

**Lydia Jackson Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2012-13 School Year**  
**Published During 2013-14**

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.

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

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Lydia Jackson Elementary School
Street	8015 South Painter Ave.
City, State, Zip	Whittier, CA, 90602-2506
Phone Number	562.789.3162
Principal	Mary M. Salcido
E-mail Address	msalcido@whittiercity.net
CDS Code	19651106023683

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

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

#### **Our Vision, Our future:**

Lydia Jackson Elementary is committed to welcoming all community members to our high performing school. Our school is dedicated to the following:

- State of the art technology for all students.
- A rigorous academic program enhanced with state of the art technology.
- A staff that works collaboratively, and continually increases their professional knowledge.

Our school has high expectations for parents, students, and staff. As part of our high expectations, parents consistently monitor their student's progress and classroom activities by visiting our website at [www.whittiercity.k12.ca.us](http://www.whittiercity.k12.ca.us) or following our Jackson Twitter Account WCSSD\_Jackson. Our staff, students, and parents take a positive, active role in supporting learning in all academic areas. Our parents assist their children with their daily homework to support daily learning. Parents support all school functions with their attendance and participation in all school activities. Parents and staff positively influence our students to become life-long learners, and create a productive learning environment, so that every child feels supported in every aspect possible.

Our students are motivated to attend school daily, and prepared to responsibly participate in their learning. Our students are respectful, actively follow the school rules, seek positive resolution to problems, and are held accountable for their actions with fair and consistent school and home discipline.

Lydia Jackson Elementary School's rigorous, well-rounded curriculum nurtures and enriches each individual learner. Students have high academic achievement, and conduct that promotes a positive learning environment for all. Our well-trained staff offers differentiated instruction for our diverse learners with total commitment to the success of all students. By providing students with the best education possible, students become a positive asset to any and all communities.

WELCOME TO THE PARTNERSHIP!

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Our school has a very supportive and strong Dads' Club, PTA, ELAC, and SSC parent groups. These groups support fundraising, family events, school academic progress review, student discipline monitoring, and the monitoring of completion of school goals. Our PTA meets the last Thursday of the month at 3:15 p.m. in our Multipurpose Room. Our ELAC group meets once a month on Thursdays at 8:15 a.m. The focus of our English Language Learner Advisory Council is support for our English Language Learners in the areas of academic progress and English Language Development. Our SSC group meets every last Thursday of the month at 2:45 p.m. The School Site Council's focus is the academic progress of all students, the writing and implementation of the school plan, and approval of the school budgets as well as monitoring of those programs. Child care is available at all meetings.

#### **Volunteers:**

Parents are invited and encouraged to volunteer in the classroom and for school events. Room mothers are expected to be active participants in our PTA, and the PTA continues to encourage parents to volunteer their assistance in the child's classroom. Parent support is critical to the success of all school events, and parents will be asked to donate time and ideas to promote fundraisers that provide field trips, school equipment, and 5th Grade Science Camp. Dad's have formed a club and are in the process of identifying special projects to support our school in fundraising and beautification.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### 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
<b>English-Language Arts</b>	49	55	46	49	55	52	54	56	55
<b>Mathematics</b>	57	61	59	49	56	55	49	50	50
<b>Science</b>	58	62	46	50	58	53	57	60	59
<b>History-Social Science</b>	N/A	N/A	N/A	41	44	45	48	49	49

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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	55	53	N/A
All Student at the School	46	59	46	N/A
Male	43	57	58	N/A
Female	50	60	34	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	47	59	45	N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	45	58	45	N/A
English Learners	27	44	17	N/A
Students with Disabilities	29	39		N/A
Students Receiving Migrant Education Services				N/A

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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.4	20.8	27.8

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	4	5
Similar Schools	3	5	8

### 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	39	19	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	40	21	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	44	11	-3
English Learners	45	28	-4
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.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	254	795	4,674	794	4,655,989	790
Black or African American	2		24	811	296,463	708
American Indian or Alaska Native	0		11	783	30,394	743
Asian	0		27	901	406,527	906
Filipino	0		19	869	121,054	867
Hispanic or Latino	240	799	4,318	790	2,438,951	744
Native Hawaiian/Pacific Islander	0		2		25,351	774
White	9		209	839	1,200,127	853
Two or More Races	1		11	818	125,025	824
Socioeconomically Disadvantaged	224	789	3,046	776	2,774,640	743
English Learners	114	794	1,459	752	1,482,316	721
Students with Disabilities	25	667	605	652	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	83.3

