

Lou Henry Hoover Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

DataQuest

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

Internet Access

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

Additional Information

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

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Lou Henry Hoover Elementary School
Street	6302 South Alta Ave.
City, State, Zip	Whittier, CA, 90601
Phone Number	562.789.3151
Principal	Kay Oborn
E-mail Address	koborn@whittiercity.net
CDS Code	19651106023675

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

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

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

The Vision of Hoover School of Fine Arts is to be a school where staff, students, parents and the community work together to ensure that all students reach their individual potential. Students will engage in lessons and learning, in a state of the art technology center and/or within their own classrooms on a daily basis, and will have access to different forms of technology. Teachers will be committed to working in Professional Learning Communities to collaborate about what students need to learn, and how to intervene if they are not learning. Teachers will share best practices and current research in regards to high quality instruction through discussions and peer coaching. In addition, teachers will be provided with Professional Development by administration or district personnel, to assist them with their teaching practices. School administration will support and monitor the implementation of any new learning for teachers. Hoover Elementary School of Fine Arts, will continue to be a school which places emphasis on Visual and Performing Arts, as we know that the time students spend enriching their lives with the arts, will make them better students with their academic work.

Opportunities for Parental Involvement (School Year 2012-13)

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

At Lou Henry Hoover School, parents have a variety of opportunities to be involved. Our Parent Faculty Organization (PFO) conducts fund-raisers and social functions that benefit our entire school community. The money raised by the PFO funds field trips, assemblies, new technology, and educational materials for our students. Their social functions provide opportunities for parents, students and staff to meet together for recreation and learning. Their goal is school leadership and service.

Parents can also get involved in our Hoover Dad's Club. Though the club is primarily attended by fathers of Hoover students, the group is open to everyone. We have grandparents, mothers, uncles, and friends who all enjoy supporting our children through their involvement with this group. The Dad's Club hosts many fun events, such as kickball games and car washes. Their goal is to raise money to support and improve the facilities of the school. Our Dad's Club has participated in the Whittier Christmas Parade for four years. Their leadership has now spread throughout the district, where we now have Dad's Clubs at virtually every school. We are proud of our group and the difference that they make for our school and our community.

A third opportunity for parental involvement is through our School Site Council (SSC). This group is made up of five parents and five staff members. It is the responsibility of the SSC to manage all site categorical programs and funds. Parents enjoy this committee because it provides them with up-to-the minute information on some of our most important school programs and initiatives.

For the parents of English Learners, our English Learner Advisory Committee (ELAC) provides an opportunity to lead and to serve. Their responsibility is to advise the SSC on matters pertaining specifically to English Learners. They meet once each month for a meeting and plan social activities twice per year.

This year we are continuing with a group of parents to work with the Whittier Literacy Council to assist struggling readers in the community.

III. Student Performance

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

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

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

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

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	60	58	49	55	52	54	56	55
Mathematics	55	56	63	49	56	55	49	50	50
Science	48	53	54	50	58	53	57	60	59
History-Social Science	N/A	N/A	N/A	41	44	45	48	49	49

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	55	53	N/A
All Student at the School	58	63	54	N/A
Male	55	64	59	N/A
Female	60	62	51	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	59	63	55	N/A
Native Hawaiian/Pacific Islander				N/A
White	63	63		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	49	56	40	N/A
English Learners	22	37		N/A
Students with Disabilities	43	46		N/A
Students Receiving Migrant Education Services				N/A

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.8	28.4	17.3

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

IV. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2010	2011	2012
Statewide	3	4	5
Similar Schools	1	1	5

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	37	26	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	30	5
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	29	17
English Learners	89	-14	15
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

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

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	301	814	4,674	794	4,655,989	790
Black or African American	0		24	811	296,463	708
American Indian or Alaska Native	1		11	783	30,394	743
Asian	2		27	901	406,527	906
Filipino	1		19	869	121,054	867
Hispanic or Latino	270	819	4,318	790	2,438,951	744
Native Hawaiian/Pacific Islander	0		2		25,351	774
White	23	801	209	839	1,200,127	853
Two or More Races	0		11	818	125,025	824
Socioeconomically Disadvantaged	201	781	3,046	776	2,774,640	743
English Learners	64	765	1,459	752	1,482,316	721
Students with Disabilities	32	732	605	652	527,476	615

