

West Whittier Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	West Whittier Elementary School
Street	6411 South Norwalk Blvd.
City, State, Zip	Whittier, CA, 90606
Phone Number	562.789.3240
Principal	Michelle Aceves
E-mail Address	cvelasquez@whittiercity.net
Web Site	https://whittier-wcsd-ca.schoolloop.com/
CDS Code	19651106023733

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 (School Year 2016-17)

The mission of West Whittier is to cultivate a positive learning environment by collaboratively teaching a rigorous, enriched curriculum that educates and prepares all students to become life- long learners who are critical thinkers, problem solvers, and socially responsible citizens.

West Whittier Elementary School consists of highly qualified teachers who have begun to fully implement the Common Core State Standards for English Language Arts and Mathematics. All students have access to Common Core aligned instructional materials. Teachers are continuously improving their craft of teaching with the Common Core State Standards through collaboration and ongoing professional development offered by the district and school site. Professional Learning Communities also continue to drive the work behind effective lesson planning and instruction. Our teachers regularly collaborate to share effective strategies, analyze student work, and plan instruction. Through formal, informal, formative and summative assessments, our students' academic progress is analyzed on an ongoing basis. The data obtained from these assessments are analyzed by the teachers and in grade-level teams with the goal of responding to the students' instructional needs and improving student academic achievement.

West Whittier strives for the academic and social success for all students by providing a safe and respectful environment where students take responsibility for their learning and behavior. Positive Behavior Interventions and Supports (PBIS) is a decision making framework and school-wide approach used for establishing the social culture, learning and teaching environment, and individual supports needed to achieve academic and social success for all students. West Whittier is focused on prevention of misbehaviors by defining and explicitly teaching positive social expectations. Our behavior matrix establishes school-wide expectations in all areas and supports students demonstrating PAW expectations by Practicing responsibility, Always being respectful, and Working and playing safely. All adults acknowledge positive behaviors throughout the day as well as use progressive discipline to address misbehaviors. In addition, our PBIS Leadership team meets regularly to analyze behavior data and use it for decision-making. We recognize that instruction is one of our best behavior management tools and preventive behavior management is one of our best instructional support strategies.

West Whittier Elementary School employs a Response to Intervention (RTI) model for helping students achieve adequate yearly progress in their education. RTI is a process that provides immediate intervention to struggling students at the first indication of failure to learn. Through systematic screening of all students, classroom teachers identify students who are not mastering critical skills and provide differentiated intervention. Continuous progress monitoring of students' responses to interventions allows teachers to identify students in need of additional intervention and to adjust instruction accordingly.

Technology is used in meaningful ways to support teaching and learning. It is thoughtfully integrated into our curriculum to support problem solving, decision-making, teamwork, and innovation. All classrooms are equipped with amplifiers, instructional monitors, Apple TVs, and document cameras. In addition, all teachers are provided with laptops and iPads to assist with planning and instruction. iPads and Smart TVs are an integral part of the curriculum for all students in Grades K-3. Teachers use technology to promote further research on key topics, deepen students' understanding of content knowledge, as well as address the different learning modalities in the classroom. Technology is also used to showcase student learning. Students use technology to publish writing pieces, model their understanding of mathematics, practice fluency and other skills. Through the use of technology, students are able to develop creativity and problem-solving skills by displaying their understanding in meaningful ways. Technology is also used to communicate with parents on a daily basis regarding student progress.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	76
Grade 1	61
Grade 2	57
Grade 3	57
Grade 4	62
Grade 5	61
Total Enrollment	374

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0.3
Hispanic or Latino	96
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0.8
Socioeconomically Disadvantaged	89.8
English Learners	38.5
Students with Disabilities	18.2
Foster Youth	2.9

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	18		20
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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 2016-17)

Year and month in which data were collected: January 2016

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. California's approval of Common Core State standards led to our decision to purchase "bridge" instructional materials that align with the State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new California 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 teachers and Middle School English Language Arts teachers have received the Writing Units of Study to support the teaching of the new writing types outlined in the Common Core State Standards. Teachers also received \$14 per student to purchase additional materials to align to the Common Core English Language Arts. This year, the District purchased the Reading Units of Study to support reading instruction for interested teachers in grades K-5. The Reading Units of Study were designed to match the rigor of the new CA Reading Standards.

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 a thorough process for examining new instructional materials as they become available. With the full implementation of the California State Standards, 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. Based on the recommendation from the Department of Education, WCSD plans to carefully examine "Open Source" materials as well to ensure that the most appropriate materials are identified for our students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Units of Study Writing Units of Study	Yes	0
Mathematics	Kinder - Grade 5: Eureka Math Grades 6 - 8: College Preparatory Mathematics	Yes	0
Science	Delta Education, FOSS Program (2008) Adoption Year 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

West Whittier School was rebuilt in 1936. The school resides in the county section of Los Angeles, bordering Pico Rivera. The original architecture gives the school a unique, charming and historical appearance. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. In 2013 a new roof was installed.

