

Walter F. Dexter Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

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

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|--------------------------------|
| School Name | Walter F. Dexter Middle School |
| Street | 11532 East Floral Drive |
| City, State, Zip | Whittier, CA, 90601 |
| Phone Number | 562.789.3090 |
| Principal | Dr. Diana Medina-Kinnart |
| E-mail Address | dkinnart@whittiercity.net |
| Web Site | www.whittiercity.net |
| CDS Code | 19651106023725 |

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

School Description and Mission Statement (Most Recent Year)

Dexter's Mission Statement: To collectively focus on our commitment to student learning.

Dexter's Vision Statement:

Dexter Middle School is a Professional Learning Community where weekly department, and school wide collaboration, support the educational needs of all students. Instruction is data-driven and differentiated. Common Formative Assessments drive systematic interventions and enrichments. Successful academic achievement is rewarded through a consistent positive incentive program. Up-to-date technology is integrated into all curricular areas to maximize student engagement. Students have opportunities to grow and express themselves through diverse art and athletic programs.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 340 |
| Grade 7 | 379 |
| Grade 8 | 419 |
| Total Enrollment | 1,138 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.5 |
| Filipino | 0.3 |
| Hispanic or Latino | 91.9 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 4.9 |
| Two or More Races | 0.1 |
| Socioeconomically Disadvantaged | 69.5 |
| English Learners | 9.7 |
| Students with Disabilities | 11.0 |

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 | 47 | 46 | 44 | 264 |
| Without Full Credential | 0 | 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, WCS D has an established and thorough process for examining new adoption materials as they become available. As the District moves towards the implementation of the Common Core State Standards (CCSS), the District will use that process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------|
| Reading/Language Arts | Holt Rinehart (2003) Adoption year 2003 | Yes | 0 |
| Mathematics | Holt Rinehart and Winston (2008) Adoption Year 2008 | Yes | 0 |
| Science | CPO (2007) Adoption Year | Yes | 0 |
| History-Social Science | Holt Rinehart and Winston (2006) Adoption Year 2007 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Walter F. Dexter Middle School offers a safe and secure campus. Dexter received a new roof during the summer of 2013 using Measure Z funds. In addition, 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. Dexter is comprised of a library, computer lab, large multipurpose room, locker rooms, activity room and 47 classrooms. The school also enjoys a spacious play area as well as grassy fields for running, sports and games. In the evenings and during the day, a team of 4 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.

School beautification has been a focus for parent and student groups in recent years. A team of parents and volunteers repainted all exterior doors in the school, giving Dexter a clean and consistent appearance. School grounds were cleaned and plants and shrubs in our many planters and gardens were trimmed.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|-------------------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| Year and month in which data were collected: January 2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|--------------------------------------------------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 62 | 57 | 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 | 57 |
| Female | 52 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 53 |
| Native Hawaiian or Pacific Islander | |
| White | 78 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 52 |
| English Learners | 11 |
| 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 | 51 | 55 | 50 | 49 | 55 | 52 | 54 | 56 | 55 |
| Mathematics | 41 | 50 | 47 | 49 | 56 | 55 | 49 | 50 | 50 |
| History-Social Science | 44 | 45 | 49 | 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 | 5 | 5 |
| Similar Schools | 6 | 7 | 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 | 26 | 27 | -12 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 25 | 28 | -14 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 34 | 23 | -21 |
| English Learners | 45 | -3 | 11 |
| Students with Disabilities | 12 | 39 | -6 |

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 |
| 7 | 18.9 | 22.9 | 26.2 |

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)

Parent involvement in the middle years is critical to a child's success at school. Dexter offers several ways parents can participate including School Site Council, Parent Faculty Organization and the English Learner Advisory Committee; PFO, SSC and ELAC meet monthly. The School Site Council is comprised of the required participants of parents, teachers and other personnel.

Dexter's website is updated regularly and provides information for to parents on a 24 hour basis. The current calendar is available and links to many resources are provided. Dexter's Facebook Page is updated regularly to provide information and pictures for parents, students, and the entire Dexter community.

