

# Andrews School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Andrews School
<b>Street</b>	1010 South Caraway Dr.
<b>City, State, Zip</b>	Whittier, CA, 90601
<b>Phone Number</b>	562.789.3140
<b>Principal</b>	Alicia Aceves
<b>E-mail Address</b>	<a href="mailto:aaceves@whittiercity.net">aaceves@whittiercity.net</a>
<b>Web Site</b>	<a href="http://andrews-wcsd-ca.schoolloop.com/">http://andrews-wcsd-ca.schoolloop.com/</a>
<b>Grades Served</b>	K-8
<b>CDS Code</b>	19651106023709

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

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

Mission: Andrews School's mission is to empower students through knowledge and learning to become productive, confident, and impactful leaders in the 21st Century.

Vision: Andrews School is admired throughout the community as a school committed to excellence. Every student is respected as an individual and taught to value independence in learning. Students are provided with a well-rounded, rigorous curriculum that allows them to experience multiple perspectives, develop critical thinking skills, and collaborate in learning. Students leave Andrews with the skills and confidence to become impactful leaders in the 21st century.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	65
Grade 1	76
Grade 2	64
Grade 3	62
Grade 4	97
Grade 5	72
Grade 6	70
Grade 7	34
<b>Total Enrollment</b>	<b>540</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	2.2
Filipino	1.1
Hispanic or Latino	85.4
White	5
Two or More Races	1.3
Socioeconomically Disadvantaged	70.4
English Learners	13.3
Students with Disabilities	7.6

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	21	24	24
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

**Year and month in which data were collected:** January 2016

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 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.

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Reading Units of Study Writing Units of Study Grades 6 - 8: Holt Reinhart, Literature and Language Arts (2003)	Yes	0
<b>Mathematics</b>	Kinder - Grade 5: Eureka Math  Grades 6 - 8: College Preparatory Mathematics	Yes	0
<b>Science</b>	Delta Education FOSS Program (2008)  Adoption Year 2008	Yes	0
<b>History-Social Science</b>	Harcourt Reflections (2007)  Adoption Year 2007	Yes	0

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

Andrews School offers a safe and secure campus where students, staff and visitors are free from physical and psychological harm. Andrews School was built in 1966 on more than 13 acres of land. The open space is occupied by playground with swings, a slide and play bars, as well as grassy fields for running, sports and games. Andrews School has a separate kindergarten area, computer lab, large multipurpose room and twenty classrooms.

Our school's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In the evenings and during the day, custodians ensure that classrooms, restrooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Whittier City School District to ensure that all classrooms and facilities are maintained appropriately. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

In 2014, a new roof was installed at Andrews School. New fencing was also installed to ensure a single point of entry and the front office was modernized to accommodate better service to families and visitors. A joint use project is currently underway in which the playground will be renovated with county funds to add a walking track and a park horse.

