

# Orange Grove 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	
<b>School Name</b>	Orange Grove Elementary School
<b>Street</b>	10626 East Orange Grove Ave.
<b>City, State, Zip</b>	Whittier, CA, 90601
<b>Phone Number</b>	(562) 789-3200
<b>Principal</b>	Lisa El Sabbagh
<b>E-mail Address</b>	lellsabbagh@whittiercity.net
<b>Web Site</b>	<a href="http://www.whittiercity.net">www.whittiercity.net</a>
<b>CDS Code</b>	19651106023717

District Contact Information	
<b>District Name</b>	Whittier City Elementary School District
<b>Phone Number</b>	562.789.3000
<b>Superintendent</b>	Dr. Ron Carruth
<b>E-mail Address</b>	<a href="mailto:rcarruth@whittiercity.net">rcarruth@whittiercity.net</a>
<b>Web Site</b>	<a href="http://www.whittiercity.net">http://www.whittiercity.net</a>

## School Description and Mission Statement (Most Recent Year)

---

Established in 1950, Orange Grove Elementary School is located in the Whittier City School District. Today, the school's enrollment is approximately 430 students, with 96% of the population being Hispanic or Latino. Approximately one fourth of our students are English Language Learners; 12% of our school population are students with disabilities. Orange Grove is a school-wide Title 1 school with approximately 72% of our pupils qualifying for free and reduced lunch. All the teachers and support staff at Orange Grove are highly qualified. All students have access to standards aligned instructional materials and there is a process in place for teachers to order materials when needed.

Orange Grove Elementary is currently implementing the Common Core State Standards (CCSS) in English Language Arts and Mathematics. Our highly qualified certificated staff has participated in training provided by the District throughout the school year. The certificated staff is providing 21st century learning opportunities through the use of effective instructional strategies and integrating technology in the classroom. Teachers are focused on providing students time for collaboration, communication, strengthening critical thinking skills and demonstrating creativity. Orange Grove has Common Core Lead teacher positions (curriculum lead, assessment and intervention lead, technology lead, theme school and PR lead) who will assist the school in implementing the CCSS by sharing best practices and learning with colleagues. The Lead teachers also assist in the integration of technology in the classrooms. We will continue to foster effective partnerships among our staff, students, and parents through collaboration, timely communication, and parent workshops.

Orange Grove implements the Response to Intervention (RtI) for students who are struggling to meet grade level standards in Language Arts. A district-wide universal screening of assessments is utilized to place students in first through fifth grade in the appropriate intervention program during this time. The focus for intervention is on phonemic awareness, phonics, fluency and comprehension. The additional period of Language Arts support takes place four days per week so that at-risk students receive additional language arts instruction. High expectations are in place for all students, including high achieving and gifted students. The RtI period affords our GATE students and students who are meeting and/or exceeding state standards to receive differentiated instruction aimed at increasing their academic achievements. GATE students also participate in the GATE research projects that include a report and/or visual display as well as an oral presentation. Typically, a pre-kindergarten orientation program also take place every summer for incoming kindergarten students.

At Orange Grove, the PTA sponsors the "Orange Grove Read" program. Our school is proud to implement this school-wide reading incentive program. In order to increase skills in vocabulary and comprehension, students receive rewards for additional minutes read beyond the required nightly reading for homework. Upon completion of a level, students earn a reward. When students reach level ten, they earn an Orange Grove Reads gold medal.

Orange Grove implements Positive Behavior Interventions and Supports (PBIS) school-wide. Students are awarded for demonstrating behavioral expectations in different settings at school. A school-wide incentive program is implemented and behavior intervention is available. Every Wednesday is our school spirit day; students and staff wear their school shirts or sweatshirts. To promote college bound goals, every Thursday is College Day. Students are allowed to wear shirts or sweatshirts. There are monthly as well as trimester awards assemblies that recognize students for their academic and behavior achievements. Monthly assemblies acknowledge students for good citizenship, academic success, 100% homework, knowledge of math facts, and reading accomplishments. Trimester awards recognize academic and behavioral achievements, as well as perfect attendance.

In grades Kindergarten through 2nd, students and teachers are utilizing technology to support student learning in the classroom through the use of ipads. Kindergarten and first grade teachers share ipad carts. All teachers in grade K-5 utilize Apple TVs in the classroom and have embraced this technological device to aide in their instruction of curriculum to meet the needs of our diverse learners.

Parents are an important part of the team at Orange Grove. A Parent Engagement Coordinator works 5 hours a week to assist with communication and publicity for our parent activities such as Common Core Nights and Math, Literacy and Science Nights. The goal is to increase parent engagement. Parents are encouraged not only to attend parent information meetings and school events, but also to volunteer their time during school to assist students to meet their academic goals.

Collaboration is key to our success. Every Tuesday is a minimum day, which allows teachers time to meet in grade level teams, actively participate in staff development, and/or prepare for instruction. On a trimester basis, grade level teams meet to focus on the needs of each student at their grade level; the teams meet to analyze assessment data, determine student needs, and develop intervention and enrichment opportunities for our students.