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	90
Grade 1	63
Grade 2	71
Grade 3	65
Grade 4	78
Grade 5	77
Total Enrollment	444

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	3.4
American Indian or Alaska Native	0.0	Two or More Races	0.2
Asian	0.2	Socioeconomically Disadvantaged	90.1
Filipino	0.0	English Learners	44.8
Hispanic or Latino	91.9	Students with Disabilities	7.2
Native Hawaiian/Pacific Islander	0.0		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	3	0	31.5	0	2	0	23	1	3	
1	28.3	0	3	0	31.5	0	1	1	21	2	1	
2	27.7	0	3	0	30.5	0	1	1	24	1	2	
3	29.5	0	2	0	32.7	0	1	2	33		1	1
4	29.5	0	2	0	27	0	2	0	26	1	2	
5	34.5	0	0	2	28.3	0	3	0	26	1		2
Other												

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our school is committed to providing students with a safe environment on regular days as well as days when emergencies occur. We have regular fire, earthquake, and lock down drills. These drills help our staff and students prepare for any emergency situation. On campus we have an emergency container with supplies for all students for approximately 3 days.

As part of our commitment to safety we have school rules and behavior expectations that focus on the following:

- 1) All students will be powerful problem solvers.
- 2) All students will responsible for their actions and choices.
- 3) All students will show success by focusing on learning at all times.
- 4) All students will demonstrate leadership by making good choices and showing respect to all others.
- 5) All students will take pride in themselves, their school, and their community.

Jackson is a Caring Community and Peaceful Playgrounds School. Students are taught to and expected to be respectful to themselves and others at all times. Students are taught and expected to be problem solvers and be active participants in their learning. Bullying or gang type behavior is not allowed at anytime. Our mandatory school uniform and dress code policy supports student behavior by creating a classroom environment that allows a focus on learning and respect of the educational process.

### DISASTER PROCEDURES

**LOCKDOWN:** Lockdown is when the school is completely secured and every door and gate locked. Students/Adults are not allowed to leave the classrooms under any circumstances. It is most likely that in a lockdown situation that the office will announce over the intercom or call each room, and tell the teacher we are in lockdown (that is why, it is best if the teacher answers the phone at all times). If we have to get to lockdown immediately, I may ring a long bell (1 minute or so and make an announcement on the intercom stating that we are in CODE L. A CODE L means no one leaves or enters the classroom under any circumstances. Be sure to advise the office if a student is already out of the room. You will use your trashcan as a bathroom. CODE L means there is an extremely dangerous situation outside of the classroom and we will lock all doors. We will update you as often as possible. Do not let in anyone who knocks – all office and custodial staff have keys and will not knock. We will lock the front gate and tardy students and/or visitors will not be allowed onto the campus. If the fire alarm goes off during a lockdown, do not evacuate unless the office announces “evacuate, evacuate”.

If a lockdown occurs before/after school, PE or at recess:

- Teachers will immediately pick up all their students from the playground (students are not to be left trailing behind or to pick up anything left on the playground). Go to the nearest safe building/classroom. Teachers on duty need to move students to the safest location immediately. Don't wait for an assessment of the situation – student safety first, questions later.
- Take attendance and call in any missing or absent students (if you know they are missing and not absent please make that clear in your response)



- Do not open your door under any circumstances, but be prepared to hear the key in the lock as someone from the office staff may enter. We will let ourselves in if needed. Students who return to the room too late to make it in before the door is locked need to be trained to go directly to the office or stay in the safest place they can find.
- WYN Club will move to the nearest empty classroom or the library.
- Late students may be taken to the library or kept in the office.
- Students in the restrooms – the teacher nearest the girls restroom will move students from the girls restroom into the teacher’s own classroom; the teacher nearest the boys restroom will move students in the boys restroom to the teacher’s own classroom. Students who return to the room too late to make it in before the door is locked need to be trained to go directly to the office or stay in the safest place they can find.