West Whittier Elementary School offers a safe and secure campus. For the safety of our students and to ensure the school day runs without interruption, West Whittier is a secure campus. Parents, volunteers and visitors are required to enter through the office to ensure that every adult on campus is identified with a visitor's pass and has been checked in by office staff. In 2014 the front office was renovated to provide handicapped access. In addition, new fencing was installed to ensure a single point of entry. A new entry was installed for the Head Start program on campus. The Safe Drop-off and Pick-up System is another way we ensure children's safety.

West Whittier Elementary is identified as a William's School and has been inspected to ensure that the school complies with the William's requirements. West Whittier has successfully passed this inspection each year. In the evenings and during the day, a team of 2 custodians ensures that classrooms, restrooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Whittier City School District to ensure that all classrooms and facilities are maintained appropriately.

West Whittier is comprised of a kindergarten area, a Wonder of Reading library, computer lab, large multipurpose room and 22 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. Teachers and aides are assigned supervision duties before and after school, during recesses, and during lunch. All parents visiting the campus are asked to stop by the office to obtain a visitor's pass before entering the school. Once school begins, all exterior gates are locked. Access to the school is through the main office.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	35	31	42	44	48
Mathematics	15	25	21	25	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	57	51	89.5	33.3
	4	63	63	100.0	46.0
	5	58	57	98.3	22.8
Male	3	31	27	87.1	37.0
	4	33	33	100.0	36.4
	5	32	32	100.0	18.8
Female	3	26	24	92.3	29.2
	4	30	30	100.0	56.7
	5	26	25	96.2	28.0
Hispanic or Latino	3	53	47	88.7	36.2
	4	61	61	100.0	47.5
	5	55	55	100.0	23.6
White	3	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	51	47	92.2	29.8
	4	56	56	100.0	42.9
	5	48	47	97.9	23.4
English Learners	3	20	18	90.0	11.1
	4	17	17	100.0	17.6
	5	19	19	100.0	10.5
Students with Disabilities	3	17	12	70.6	8.3
	4	--	--	--	--
	5	13	13	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	57	51	89.5	33.3
	4	63	63	100.0	30.2
	5	58	57	98.3	12.7
Male	3	31	27	87.1	29.6
	4	33	33	100.0	36.4
	5	32	32	100.0	16.1
Female	3	26	24	92.3	37.5
	4	30	30	100.0	23.3
	5	26	25	96.2	8.3
Hispanic or Latino	3	53	47	88.7	34.0
	4	61	61	100.0	31.1
	5	55	55	100.0	13.2
White	3	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	51	47	92.2	31.9
	4	56	56	100.0	26.8
	5	48	47	97.9	10.9
English Learners	3	20	18	90.0	16.7
	4	17	17	100.0	11.8
	5	19	19	100.0	
Students with Disabilities	3	17	12	70.6	25.0
	4	--	--	--	--
	5	13	13	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	25	28	43	52	45	51	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	58	56	96.6	42.9
Male	32	32	100.0	43.8
Female	26	24	92.3	41.7
Hispanic or Latino	55	54	98.2	42.6
Socioeconomically Disadvantaged	48	46	95.8	39.1
English Learners	19	19	100.0	21.1
Students with Disabilities	13	12	92.3	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31	19	27.6

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 (School Year 2016-17)

West Whittier's mission is to partner with parents and the community to ensure every student reaches his/her optimum potential. Parental involvement is essential to help our students meet our school's academic goals and advance our mission of "Every Child Goes To College In The Future." Therefore, we are dedicated to partnering with parents and the entire school community to strengthen our educational program.

West Whittier offers a variety of opportunities for parental involvement. Parents are encouraged to take part in committees such as English Learner Advisory Council (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC). These committees aim to keep parents informed about the school as well as seek parent support and recommendations for enhancing our programs. West Whittier is also dedicated to supporting parents through education. Therefore, we provide a variety of learning opportunities for families. Parenting Classes, Common Core Informational Nights, Parent Workshops are designed to provide parents with skills and strategies to support their child’s success. Fun family events such as Family Math Night, Movie Nights, Bingo Nights, and Family Dances offer additional opportunities to strengthen relationships between the school and home and build long lasting memories.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	0.5	1.2	2.6	1.6	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Secure Campus: West Whittier is a Secure Campus. It is our desire to have a safe and healthy environment for our staff members, students, and visitors. Therefore all volunteers and visitors on campus are required to enter through the office. This ensures that every adult on campus is identified with a visitor’s pass and has been checked in by office staff.

