

West Whittier Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	West Whittier Elementary School
Street	6411 South Norwalk Blvd.
City, State, Zip	Whittier, CA, 90606
Phone Number	562.789.3242
Principal	Michelle Aceves
E-mail Address	maceves@whittiercity.net
Web Site	https://westwhittier.whittiercity.net/
CDS Code	19651106023733

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

School Description and Mission Statement (School Year 2017-18)

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

West Whittier Elementary School consists of highly qualified teachers who are fully implementing the California State Standards for English Language Arts and Mathematics. All students have access to Common Core aligned instructional materials. Teachers are continuously improving their craft of teaching through collaboration and ongoing professional development offered by the district and school site. Professional Learning Communities continue to drive the work behind effective lesson planning and instruction. Our teachers regularly collaborate to share effective strategies, analyze student work, and plan instruction. Students' academic progress is measured and analyzed on an ongoing basis. Teachers meet regularly in grade-level teams do discuss assessment results and create plans for effectively responding to students' needs and improving student achievement.

West Whittier Elementary School employs a Response to Intervention (R.T.I.) model for helping students achieve adequate yearly progress. R.T.I. is a process that provides immediate intervention to struggling students. Through systematic screening of all students, classroom teachers identify students who are not mastering critical reading skills and provide differentiated intervention. Progress monitoring of students' responses to interventions allows teachers to identify students in need of additional intervention and instruction is adjusted accordingly.

West Whittier strives for the academic and social success of all students by providing a safe and respectful environment where students take responsibility for their learning and behavior. Positive Behavior Interventions and Supports (P.B.I.S.) is a framework utilized to create positive and supportive learning environments that foster academic and social success. West Whittier is focused on prevention of misbehavior by defining and explicitly teaching positive social expectations. Our behavior matrix establishes school-wide expectations in all areas and supports students demonstrating P.A.W. expectations by Practicing responsibility, Always being respectful, and Working and playing safely. We believe these core values are essential to school success as well as being a good citizen. We are dedicated to helping all students be successful in school and in life. We provide regular feedback to students to help positively shape their behaviors. All adults acknowledge positive behaviors throughout the day and misbehaviors are discussed and retaught. In addition, our P.B.I.S. Leadership team meets regularly to analyze behavior data and use it for decision-making. We recognize that instruction is one of our best behavior management tools and preventive behavior management is one of our best instructional support strategies.

Technology is used in meaningful ways to support teaching and learning. It is thoughtfully integrated into our curriculum to support problem solving, decision-making, collaboration, and innovation. We are incredibly fortunate that every student has access to 1:1 iPad technology throughout the day. All classrooms are equipped with voice amplifiers, instructional monitors, and document cameras to support instruction and learning. In addition, all teachers are provided with laptops and iPads to further assist with planning and instruction. Teachers use technology to promote further research on key topics, deepen students' understanding of content knowledge, as well as address the different learning modalities in the classroom. Technology is also used to showcase student learning. Students use technology to publish writing pieces, read books at their independent reading level, model their understanding of mathematics, practice fluency and other skills. Through the use of technology, students are able to demonstrate creativity and problem-solving skills by displaying their understanding in meaningful ways. Technology is also used to communicate with parents on a daily basis regarding student progress. Teachers also receive ongoing support from our Technology Lead teacher.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	65
Grade 1	55
Grade 2	61
Grade 3	64
Grade 4	53
Grade 5	60
Total Enrollment	358

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.3
Filipino	0.3
Hispanic or Latino	96.1
Native Hawaiian or Pacific Islander	0
White	0.6
Two or More Races	0.8
Socioeconomically Disadvantaged	87.4
English Learners	36.6
Students with Disabilities	18.4
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	20	18	266
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2017

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. California's approval of Common Core State standards led to our decision to purchase "bridge" instructional materials that align with the State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new California Math Standards; Elementary grades are currently using Eureka Math curriculum, which includes student workbooks for all students and Teacher's Editions, while Middle School is using College Preparatory Math (CPM). The CPM curriculum includes student workbooks and Teacher's Edition. In addition to math curriculum, all Elementary teachers and Middle School English Language Arts teachers have received the Writing Units of Study to support the teaching of the new writing types outlined in the Common Core State Standards. Teachers also received \$14 per student to purchase additional materials to align to the Common Core English Language Arts. This year, the District purchased the Reading Units of Study to support reading instruction for interested teachers in grades K-5. The Reading Units of Study were designed to match the rigor of the new CA Reading Standards.

A process is in place for schools to order materials at the beginning of each school year for all students. In addition, there is a process to order additional materials throughout the year to address the changing needs of their student population, and on an "as needed" basis. Each school site is responsible for notifying district staff when new students register for classes so appropriate materials can be ordered.

Our school complies with the Williams Law; every child has an appropriate textbook for all academic subjects requiring textbooks. Students are allowed to take their textbooks home for study after school when needed. The school uses district and categorical funds to provide supplemental materials for the classrooms including classroom library books, as well as materials for intervention and ELD.