Adequate Yearly Progress

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

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

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

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

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

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	83.3

V. School Climate

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	90
Grade 2	80
Grade 3	79
Grade 4	82
Grade 5	80
Total Enrollment	483

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	7.0
American Indian or Alaska Native	0.2	Two or More Races	0.2
Asian	0.8	Socioeconomically Disadvantaged	69.4
Filipino	0.2	English Learners	23.0
Hispanic or Latino	88.6	Students with Disabilities	7.2
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	1	3	0	26.7	0	3	0	24		3	
1	26.3	0	3	0	25.3	0	3	0	30		3	
2	33	0	1	2	31.3	0	2	1	27	1	2	
3	34.5	0	0	2	33	0	0	2	26	1		2
4	34	0	0	2	31.7	0	2	1	27	1		2
5	34.3	0	0	3	32	0	1	1	27	1	2	
Other												

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

School Safety Plan (School Year 2012-13)

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

In accordance with SB187 and EC 35294.6, all schools have adopted a Safe School Action Plan. These plans are reviewed annually and are available for public view in the school office. Disaster drills are conducted monthly, as are fire drills.

Hoover School provides a safe and clean facility for our students. In order to ensure the safety of students, we ask that all volunteers and visitors sign-in in the office and obtain a brightly colored visitor's badge. Students and staff members know to look for such a badge on any unknown adult on campus as well as to report adults without badges to the office. Substitute teachers are also assigned a brightly colored badge to wear that shows students and staff that they too belong on campus.

Students are released only to persons whose names are listed on the school emergency cards and who provide picture identification attesting to identity. If a student is ill or has a medical appointment, we maintain a special release and sign-out process. Careful precautions are taken to abide by particular custody arrangements that parents make us aware of.

Each year precautionary measures are taken to notify parents new to Hoover School that after the first few days of school, they need to make arrangements to say good-bye to their children at the front door or front steps of the school, rather than walking on campus to the classrooms. The Hoover staff is responsible for supervising students from 7:50 a.m. to 3:10 p.m.

Hoover School has a well-organized disaster preparedness plan that includes updated emergency equipment and supplies. Our Health Aide is trained in First Aid and CPR, as are most of the teachers and the principal. The Health Aide assists students in the event of minor injury as well as in routine health issues. Additionally, a positive relationship exists between Hoover School and the Whittier Police Department. They support us with law and traffic enforcement when needed, as well as providing annual safety assemblies for the students.

Hoover school has implemented two Character Education Programs; Peacebuilders and Caring School Communities. Each program helps support the entire staff to teach the children the importance of building strong character traits, including, but not limited to: respect, kindness, fairness, and honesty. On Fridays we have Peace Picnic for the students who have exemplified peaceful characteristics throughout the week. In addition, teachers teach monthly lessons from the Caring Schools Community curriculum, which includes combining a class from the lower and upper grades to meet once a month to establish friendships. New to Hoover this year is the PAL (Peacebuilder-Ambassador-Leader) program, where students are taught to be leaders and Peacebuilders on the playground.

Finally, teachers and administration work together on Progressive Discipline Plans for students who are having difficulties with classroom behavior. This plan allows for teachers to try non-punative interventions to reshape behaviors, before moving to consequences with the child.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.69	0.62	2.49	8.4	8.9	7.59
Expulsions	0	0	0	0	0	0

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

VI. School Facilities

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

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

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

Hoover School was built in 1938. It has seventeen classrooms and one small room used for our Resource Specialist and Speech programs. We have a large school library and a Multipurpose Room. We have three play areas -- one for our kindergarten students, one for students in grades 1-2 and a larger area for students in grades 3-5. Hoover School was originally built as a Works Progress Administration (WPA) Project in the 1930s, as a part of our nation's recovery after the Great Depression. Two wings were added to the original structure in the 1950s and 1960s to meet the needs of our growing community. Throughout the 1980s and 1990s, nine portable classrooms were added. Hoover School has received good maintenance and renovation (new roof, thorough painting inside and outside, new carpet, central air and heat, internet access, etc.) through the years. The school is cleaned on a regular basis through the services of our custodial team, which is made up of one full-time custodian and one half-time custodian. The full time custodian works during the school day and the half-time custodian works in the evening. The classrooms are cleaned on an A-B schedule.