Safe Drop Off and Pick System: Children’s safety is a priority at West Whittier. The Secure Campus and Safe Drop-off and Pick-up System were established to promote safety. The students being dropped off and picked up by car will do so in the playground area of the school using the System. The curb in front of our school is only a bus zone and should not be used as a loading and unloading area. The System will be used for those students who get dropped off and picked up by CAR. Those students who walk will still enter and exit through the front welcome gate.

The staff at West Whittier strives to maintain a safe and orderly environment for our students. Parent cooperation and involvement is essential in helping the school maintain a safe learning environment for all children. At the beginning of each school year, the staff reviews the safety plan, teacher handbook, policies, and school rules. Parents are asked to sign acknowledging that they have received and reviewed the school rules/policies.

Teachers and aides are assigned supervision duties before and after school, during recesses, and during lunch. All parents visiting the campus are asked to stop by the office to obtain a visitor’s pass before entering the school. Staff members are instructed to send parents to the office if they do not have a pass. Once school begins, all exterior gates are locked. Access to the school is through the main office.

The site custodian checks the school grounds and equipment for safety issues on a daily basis. The goal is to ensure that all of the school facilities are safe and clean for the students and staff. We are in accordance with the grounds expectations of the William’s Law.

Teachers regularly review the Disaster Preparedness Plan with their students. Fire drills, Lock Down drills and earthquake drills are held throughout the year so that students and staff can practice these safety routines. Each staff member is assigned a specific task in the event of an earthquake.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	58.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	21	1	3		27		3		27		3	
1	27		2		33			1	33			1
2	30		2		31		2		31		2	
3	24	1	2		21	1	2		21	1	2	
4	31		2		22	1	2		22	1	2	
5	25	1	2		22	1	2		22	1	2	
Other	11	1			11	1			11	1		

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3972	\$139	\$3833	\$78,884
District	N/A	N/A	\$3715	\$75,249
Percent Difference: School Site and District	N/A	N/A	3.2	4.8
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-32.5	5.0

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

Types of Services Funded (Fiscal Year 2015-16)

Whittier City School District receives Local Control Funding Formula (LCFF) based on ADA for students, as well as Concentration and Supplement Grant funding based on the percentage of “unduplicated student counts”. These funds are used for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. The District also receives Title II, Title III and Special Education funds. Federal funds from Title I are used at both the District level and also distributed to school sites. Schools receive LCFF funds, under the title of “Impact Aid”, to assist students who are struggling academically.

Title 1 and Impact Aid funding provides supplemental support to help us improve the instructional program for all students. These funds are used to provide teachers with release time so they can monitor student learning, collaborate on their instructional program, and plan for the use of curriculum and materials. Funds are also allocated to purchase material for math and reading interventions. Other services provided through supplemental funds include parent engagement activities, a library clerk, extra math manipulatives, materials to support English Learners and other collaboration opportunities.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,840	\$44,573
Mid-Range Teacher Salary	\$70,193	\$72,868
Highest Teacher Salary	\$89,456	\$92,972
Average Principal Salary (Elementary)	\$108,042	\$116,229
Average Principal Salary (Middle)	\$113,252	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$223,603	\$201,784
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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 are 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 California 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 training on how to create, administer and score formative assessments;

- 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. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days and is designed to sustain and follow-up on the previous years' initiatives. The focus for 2016-2017 is to explore the Reading and Writing Standards in greater depth as well as strategies to assist students in meeting the Reading and Writing Standards. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus. Teachers are learning about the new ELD Standards to support students who have yet to be reclassified. Science and Social Studies teachers in grades 6-8 are learning how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Finally, technology integration is a component of many of our PD sessions.

District Instructional Coaches provide training and coaching support to enhance teachers' expertise in core instructional practices, lesson design, instructional planning, technology integration, 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. Teams of teachers and principals from each school have participated in English Learner Shadowing to understand 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 explore the Next Generation Science Standards.

Grant funding has been acquired for additional professional development. The Whittier City District was fortunate to be selected to receive the California Math and Science Partnership Grant, a two-year, \$1.5 million grant. That grant allows us to pay stipends for 54 teachers in grades K-2 to engage in an intense, two-year study of the new Mathematics Standards. Teachers attend a 2 week summer institute, as well as lesson study and coaching cycles during the school year to strengthen their instructional practices. The goal of the grant is to support students' conceptual understanding of mathematics and engage in the practices associated with high levels of student learning. To further support the implementation of the new standards in Middle School, ELA and Content Area teachers are part of the Reading Apprenticeship/Writing Connections Grant and receive professional development, materials and resources to assist with planning lessons to meet the new CA Reading Standards specific to content area teachers.

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. CITs 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 in a timely manner. Additional training is offered throughout the year on how to effectively use the data gathered to implement researched-based intervention materials designed to meet specific needs of struggling students.