

# Orange Grove Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

School Contact Information	
<b>School Name</b>	Orange Grove Elementary School
<b>Street</b>	10626 East Orange Grove Ave.
<b>City, State, Zip</b>	Whittier, CA, 90601
<b>Phone Number</b>	(562) 789-3200
<b>Principal</b>	Lisa El Sabbagh
<b>E-mail Address</b>	lellsabbagh@whittiercity.net
<b>Web Site</b>	<a href="http://orange-wcsd-ca.schoolloop.com/">http://orange-wcsd-ca.schoolloop.com/</a>
<b>CDS Code</b>	19651106023717

<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>	<a href="http://www.whittiercity.net">http://www.whittiercity.net</a>

### **School Description and Mission Statement (School Year 2016-17)**

Established in 1950, Orange Grove Elementary School is located in the western portion of the Whittier City School District. Today, the school's enrollment is approximately 410 students, with 96% of the population being Hispanic or Latino. Approximately one fourth of our students are English Language Learners; 12% of our school population are students with disabilities. Orange Grove is a school-wide Title 1 school with approximately 76% of our pupils qualifying for free and reduced lunch. All the teachers and support staff at Orange Grove are highly qualified. All students have access to standards aligned instructional materials and there is a process in place for teachers to order materials when needed.

Orange Grove Elementary is currently implementing the California State Standards (CSS) in English Language Arts and Mathematics. Our highly qualified certificated staff participate in training provided by the District throughout the school year. Orange Grove teachers are committed to providing 21st century learning opportunities through the use of effective instructional strategies and integrating technology in the classroom. Teachers are focused on providing students time for collaboration, communication, strengthening critical thinking skills and demonstrating creativity. Orange Grove has identified Lead teachers in the areas of curriculum, assessment and intervention, technology, English Learners, and theme school/PR who assist the school in implementing the CSS by sharing best practices and learning with colleagues. The Lead teachers also assist in the integration of technology in the classrooms. We will continue to foster effective partnerships among our staff, students, and parents through collaboration, timely communication, and parent workshops.

As a Professional Learning Community, collaboration is key to our success at Orange Grove School. Almost every Tuesday is a minimum day, which allows teachers time to meet in grade level teams, actively participate in staff development, and/or prepare for instruction. On a trimester basis, grade level teams meet to focus on the needs of each student at their grade level; the teams also analyze assessment data, determine student needs, and develop intervention and enrichment opportunities for our students.

Orange Grove implements the Response to Intervention (RtI) for students who are struggling to meet grade level standards in Language Arts. Our school uses the district universal screening to identify students in need of academic support. Additional assessments are utilized to place 1st - 5th grade students in the appropriate intervention program during RtI. The additional period of Language Arts support takes place three to four days per week so that at-risk students receive intervention where it is most needed whether it be phonemic awareness, phonics, fluency and/or comprehension. Kindergarten students receive intervention as well within the classroom. High expectations are in place for all students, including high achieving and gifted students. The RtI period also affords our GATE students and students who are meeting and/or exceeding state standards to receive differentiated instruction aimed at increasing their academic achievements. GATE students also participate in the GATE research projects that include a report and/or visual display as well as an oral presentation. A pre-kindergarten orientation program takes place every summer for incoming kindergarten students to prepare them for success as they enter school.

Promoting a positive learning environment for all students is essential to our students' high academic achievement. Orange Grove implements Positive Behavior Interventions and Supports (PBIS) school-wide. Students are awarded for demonstrating behavioral expectations in different settings at school. A school-wide incentive program is implemented and behavior intervention is available. Every Wednesday is our school spirit day; students and staff wear their school shirts or sweatshirts. To promote college bound goals, every Thursday is College Day when students are encouraged to wear college shirts or sweatshirts. There are monthly as well as trimester awards assemblies that recognize students for their academic and behavior achievements. Monthly assemblies acknowledge students for good citizenship, academic success, 100% homework, knowledge of math facts, and reading accomplishments. Trimester awards recognize academic and behavioral achievements, as well as perfect attendance.

At Orange Grove, we are proud to implement our school-wide reading incentive program called the "Orange Grove Reads" program, which is sponsored by our PTA. In order to increase skills in vocabulary and comprehension, students receive rewards for additional minutes read beyond the required nightly reading for homework. Upon completion of a level, students earn a reward. When students reach level ten, they earn an Orange Grove Reads gold medal.

