

**Mill School and Technology Academy**  
**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>	Mill School and Technology Academy
<b>Street</b>	4030 South Workman Mill Rd.
<b>City, State, Zip</b>	Whittier, CA, 90601
<b>Phone Number</b>	562-789-3192
<b>Principal</b>	Reanna Mendoza
<b>E-mail Address</b>	rmendoza@whittiercity.net
<b>Web Site</b>	www.whittiercity.net
<b>CDS Code</b>	19651106023691

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>	rcarruth@whittiercity.net
<b>Web Site</b>	<a href="http://www.whittiercity.net">http://www.whittiercity.net</a>

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

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The Mill District was formed in 1898. Portions of this territory were added and lost until the last portion was annexed from Rowland District on July 6, 1943. At this time, Mill Elementary School became a member of the Whittier City School District. In 2007, Mill School became Mill School and Technology Academy.

Mill School and Technology Academy (MSTA) is a beautiful school, nestled up against the hills. The small, friendly, community atmosphere is immediately apparent: trees, flowers, a tile mural and painted murals. A TK-5 school, with a growing population of 455 students that are known as The Mustangs. Approximately 95.0% of the students at MSTA are of Hispanic/Latino ethnic origin, 4.0% White (Non-Hispanic), an 1% Multiple origins. MSTA is a school-wide Title I school, with approximately 17.5% of the current students identified as English Learners (ELs), 7.3% of the students identified as Reclassified Fluent-English-Proficient (RFEP), 4% of students are Students with Disabilities and 64% of the students qualify for the Free/Reduced Lunch Program. Every Tuesday, students and staff wear college shirts emphasizing MSTA's philosophy for every student, "I'm Going to College". The courtyard proudly waves the banner flags of universities from around the country.

At Mill School and Technology Academy, the staff, parents, and community work as a team to create an educationally rich environment that celebrates diversity, promotes character development, and nurtures a passion for life-long learning. Academic standards and high expectations form the foundation for quality instruction that continues to increase student achievement. The expectation is that our students become educated, responsible, productive members of a democratic society.

MSTA has a total of 16 general education classes, one Transitional Kindergarten, 3 - Kindergarten, 2 - 1st grade, 2 - 2nd grade, 3 - 3rd grades, 2 - 4th grades, 1 - 4/5 combination class and 2 - 5th grade. All classroom teachers are fully credentialed and are certified to teach English Language Learners. District support staff includes a 100% Special Education Resource Specialist, a Speech Team (three days a week), a Psychologist (one day per week), a library clerk, a full time secretary, an office clerk (three and a half hour per day), a technology clerk, a family and community liaison and a health clerk (five hour per day). To help us transition to the ELA Common Core State Standards, additional support for teachers is available and provided by a Common Core Coach and teacher leaders in the area of Technology, Assessment and Intervention, English Language Development and Curriculum. As needed, additional student support is available and provided to students by a part-time support teacher.

The MSTA staff is committed to providing a high quality instructional program for its students. Opportunities for students to achieve excellence are provided through various opportunities like daily instruction, intervention, enrichment. The staff at MSTA works diligently to provide a balanced comprehensive program aligned to the Common Core State Standards (CCSS). All students have access to standards aligned instructional materials and there is a process in place for teachers to order materials when needed. This year teachers are being immersed in Writer's Workshop training as the first step toward developing a complete Balanced Literacy program. In addition, they attend monthly district led math trainings to support the implementation of Eureka Math. Teachers administer benchmark and common formative assessments, aligned to the Smarter Balanced Assessment Consortium (SBAC), to monitor student progress toward mastering standards. Summer time and release time through out the academic school year is utilized by grade levels to create long range plans, backwards plan, and prepare high quality lessons and opportunities for learning.

All classrooms are equipped with a SmartBoard, LCD projector, document camera, Instructional HDTV Monitor, Apple TV and surround sound system. Technology is used throughout the school day to effectively engage students. Teachers use their laptop, internet resources, and iPad applications to design their lessons, which are projected onto SmartBoards and with LCD projectors or mirrored using the iPad and HDTV with Apple TV. Information and new learning is accessed and displayed in a variety of ways by both teacher and students. The Apple TVs allow teachers to be able to immediately display student work as a model for classroom discussion, including 3-D items as well. The Socrative Student Response System allows students to key in their answer with immediate feedback in graph form, giving teachers on-the-spot assessment of student learning. Transitional Kindergarten, Kindergarten and 1st grade students use iPads in a shared 2-1 model. Our 1-1 Laptop Learning Program is in its 5th year of implementation. All 4th and 5th grade students are participating in the program. This year's 3rd graders are the first group to lead us in transition to a 1-1 iPad Program. MSTA's 1-1 program is recognized as an Apple Distinguished Program.