Our campus is very safe. It is surrounded on two sides by private family homes. The back boundary of the school is a steep hillside that has no access. The only way that the school can be accessed is through the front of the campus, which is fenced/gated and monitored by our staff. No one is allowed past the front office without a visitor badge. Students are kept safe before, during and after school by our exceptionally vigilant staff. Our Safety Aide watches students in front of the school daily, beginning at 7:50 as she runs our Valet Drop Off Program and again after school for our Valet pick-up service. After school, students can participate in either the Reach for the Stars After School Program or the Whittier Youth Network Program. Those who do not participate in either of these programs are watched by our staff until they are picked up or walk home.

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

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

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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: January 2014				
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 Rate

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

VII. Teachers

Teacher Credentials

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	1.0	---
Other		---

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

IX. Curriculum and Instructional Materials

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

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

Year and month in which data were collected: September 2010

Whittier City School District policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content and performance standards. The Language Arts, Math, Social Science and Science curriculum materials are aligned with the 1997 standards and approved by the State Board of Education. Each student is assigned a set of core materials. There is a process in place for schools to order materials at the beginning of each school year to address the changing needs of their student population, and on an “as needed” basis. Each school site is responsible for notifying district staff when new students register for classes so appropriate materials can be ordered.

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

WCSD has in place a thorough process for examining new adoption materials as they become available. As the District moves towards the implementation of the Common Core State Standards (CCSS), the District will use that process to examine and explore and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading, A Language of Literacy, (2002) Adoption Year 2003	Yes	0
Mathematics	Harcourt Math, Harcourt School Publishers, (2002) Adoption Year 2002	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

X. School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$3655.91	\$290.38	\$3365.53	\$68569.20
District	---	---	\$3506.29	\$69,082
Percent Difference: School Site and District	---	---	-4.0	-0.7
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-39.2	-2.3

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

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

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

Types of Services Funded (Fiscal Year 2012-13)

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

Whittier City School District receives ADA for students for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. In addition schools receive Categorical funds from Title I, EIA-LEP, ELAP, and Special Education.

Title 1 and EIA funding provide supplemental support for reading and math programs during and after school. In addition, these funds are used to provide teachers with release time so they can collaborate on their instructional program. Support materials for math and reading intervention are purchased with categorical funds. Other services provided through categorical funds include an office clerk for intervention and attendance monitoring, parent liaison and library clerk for three hours per day; our EIA funds are also used to fund an additional hour each day of health clerk support, our EIA/LEP funds provide our teachers with instructional materials during English Language Development and are used to support our English Language Learners throughout the school day. These funds are also used for collaboration opportunities, the after school intervention program targeted for English Learners, and for professional development.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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

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

XI. Instructional Planning and Scheduling

Professional Development

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

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

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

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

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. The focus for 2013 is to introduce all elementary teachers to the Common Core English Language Arts standards and to introduce middle school teachers to the Common Core English Language Arts and Mathematics standards. In addition to presenting on the Common Core Standards, District Instructional Coaches provide additional training and coaching support to enhance teachers' expertise in technology integration, lesson design, instructional planning and the tenets of PLCs. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD to strengthen the implementation of a comprehensive approach to teaching English Language Development. District Curriculum Improvement Teams (CITs) meet when needed to analyze the District's Essential Agreements, Benchmark Assessments and Pacing Guides to revise and make recommendations for improvements. Finally, all K-5 teachers have also attend professional development in three science units that are aligned with the California state science standards; they receive ongoing support from the district Science Coach.

Teachers at Hoover this year will receive 5 district modules in regards to the Common Core State Standards. They will be trained in Close Reading for literature based texts as well as informational based texts. The modules will also include strategies for leading student discussions and for implementing more written responses. In addition, Hoover Staff will receive two full days of in-service on Writer's Workshop from an outside group called Momentum in Teaching.