Finally, WCSD has an established a thorough process for examining new instructional materials as they become available. With the full implementation of the California State Standards, the District will use that process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents. Based on the recommendation from the Department of Education, WCSD plans to carefully examine "Open Source" materials as well to ensure that the most appropriate materials are identified for our students.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

West Whittier is comprised of a kindergarten area, a Wonder of Reading library, computer lab, large multipurpose room and 22 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games. Teachers and aides are assigned supervision duties before and after school, during recesses, and during lunch. All parents visiting the campus are asked to stop by the office to obtain a visitor's pass before entering the school. Once school begins, all exterior gates are locked. Access to the school is through the main office.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
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)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	39	42	43	48	48
Mathematics (grades 3-8 and 11)	25	35	25	32	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	174	92.06	38.51
Male	100	91	91	34.07
Female	89	83	93.26	43.37
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	165	92.18	38.79
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	169	155	91.72	34.84
English Learners	82	78	95.12	32.05
Students with Disabilities	51	39	76.47	7.69
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	176	93.12	34.66
Male	100	91	91	35.16
Female	89	85	95.51	34.12
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	167	93.3	35.93
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	169	157	92.9	30.57
English Learners	82	80	97.56	28.75
Students with Disabilities	51	39	76.47	7.69
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	28	43	45	51	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	16.9	16.9

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5	1.2	0.0	1.6	2.2	1.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Secure Campus: West Whittier strives to create a safe and healthy environment for our staff members, students, and visitors. Therefore all volunteers and visitors on campus are required to enter through the office. This ensures that every adult on campus is identified with a visitor's pass and has been approved by office staff. Staff members are instructed to send parents to the office if they do not have a pass. Once school begins, all exterior gates are locked. Access to the school is through the main office.

Safe Drop Off and Pick System: Children’s safety is a priority at West Whittier. The Safe Drop-off and Pick-up System were established to promote safety. Students being dropped off and picked up by car will utilize our valet system to ensure students arrive and depart from school safely.

The staff at West Whittier strives to maintain a safe and orderly environment for our students. Staff members are assigned supervision duties before and after school, during recesses, and during lunch. Drills for fires, earthquakes, and lock downs are held throughout the year so that students and staff can practice these safety routines. Each staff member is assigned a specific task in the event of an earthquake. The site custodian checks the school grounds and equipment for safety issues on a daily basis. The goal is to ensure that all of the school facilities are safe and clean for the students and staff. We are in accordance with the grounds expectations of the William's Law. Parent cooperation and involvement is essential in helping the school maintain a safe learning environment for all children. Staff meetings are used to review the safety plan, teacher handbook, school policies, and rules. Parents are asked to also provide with the school rules and policies and are required to sign acknowledging that they have received and reviewed them.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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		24		3		18	3	1	
1	33			1	28		2		25		2	
2	31		2		24		2		28		2	
3	21	1	2		16	2	2		25		2	
4	22	1	2		28		2		23		2	
5	22	1	2		23	1	2		21	1	2	
Other	11	1			10	1			12	2		

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 2016-17)

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3972	\$139	\$3833	\$78,884
District	N/A	N/A	\$3715	\$74,734
Percent Difference: School Site and District	N/A	N/A	3.2	4.8
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-32.5	5.0

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

Types of Services Funded (Fiscal Year 2016-17)

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

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,953	\$48,678
Mid-Range Teacher Salary	\$72,258	\$78,254
Highest Teacher Salary	\$92,061	\$96,372
Average Principal Salary (Elementary)	\$117,783	\$122,364
Average Principal Salary (Middle)	\$122,366	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$253,332	\$212,818
Percent of Budget for Teacher Salaries	34%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. In order to effectively prepare our students for 21st Century college and career, classroom experiences are designed to encourage student creativity, increase meaningful discourse and communication, and develop critical thinking skills, while providing opportunities for problem solving and collaboration. To reach these goals and close the achievement gap between high achievers and struggling students, the District’s instructional priorities are to:

- Provide professional development to teachers on the California Standards and the instructional practices that support the implementation of the Instructional Shifts outlined in the CCSS;
- Enhance teachers’ skill and knowledge in the integration of technology across the curriculum;
- Support teachers by providing access to timely and appropriate data on student performance;
- Provide training to develop teachers’ knowledge and skill to analyze data;
- Provide training and resources on how to create, administer and score formative assessments;
- Provide opportunities for teachers to collaboratively work in grade level and/or department level teams to examine data, monitor student learning and plan instructional practices;
- Develop a comprehensive and effective “Response to Intervention” model that will support those students who are struggling academically and behaviorally;
- Provide professional development to teachers and schools leaders on how to develop, nurture and sustain effective “Professional Learning Communities”

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days and is designed to sustain and follow-up on the previous years' initiatives. The focus for 2016-2018 is to explore the Reading and Writing Standards in greater depth as well as strategies to assist students in meeting the Reading and Writing Standards by providing in depth professional development on balanced Literacy. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus; the implementation of Eureka math and CPM teachers receive ongoing training and opportunities to collaborate and study best practices for teaching. Teachers are learning about the new ELD Standards to support students who have yet to be reclassified. Science and Social Studies teachers in grades 6-8 are learning how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Finally, technology integration is a component of many of our PD sessions.

District Instructional Coaches provide training and coaching support to enhance teachers’ expertise in core instructional practices, lesson design, instructional planning, technology integration, and the tenets and practices of a PLC. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD to strengthen the implementation of a comprehensive approach to teaching English Language Development. Teams of teachers and principals from each school have participated in English Learner Shadowing to understand how to effectively provide opportunities for English Learners to engage in academic discourse and content discussions throughout the school day. The District Science Coach works with teachers to implement the FOSS Science Units and explore the Next Generation Science Standards.

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

Developing teacher leadership is a critical component of our approach to Professional Learning. Opportunities for teachers to assume leadership roles include serving as a Lead Teachers at the site and on the District Curriculum Improvement Teams (CITs) at the District level. CITs meet to analyze and revise the District's Essential Agreements, Benchmark Assessments and Pacing Guides as well as make recommendations for improvements. Our focus on ensuring academic success for all students is supported by on-going training for all teachers and support staff on how and when to administer universal screening assessments designed to identify at-risk students in a timely manner. Additional training is offered throughout the year on how to effectively use the data gathered to implement researched-based intervention materials designed to meet specific needs of struggling students.