MSTA strives to function as a Professional Learning Community (PLC). The definition of a PLC, drives the collaborative work of the staff. Teachers meet weekly to develop their instructional plans to meet the needs of our diverse learners. The focus of our PLCs is the implementation of the Common Core State Standards (CCSS) and refining our technology integration practices. School-wide technology integration is focused around the research of Dr. Ruben Puentedura's SAMR model. Teachers learn together how to best implement the use of technology while utilizing best instructional practices. In addition, our work as a PLC has developed into a systematic approach to Response to Intervention (RtI). All students are given Universal Assessments that provide specific data as to their learning needs. With the support of our Intervention/Assessment Lead Teacher students are placed in appropriate interventions/enrichment classes for forty-five minute four times per week. Formative data is reviewed at regular intervals to check in on student progress.

MSTA uses a program called Reading Counts, sponsored by MSTAs Parent Teacher Corporation (PTC), to encourage students to read appropriately leveled texts for comprehension. Students earn points as they successfully read and complete a quiz. MSTAs students are motivated to achieve their personal reading goals. Students are also encouraged to read during the summer by participating in the public library summer reading program. Eighty-two students completed the summer reading program in 2014.

The PTC funds Mind Institute's ST Math program for all grades K-5. This computer program helps students to think at a higher level mathematically and develop conceptual understandings of mathematical procedures. We currently use Spelling City and Study Island, both of which are web-based programs that are used at school and at home to reinforce instruction.

MSTA provides a variety of school programs to enhance a positive learning environment and sense of school community. This is the first year of the Positive Behavior Interventions and Supports (PBIS) implementation. The PBIS Leadership Team is made up of both teaching and classified staff. The goal of PBIS is to create a positive environment where behavior is explicitly taught, retaught and recognized. At MSTAs it is called "The Mustang Way". Mustang tickets provide the principal, teachers and support staff a tangible way for recognizing positive behavior choices. Weekly and monthly raffles help keep positive behavior at the forefront. The Perfect Attendance award celebrates students for being present at school every day. Monthly and Trimester awards acknowledge students for good citizenship and academic success. In addition, MSTAs prides itself for offering, Mad Science, guitar and piano after school programs that are a wonderful opportunity for enrichment. After school, students in the Reach for the Stars program have a snack and play time before they do homework and participate in enrichment activities such as music, choir, art, dance, and sports.

We strongly believe that the Visual and Performing Arts are an important component of a child's education. With the support of the PTC, each classroom attends an art program called Art Masters. Each year, every child learns about six different artists and has the opportunity to try their hand using the artist's style. In addition to Art Masters, we provide music instruction for all students grades K-5; kindergarten 10-15 weeks of violin; 1st-3rd grade 12 weeks of musical theater; 4th and 5th grade 24 weeks of recorder lessons. MSTAs hosts two school-wide musical performances for its families, one in December and another in May.

Parents are actively involved in our Parent Teacher Corporation (PTC), Dad's Club and English Language Advisory Committee (ELAC). The PTC hosts several family activities that are enthusiastically supported throughout the year, building a strong family community at MSTAs. Parents are continually finding new ways to support MSTAs and its families. The Dad's Club promotes reading in a variety of ways, hosts campus clean-up days, works on district approved campus projects and provides volunteers for district wide activities. We are very thankful that the ELAC group and others are well attended and continue to grow.

MSTAs Student Council plans monthly school spirit activities. The Student Council also provides opportunities for volunteerism and charity work to support needy families within our community. Students raise funds and participate in the American Heart Associations Jump Rope for Heart event every February.

Mill School and Technology Academy is a home away from home for 455 students. Our parents trust us with the responsibility to educate each child to achieve grade level standards. Our educational program encourages the development of good citizenship, personal responsibility, self-respect and the respect of others. We will continue to build a strong academic program, to raise student achievement, and to actively involve our school community in the ongoing process of improvement.

The mission of Mill School and Technology Academy is to collaboratively provide a safe learning environment that ensures students are academically successful, socially responsible, and physically sound. We will empower families to contribute to their student's success, assuring that students become committed, lifelong learners, and productive globally-minded citizens.