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

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

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	43	30	44
<b>Mathematics</b>	32	21	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	60	59	98.3	19	39	25	14
	4	88	88	100.0	31	27	23	19
	5	72	67	93.1	22	31	31	15
	6	69	68	98.6	25	26	35	13
	7	33	32	97.0	19	47	34	0
Male	3		20	33.3	40	40	20	0
	4		49	55.7	35	33	18	14
	5		31	43.1	29	32	23	16
	6		28	40.6	29	39	32	0
	7		15	45.5	27	33	40	0
Female	3		39	65.0	8	38	28	21
	4		39	44.3	26	21	28	26
	5		36	50.0	17	31	39	14
	6		40	58.0	23	18	38	23
	7		17	51.5	12	59	29	0
Black or African American	5		1	1.4	--	--	--	--
	6		1	1.4	--	--	--	--
	7		1	3.0	--	--	--	--
American Indian or Alaska Native	3		1	1.7	--	--	--	--
	4		1	1.1	--	--	--	--
Asian	3		2	3.3	--	--	--	--
	4		2	2.3	--	--	--	--
	5		1	1.4	--	--	--	--
	6		2	2.9	--	--	--	--
Filipino	5		1	1.4	--	--	--	--
	6		1	1.4	--	--	--	--
Hispanic or Latino	3		46	76.7	20	46	20	13
	4		80	90.9	31	28	23	19
	5		57	79.2	25	33	26	16
	6		57	82.6	28	28	32	12
	7		26	78.8	19	50	31	0
White	3		5	8.3	--	--	--	--
	4		4	4.5	--	--	--	--
	5		4	5.6	--	--	--	--
	6		5	7.2	--	--	--	--
	7		3	9.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		1	1.7	--	--	--	--
	5		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		46	76.7	20	41	20	15
	4		68	77.3	35	26	24	15
	5		43	59.7	23	33	28	16
	6		44	63.8	32	25	32	11
	7		21	63.6	19	52	29	0
English Learners	3		7	11.7	--	--	--	--
	4		10	11.4	--	--	--	--
	5		4	5.6	--	--	--	--
	6		6	8.7	--	--	--	--
	7		1	3.0	--	--	--	--
Students with Disabilities	3		1	1.7	--	--	--	--
	4		3	3.4	--	--	--	--
	5		4	5.6	--	--	--	--
	6		10	14.5	--	--	--	--
	7		3	9.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	60	59	98.3	22	36	34	5
	4	88	88	100.0	18	47	24	11
	5	72	68	94.4	43	26	19	12
	6	69	67	97.1	31	37	21	9
	7	33	33	100.0	33	45	15	3
Male	3		20	33.3	20	40	35	5
	4		49	55.7	20	39	29	12
	5		32	44.4	41	28	19	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		28	40.6	32	39	25	4
	7		16	48.5	38	25	25	6
Female	3		39	65.0	23	33	33	5
	4		39	44.3	15	56	18	10
	5		36	50.0	44	25	19	11
	6		39	56.5	31	36	18	13
	7		17	51.5	29	65	6	0
Black or African American	5		1	1.4	--	--	--	--
	6		1	1.4	--	--	--	--
	7		1	3.0	--	--	--	--
American Indian or Alaska Native	3		1	1.7	--	--	--	--
	4		1	1.1	--	--	--	--
Asian	3		2	3.3	--	--	--	--
	4		2	2.3	--	--	--	--
	5		1	1.4	--	--	--	--
	6		2	2.9	--	--	--	--
Filipino	5		1	1.4	--	--	--	--
	6		1	1.4	--	--	--	--
Hispanic or Latino	3		46	76.7	26	39	28	4
	4		80	90.9	19	48	24	10
	5		58	80.6	47	26	17	10
	6		56	81.2	34	36	25	4
	7		27	81.8	30	52	15	0
White	3		5	8.3	--	--	--	--
	4		4	4.5	--	--	--	--
	5		4	5.6	--	--	--	--
	6		5	7.2	--	--	--	--
	7		3	9.1	--	--	--	--
Two or More Races	3		1	1.7	--	--	--	--
	5		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		46	76.7	26	33	35	2
	4		68	77.3	22	50	21	7
	5		44	61.1	43	25	20	11
	6		43	62.3	33	33	26	7
	7		22	66.7	36	45	9	5
English Learners	3		7	11.7	--	--	--	--
	4		10	11.4	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		4	5.6	--	--	--	--
	6		5	7.2	--	--	--	--
	7		2	6.1	--	--	--	--
<b>Students with Disabilities</b>	3		1	1.7	--	--	--	--
	4		3	3.4	--	--	--	--
	5		4	5.6	--	--	--	--
	6		9	13.0	--	--	--	--
	7		3	9.1	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	42	42	32	52	52	45	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	45
All Students at the School	32
Male	32
Female	32
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	30
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	33
Foster Youth	--

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 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.90	34.30	22.40
7	15.60	31.20	15.60

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)**

Research shows that those children whose parents are involved in their education outperform and have a more positive school experience than those children whose parents do not actively participate in school. This year, parents have taken an active leadership role at Andrews. Our PTA is supported in efforts to cultivate parent leaders and involve parents in classroom and school activities. Our Dad’s Club is also actively engaged in our school and classrooms. Both groups lead fundraising efforts and school improvement projects. Parents are welcomed partners in every classroom and throughout the school.

Parents are provided with timely communication about school events and classroom news. Every week, a home-school folder is distributed to all students and includes translated school communication, i.e. monthly newsletter, calendar, and event notifications. Parents are also invited to regular, monthly coffees with the principals to discuss topics of interest. This time gives parents an opportunity to voice concerns and ask questions about any school related topic.