Implementation of Dexter's University Preparatory & Technology Theme included a Career Day which brought in over 200 parent and community speakers to address the students. Students 'Dressed for Success' and enjoyed a minimum of three speakers each.

Additionally, Dexter's College Fair will include several parent information sessions with many colleges available to answer parent and student questions regarding their college attendance.

Parent/Family Nights are hosted by the school which provide an opportunity for parents, students, and staff members to be actively involved. Examples of our family events are Common Core SS Parent Information Night, AVID Night, Parent Information Nights, and various evenings of student Chorus, Band, and Drama performances.

Currently, a series of Parent Information Nights have been scheduled to present information on a number of relevant topics to adolescent children and their parents. Dexter Administration and Counselor Team hosted one evening and Pacific Clinics, Advancing Behavioral Healthcare, hosted the second parent information night. Effective communication strategies for parents and teens was discussed. Upcoming topics will include bullying, SBAC testing, and preparing for college.

Additionally, in our efforts to maintain open lines of communication with parents, monthly publications are made available to parents, entitled, The Middle Years and Reading Connections.

Other methods of daily communication with parents include full implementation of the automated telephone system, student planners and telephone calls regarding student progress, 'good news' calls, absences, and tardies. In addition, through a parent portal system, parents have continuous access to their child's progress (grades and assignments).

The automated telephone system allows for broadcast calls (information such as reminders for activities/events and/or emergencies), specific student information calls (positive, need to improve, grades, upcoming test, etc.) and attendance calls.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 10.3 | 4.4 | 4.1 | 5.3 | 3.2 | 2.6 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.2 | 0.1 | 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)

Dexter School provides a safe and clean facility for its students. In order to ensure the safety of students, a number of special programs have been instituted. Dexter School has a well-organized disaster preparedness program which includes emergency supplies. The entire staff is a member of a safety team; each team has a backpack filled with supplies (including 2 way radios for constant communication).

Several 'drills' are held throughout the year to ensure that staff and students are prepared in the event of an emergency. Six regular fire drills, one earthquake and one intruder drill are conducted annually (ensuring that students know how to respond to potential emergency situations in the school setting).

A full-time health clerk, trained in first aid, assists youngsters in the event of minor injury as well as with routine health issues.

Additionally, a strong partnership exists between Dexter School and the Whittier City Police Department. The Police Department provides support to the school whenever law enforcement assistance is needed. Officers are frequently on our campus proactively addressing current issues with our students.

The facilities at Dexter School are in good condition. Several years ago, Dexter School received a 1.5 million dollar remodeling grant from the State of California. Presently there are 47 classrooms including a band room. Additionally, a library, computer lab, locker-rooms/weight room, and cafetorium constitute the school buildings. The school also has an excellent playground containing a blacktopped area, tennis courts and playing fields where recreational equipment is available.

A regular supervision plan is in use whenever students are out of class. A strict graffiti removal program ensures that should graffiti occur, it is removed within a few hours of being sighted. Any vandalism repairs are usually completed within 24 hours.

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 |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 8 |
| Percent of Schools Currently in Program Improvement | --- | 80.0 |

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

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 29.6 | 4 | 16 | 12 | 28 | 8 | 6 | 18 | 28 | 7 | 22 | 9 |
| Mathematics | 28.6 | 2 | 28 | 4 | 30 | 6 | 14 | 15 | 33 | | 11 | 12 |
| Science | 35 | 0 | 5 | 18 | 36 | | 5 | 17 | 33 | | 9 | 15 |
| Social Science | 34.9 | 2 | 3 | 18 | 36 | | 4 | 18 | 33 | 1 | 7 | 15 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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) | 3.0 | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (Paraprofessional) | 0.75 | --- |
| Psychologist | 0.8 | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | 0.6 | --- |
| Resource Specialist | 3.0 | --- |
| 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 | \$3648.65 | \$185.50 | \$3463.14 | \$68,401.27 |
| District | --- | --- | \$3489.59 | \$71,092.55 |
| Percent Difference: School Site and District | --- | --- | -0.8 | -1.0 |
| State | --- | --- | \$4,690 | \$70,788 |
| Percent Difference: School Site and State | --- | --- | -37.5 | -2.6 |

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.