The Reach for the Stars program is offered at Orange Grove and provides after school care and enriching activities for students, such as homework help, physical activity, and cultural education in arts, dance, and music.

In conclusion, Orange Grove School is a community of dedicated staff, students, and parents who work in a team effort to increase student achievement. Orange Grove serves as an effective and exciting place where all children can learn the academic and social skills needed to be productive and successful scholars.

The mission of Orange Grove Elementary School 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.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	78
Grade 1	61
Grade 2	72
Grade 3	56
Grade 4	62
Grade 5	72
<b>Total Enrollment</b>	<b>401</b>

**Student Enrollment by Group (School Year 2013-14)**

<b>Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	92.8
Native Hawaiian or Pacific Islander	0.2
White	4.2
Two or More Races	0.2
Socioeconomically Disadvantaged	74.1
English Learners	20.9
Students with Disabilities	8.5

## 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	17	18	19	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
<b>Reading/Language Arts</b>	Houghton Mifflin Reading, A Language of Literacy, (2002)  Adoption Year 2003	Yes	0
<b>Mathematics</b>	Harcourt Math, Harcourt School Publishers, (2002)  Adoption Year 2002	Yes	0
<b>Science</b>	Delta Education FOSS Program, (2008)  Adoption Year 2008	Yes	0
<b>History-Social Science</b>	Houghton Mifflin Harcourt Reflections (2007)  Adoption Year 2006	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Established in 1950, Orange Grove School is located in a residential setting. We have a beautiful Wonder of Reading library. The students enjoy an abundance of field space and blacktop areas during recesses and physical education activities.

The district governing board has adopted cleaning standards for all schools in the district. Orange Grove 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. The school facilities are well maintained and are cleaned on a regular basis.

The safety of our students is our number one priority. All visitors are required to report to the school office upon arrival; staff members supervise students prior to school beginning, during recess and lunch times, and at dismissal times as well. The front of the school redesigned to accommodate handicapped access and fencing was installed to ensure a single point of entry. A new roof was installed in the summer of 2014.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> 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
<b>Science (grades 5, 8, and 10)</b>	42	53	63	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	63
Male	76
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	60
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	52	56	55	49	55	52	54	56	55
Mathematics	59	70	66	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	5	6	5
Similar Schools	4	6	6

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	10	24	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	26	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	9	32	-5
English Learners	30	13	-12
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	26.6	20.3	10.9

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)

Orange Grove School is fortunate to have strong community support through parent organizations. The English Learners Advisory Committee, the Parent Teacher Association, and our Dad's Club are avenues for parent input and participation in school events and activities. The School Site Council includes parents who actively participate in the school decision-making process as it relates to the school plan and the school's categorical budgets. This year, our school has a Parent Coordinator who assists with strengthening Orange Grove's school-family-community partnership to support the academic goals of the school. Parents and school community members interested in being involved in our parent groups or volunteering in our classrooms should contact our school office at (562) 789-3200.



## 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
<b>Suspensions</b>	1.6	1.1	0.4	5.3	3.2	2.6	5.7	5.1	4.4
<b>Expulsions</b>	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)

The School Safety Plan is updated and reviewed by both the certificated and classified staff on a yearly basis as well as when the need arises.

At every staff meeting, the staff addresses safety concerns. There is also a Safety Needs log so employees can indicate safety concerns in a timely manner.

Our earthquake bin contains necessities such as blankets, flashlights, water, and food items. An inventory of the bin is completed yearly. In our earthquake bin, every classroom has a supply of earthquake kits for their students. Every classroom has a lock down bucket that contains needed supplies and materials in the event a lock down takes place and the students must remain in their classrooms for a period of time.

Orange Grove School is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Orange Grove School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.
4. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
5. **Sexual Harassment Policy:** Orange Grove School strictly adheres to district policies, which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
6. **Student Release Procedures:** Orange Grove School strictly follows our student release procedures, which includes releasing students only to individuals identified on students' emergency release cards and verifying these individuals by photo ID.
7. **Visitors and Volunteers:** All visitors and volunteers must report to the school office, sign in and sign out, and wear a pass on the left shoulder for identification while on campus.

8. School Wide Dress Code: Orange Grove School believes that a clearly defined dress code contributes to a positive learning environment. Students at Orange Grove School participate in common dress. 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, modesty, or disrupts school activities.
9. Safe and Orderly Environment: Orange Grove School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, aides, and the administrator consistently supervise and interact with students to reinforce good behavior and safety standards.

## 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	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 2	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	24.7	0	3	0	17	2	2		27	1	2	
1	33	0	0	2	14	3	2		31		2	
2	31	0	2	0	22	1	2		24	1	2	
3	27.3	1	0	2	20	1	2		28		1	1
4	31.5	0	2	0	20	2		2	21	1	2	
5	23.3	1	3	0	26	1	1	1	24	1	2	

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)	1.0	---
Psychologist	1.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
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	\$3760.54	\$260.69	\$3499.84	\$73711.16
District	---	---	\$3489.59	\$71,092.55
Percent Difference: School Site and District	---	---	0.3	6.7
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	-36.8	5.0

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.