Our Parent Liaison provides daily outreach to ensure that parents receive necessary, timely information. Our Parent Liaison works to engage our ELAC parents, PTA families, room parents, and School Site Council in leadership opportunities and involvement in school. Furthermore, our Parent Liaison keeps records of attendance and contact information to ensure that when follow-up or further action is required, we have the necessary information to do so.

The staff at Andrews believes that informed parents are empowered parents and that student achievement is improved when parents are partners in their child’s learning. The educators at Andrews constantly work to engage families to raise the level of learning for every student. The Andrews staff hosts several academic parent events and opportunities for parents to engage in the academic curriculum. Andrews hosts a Family Science Night, Family Math Night, Accelerated Reader & ST Math Orientation sessions, and CAASPP parent workshops.

We are fortunate to have strong community support through the PTA and active parent involvement in the classroom. Throughout the year Andrews School regularly invites parent participation. At the beginning of the school year, every teacher is assigned a room parent who coordinates the involvement of other parents in support of school programs. All of our parent volunteers enhance student success by working with small groups and individuals in the classroom, providing funds and participating in fundraising activities, donating materials for classroom use, and sharing their expertise with the entire school community. Along with other community members, they provide positive role models and support for children. Our community and parent volunteers serve our school on average 460 hours per month. PTA, Dad’s Club, SSC, and ELAC extend the partnership to parents by sponsoring many family-centered activities, Grandparents’ Day, Mother and Father events, and after school sports. Andrews shares a unique connection between the community and school, especially the commitment of generations of Andrews’ students as evidenced by current students’ parents having attended Andrews when they were children. Parents are also invited to academic nights at Andrews that provide families with an opportunity to learn more about subject areas such as literacy, mathematics, and science. These events encourage parent participation in our academic programs.

**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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.00	0.60	0.53	3.17	2.59	1.59	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.00	0.00	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

Andrews School is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. School Crime Assessment: The staff at Andrews School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. Disaster Procedures: In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.
4. School Discipline: The staff at Andrews School has created a school-wide discipline referral system to teach and maintain high standards for student behavior. In addition, the Andrews staff implemented the Caring Schools Curriculum, a character building program. Discipline expectations are clearly communicated with families.

5. Procedures to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.

6. Sexual Harassment Policy: The staff at Andrews School strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

7. School wide Dress Code: Andrews School is a uniform school. The staff at Andrews School believes that a clearly defined dress uniform code contributes to a positive school environment. Every student is expected to adhere to dress code standards which includes white, red, or blue polo shirts and dark bottoms.

8. Safe and Orderly Environment: The staff at Andrews School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

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

Grade Level	2012-13			2013-14			2014-15					
	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+
<b>K</b>	33		1	1	25	1		2	33		1	1
<b>1</b>	33			1	28		2		24	1	1	1
<b>2</b>	27	1	1	2	31		2		35			2
<b>3</b>	33		1	1	29		2		30		2	
<b>4</b>	33		1	1	27		3		31		3	
<b>5</b>	35			2	24	1	2		26	1		2
<b>6</b>	33			6	34			6	35			4
<b>Other</b>	10	1										

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	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+
<b>English</b>									17	2		

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	.20	
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	.80	N/A
<b>Psychologist</b>	0.4	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	0.5	N/A
<b>Resource Specialist</b>	1.0	N/A
<b>Other</b>	0.5	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3708	\$118	\$3601	\$77,185
District	N/A	N/A	\$3611	\$73,453
Percent Difference: School Site and District	N/A	N/A	-0.3	5.1
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-32.7	5.7

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

### Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,778	\$43,091
Mid-Range Teacher Salary	\$66,367	\$70,247
Highest Teacher Salary	\$83,759	\$89,152
Average Principal Salary (Elementary)	\$104,183	\$112,492
Average Principal Salary (Middle)	\$109,119	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$205,595	\$192,072
Percent of Budget for Teacher Salaries	38%	41%
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 (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 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 2015-2016 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. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus. 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 3 year, \$1.5 million grant. That grant allows us to pay stipends for 54 teachers in grades K-2 to engage in an intense, 3 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.