If a lockdown occurs during classes:

- Teachers will lock all doors and keep students in the room.
- Be prepared to use your trashcan as a toilet.
- Notify the office of missing students immediately.
- Do not open your door under any circumstances.
- Students in the restrooms – teachers whose classrooms are located nearest the restrooms will move the students into their own classroom as quickly as possible. Students who return to the room too late to make it in before the door is locked need to be trained to go directly to the office or stay in the safest place they can find.

**FIRE:** Exit rooms immediately; close door to contain fire; teacher leaves the room last, but the students keep moving, they do not wait for the teacher so practice where they exit in advance of the first drill of the year. If the fire is in your room, you pull the alarm, exit the room and shut the door. You do not have time to get the fire extinguisher until the students are out. It is most likely that the Custodian or I will use the extinguisher if possible. Forward your attendance to the clerk.

**EARTHQUAKE:** Exit rooms when shaking stops (during a drill until the bell stops ringing); teacher leaves the room last, but the kids keep moving they do not wait for the teacher so practice where they exit to in advance of the first drill of the year; if an injured person is in the room, the students and teacher exit then notify the principal/EOC by note/runner of the # of injured or missing (if you evacuate while someone is in the restroom or out of the room that needs to be noted on your attendance sheet. Large classes should practice forming two lines to increase speed of exit to the field area. The earthquake drill signal will be 1 long ring. Students are to remain under desks in the drop position for 1 full minute. Reinforce the need for quietness and order as a safe response in any emergency situation. During an earthquake drill we leave our doors open and during a fire drill we close our doors as the last student exits. Teacher should be the last one out with students beginning a slow, steady walk towards the field. Take attendance immediately, and send it by runner to Secretary/Clerk at the reunion gate. Each Teacher sends 2 runners to EOC to assist with various tasks.

**SWEEP TEAMS:** Leave your students with your grade level supervisor after taking attendance. Meet at the container to get your equipment from the custodian. If someone is hurt and can’t be moved, one teacher gets help from the First Aid Station, and the second teacher stays with the injured student/adult. The First Aid Station will let another Sweep Team know there is a problem, so they can take over and finish the work of the occupied team. All teachers on the Sweep Team go to the EAA or First Aid Station after completing your assignments and reporting to the custodian or principal.

TEAM 1 Rms.–15, 16, 17, 18, 19, library, 24, 25. & MPR

TEAM 2 Rms.- Office,1, 2, 3, 4, 12, 13, 14, 20, 21, 22

TEAM 3 Rms.- 5, 6, 7, 8, 9, 10, 11, 26, & Restrooms

Secretary – Sweep office and health room. Unlock “Reunion” Gate, then man the EOC.

Custodians – Get out barrel, lock gates, then sweep areas and look for gas leaks in the staff room. (Principal will be back up for custodian)

**FIRST AID CENTER** Leave your students with your grade level supervisor after taking attendance. Meet at the container to get your equipment.

Health Aide, RSP Aide, & Psychologist

**CAMPUS SECURITY/CUSTODIAL**

Custodian(s), Principal

**EOC/PARENT COMMUNICATIONS**

Secretary and Clerk (Custodians)

**EAA STUDENT AREA:** Teachers & instructional/special ed. aides are to supervise all assigned classes.

Pre/School, TK & Kinder - Assaad, Gonzalez, Rodriguez, & Pre-School Staff

Gr. 1 – 1st Grade Team

Gr. 2 & 3 – 2nd & 3rd Grade Team

Gr. 4 & 5 – 5th Grade Team

**ADDITIONAL ASSIGNMENTS:**

- Emergency Cards - Secretary
- Radio/Loudspeaker - Principal/Secretary
- Registers - All Teachers
- Medical Supplies - Health Aide or Clerk
- Pump for Water - Custodians

All gates will be locked. The “Reunion” Center will be the gate on the corner of Mooreland and Washington. 5th Grade Student runners will be used to get students from the EAA Center to the reunion gate. Each 5th grade class needs to send 2 runners to the EOC.