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	58
Grade 2	79
Grade 3	76
Grade 4	75
Grade 5	73
<b>Total Enrollment</b>	<b>421</b>

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

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.5
Hispanic or Latino	93.1
Native Hawaiian or Pacific Islander	0.0
White	2.9
Two or More Races	0.2
Socioeconomically Disadvantaged	63.9
English Learners	20.0
Students with Disabilities	5.2

## 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	14	14	17	264
Without Full Credential	0			1
Teaching Outside Subject Area of Competence (with full credential)	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 2008	Yes	0

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

Mill Elementary and Technology Academy offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. In the summer of 2014, Mill School received a new roof and a new electronic marquee was installed in the fall of 2014. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Mill Elementary is comprised of a kindergarten play area, Wonder of Reading library, a memorial garden, a large multipurpose room and 17 classrooms. All buildings have wireless access to the internet. All classrooms in grades K-5 have SmartBoards, LCD projectors, and document cameras to enhance a rich instructional program. Every classroom is equipped with surround sound. 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 ensure 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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 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]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	43	47	55	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	55
Male	50
Female	61
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	43
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	49	59	59	49	55	52	54	56	55
Mathematics	62	68	70	49	56	55	49	50	50
History-Social Science				41	44	45	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	5	7	7
Similar Schools	2	6	5

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	4	42	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	48	6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	2	61	-7
English Learners	13	62	-7
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	21.1	28.2	29.6

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 (Most Recent Year)

It is a high priority at Mill School and Technology Academy (MSTA) to welcome and to encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. All notices for parent meetings are sent home in Spanish and English. Parents are involved as partners seeing that their children have good attendance, get to school on time, and complete all homework in a timely manner. We are fortunate to have strong community support through the Parent Teacher Corporation (PTC), Dads' Club, ELAC and active parent involvement in the classroom. PTC fundraisers provide additional funds for Art Masters, technology, ST Math, Reading Counts, library books and a variety of activities. Yearly, parents spend hundreds of hours tutoring students and assisting teachers. The addition of a Family Coordinator provides opportunity to reach out and make personal phone calls for school-wide events. Area businesses support the school by providing donations for technology, library books, certificates for student recognition, and school enhancement projects. Rose Hills Memorial Park provides a beautiful facility, Sky Rose Chapel, for our 5th grade promotion ceremony.

MSTA parents demonstrate their involvement in their child's education by their attendance at Back-to-School Night, Open House, and fall and/or spring Parent Conferences. Most parents attend the Holiday Musical, Family Math Night, the Family Dinner Dance, the Spring Musical, Moms and Muffins, Family Day, and Dads and Donuts. Parents are also invited to participate in ELAC (English Learners Advisory Committee), SSC (School Site Council), Dads' Club, and PTC (Parent and Teacher Corporation) meetings. These are announced in the Monthly Newsletter, the school calendar, and through the Alert Messaging System.

For contact information, please call the school office at 562-789-3192.

### 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>	2.4	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)

Mill School and Technology Academy (MSTA) is committed to the safety and security of each student. The School Safety Plan is reviewed and revised annually: August 27, 2012. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** MSTA 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 student 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. **School Discipline:** MSTA has implemented a school-wide Behavior Matrix as part of the Positive Behavior Interventions and Supports (PBIS) implementation. This communicates the high standards and expectations that all are accountable for their behavior. This is reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide expectations.
5. **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.
6. **Sexual Harassment Policy:** MSTA 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.
7. **Schoolwide Dress Code:** MSTA believes that a clearly defined dress code contributes to a positive school environment. Parents support a school uniform policy. The primary standards for student dress and grooming include that the student should be neat and clean at school; the student should not wear clothing that compromises safety or modesty or is disruptive to the educational process.
8. **Safe and Orderly Environment:** MSTA 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, administrator, campus supervisors and parent volunteers supervise and interact with students to reinforce behavioral expectations 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	2010-2011	2004-2005
Year in Program Improvement*	Year 3	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	27.3	0	3	0	30		2		30		2	
1	28.5	0	2	0	28		3		30		2	
2	31	0	3	0	24	1	2		27		3	
3	31.5	0	2	0	23	1	2		25	1		2
4	31.5	0	2	0	24	2		1	25	1	2	
5	32.5	0	1	1	25	1	2		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)	0.2	---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0.5	---
Other	0.2	---

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	\$3852.80	\$180.61	\$3672.19	\$72907.31
District	---	---	\$3489.59	\$71092.55
Percent Difference: School Site and District	---	---	5.2	5.5
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	-33.7	3.9

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.