. In addition, all elementary and middle school teachers will receive an in depth review of the Common Core standards for Writing as well as an introduction to the new Common Core aligned ELD Standards. Professional development will be provided to sustain and follow-up on the previous years' initiatives, which include a review of the Common Core English Language Arts Standards for teachers in grade K-8 and a review of the Common Core Math Standards for teachers in grades 6-8. Science and Social Studies teachers in grades 6-8 will learn how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days

In addition to presenting on the Common Core Standards, District Instructional Coaches provide training and coaching support to enhance teachers' expertise in technology integration, lesson design, instructional planning and the tenets and practices of a PLC. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD to strengthen the implementation of a comprehensive approach to teaching English Language Development. This year, teams of teachers and principals from each school participated in an English Learner Shadowing to research how to effectively provide opportunities for English Learners to engage in academic discourse and content discussions throughout the school day. The District Science Coach works with teachers to implement the FOSS Science Units and to begin explore the Next Generation Science Standards.

Developing teacher leadership is a critical component of our approach to Professional Learning. Opportunities for teachers to assume leadership roles include serving as a Lead Teachers at the site and on the District Curriculum Improvement Teams (CITs) at the District level. CIT meet to analyze and revise the District's Essential Agreements, Benchmark Assessments and Pacing Guides as well as make recommendations for improvements. Our focus on ensuring academic success for all students is supported by on-going training for all teachers and support staff on how and when to administer universal screening assessments designed to identify at risk students. Additional training is offered on how to effectively use the data gathered to implement researched based intervention materials designed to meet specific needs of struggling students.

Finally, all coaches, principals and lead teachers will receive training on leading a team of teachers using the Lesson Study cycle protocol used to deepen our knowledge of effective instructional practices as well as strengthen facilitation and observational skills to lead discussions on evidence based student learning.