**Fire Drill & Earthquake Drill Schedule 12-13**

September 21, 2012 @ 1:15 p.m. (follow up the fire drill with a Earthquake Drop and Cover Drill & lockdown drill; talk about the differences between a fire drill and an earthquake drill, and lockdown – quick exit/drop and cover, door open/door closed, lockdown procedures, etc.)

October 18, 2012 @ 10:18 a.m. Earthquake Drill – doors open; prep activities as we will be out for at least 30 minutes.

November 9, 2012 @ 1:15 p.m.

December 13, 2012 @ 1:15 p.m.

January 25, 2013 @ 1:15 p.m. (follow up the fire drill with a Earthquake Drop and Cover Drill; talk about the differences between a fire drill and an earthquake drill and lockdown – quick exit/drop and cover, door open/door closed, lockdown procedures, etc.)

February 15, 2013 @ 1:15 p.m.

March 22, 2013 @ 10:10 a.m.

April 26, 2013 @ 1:15 p.m. (follow up the fire drill with a Earthquake Drop and Cover Drill; talk about the differences between a fire drill and an earthquake drill and lockdown – quick exit/drop and cover, door open/door closed, lockdown procedures, etc.)

May 17, 2013 @ 10:10 a.m.

June 3, 2013 @ 1:15 p.m.

**Suspensions and Expulsions**

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	7.33	13.34	11.11	8.4	8.9	7.59
<b>Expulsions</b>	0	0	0	0	0	0

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

**VI. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Lydia Jackson Elementary School offers a safe and secure campus where students, staff and visitors are free from harm. The school was modernized in 2004, funded by Measure W. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Jackson Elementary is comprised of a kindergarten area, library, a multipurpose room and 25 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. 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. Jackson has been inspected to ensure that the school complies with the William's requirements.

Lydia Jackson is well maintained by our two custodians and the WCSD maintenance department. Our students and teachers support our campus cleanliness with their service learning projects that include planting and cleaning. Our parent groups also contribute to the school gardens and school beautification projects.

Our school has been beautified with the work art work by Ray Mendez, and some of our students. Two murals have been completed and inspire the students to be proud of their school. Our Dad's Club has just been formed and is working on school clean up and beautification projects.

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

<b>School Facility Good Repair Status (School Year 2013-14)</b>				
Year and month in which data were collected: January 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 Rate**

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

**VII. Teachers**

**Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	18	16	17	245
<b>Without Full Credential</b>	0	0	0	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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)	0.5	---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	1.0	---
Other		---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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Year and month in which data were collected: September 2010

Whittier City School District policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content and performance standards. The Language Arts, Math, Social Science and Science curriculum materials are aligned with the 1997 standards and approved by the State Board of Education. Each student is assigned a set of core materials. There is a process in place for schools to order materials at the beginning of each school 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.

Jackson 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 categorical funds to provide supplemental materials for the classrooms including classroom library books, as well as materials for intervention and ELD.

WCSD has in place a 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 and explore 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

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$3961.70	\$343.33	\$3618.37	\$72,848.57
District	---	---	\$3,506.29	\$69,082
Percent Difference: School Site and District	---	---	3.2	5.5
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-34.7	3.8

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,336	\$41,451
Mid-Range Teacher Salary	\$65,548	\$67,655
Highest Teacher Salary	\$82,725	\$85,989
Average Principal Salary (Elementary)	\$101,572	\$108,589
Average Principal Salary (Middle)	\$107,772	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$181,370	\$182,548
Percent of Budget for Teacher Salaries	38.3%	41.8%
Percent of Budget for Administrative Salaries	5.2%	5.5%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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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, 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 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 2013 is to introduce all elementary teachers to the Common Core English Language Arts standards and to introduce middle school teachers to the Common Core English Language Arts and Mathematics standards. In addition to presenting on the Common Core Standards, District Instructional Coaches provide additional training and coaching support to enhance teachers' expertise in technology integration, lesson design, instructional planning and the tenets of PLCs. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days. 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. District Curriculum Improvement Teams (CITs) meet when needed to analyze the District's Essential Agreements, Benchmark Assessments and Pacing Guides to revise and make recommendations for improvements. Finally, all K-5 teachers have also attend professional development in three science units that are aligned with the California state science standards; they receive ongoing support from the district Science Coach.