All Orange Grove students have many opportunities to access technology in the classroom and teachers strive to integrate technology throughout the curriculum. In all grades, teachers are utilizing technology to support student learning in the classroom through the use of iPads. Kindergarten and first grade teachers share iPad carts and second grade classrooms have iPads for each student. This year, our 3rd grade teachers are beginning to implement the Bring Your Own Device (BYOD) program where students are encouraged to bring their own iPads to school. Teachers in grades 4 and 5 share iPad carts. All teachers in grade K-5 utilize Apple TVs, and speaker sound system in the classroom and have embraced this technological device to aide in their instruction of curriculum to meet the needs of our diverse learners.

Parents are an important part of the team at Orange Grove. A Parent Community Liaison works 4 hours a day to assist with communication and publicity for our parent activities such as Common Core Nights and Math, Literacy and Science Nights. The goal is to increase parent engagement. Parents are encouraged not only to attend parent information meetings and school events, but also to volunteer their time during school to assist students to meet their academic goals.

The Reach for the Stars program is offered at Orange Grove and provides after school care and enriching activities for students, such as homework help, physical activity, and cultural education in arts, dance, and music.

In conclusion, Orange Grove School is a community of dedicated staff, students, and parents who work in a team effort to increase student achievement. Orange Grove serves as an effective and exciting place where all children can learn the academic and social skills needed to be productive and successful scholars.

The mission of Orange Grove Elementary School 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.

Orange Grove’s Vision is that every student will achieve proficient or advanced levels in Language Arts, Mathematics, and Science. Our expertly trained staff will utilize best practices in order to provide an innovative, differentiated, and enriched curriculum, which will incorporate state-of-the-art technology and the arts.

**Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	74
<b>Grade 1</b>	42
<b>Grade 2</b>	67
<b>Grade 3</b>	69
<b>Grade 4</b>	68
<b>Grade 5</b>	71
<b>Total Enrollment</b>	391

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.8
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.8
White	4.9
Two or More Races	0.5
Socioeconomically Disadvantaged	81.6
English Learners	19.7
Students with Disabilities	13.3
Foster Youth	2.3

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	18	19	19
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	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 2016-17)**

**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 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
<b>Reading/Language Arts</b>	Reading Units of Study Writing Units of Study	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>	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

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

Established in 1950, Orange Grove School is located in a residential setting. We have a beautiful Wonder of Reading library. The students enjoy an abundance of field space and blacktop areas during recesses and physical education activities.

The district governing board has adopted cleaning standards for all schools in the district. Orange Grove has an eight- hour day custodian and an 8-hour night custodian. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school facilities are well maintained and are cleaned on a regular basis.

The safety of our students is our number one priority. All visitors are required to report to the school office upon arrival; staff members supervise students prior to school beginning, during recess and lunch times, and at dismissal times as well. The front of the school is redesigned to accommodate handicapped access and fencing was installed to ensure a single point of entry. A new roof was installed in the summer of 2014 and the buildings were painted in the Summer of 2016.

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: December 2016</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<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)**

<b>Year and month of the most recent FIT report: December 2016</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	39	31	42	44	48
Mathematics	18	24	21	25	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	64	63	98.4	35.5
	4	75	73	97.3	34.3
	5	76	74	97.4	47.3
Male	3	28	28	100.0	29.6
	4	41	39	95.1	25.6
	5	43	42	97.7	50.0
Female	3	36	35	97.2	40.0
	4	34	34	100.0	44.1
	5	33	32	97.0	43.8
Black or African American	4	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	4	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	60	59	98.3	34.5
	4	64	63	98.4	33.3
	5	67	67	100.0	46.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Native Hawaiian or Pacific Islander</b>	3	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	52	51	98.1	34.0
	4	61	59	96.7	30.5
	5	61	59	96.7	42.4
<b>English Learners</b>	3	--	--	--	--
	4	22	21	95.5	14.3
	5	13	11	84.6	9.1
<b>Students with Disabilities</b>	3	12	12	100.0	9.1
	4	18	18	100.0	
	5	22	22	100.0	
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	64	62	96.9	30.6
	4	75	74	98.7	21.6
	5	76	76	100.0	19.7
<b>Male</b>	3	28	27	96.4	25.9
	4	41	40	97.6	17.5
	5	43	43	100.0	25.6
<b>Female</b>	3	36	35	97.2	34.3
	4	34	34	100.0	26.5
	5	33	33	100.0	12.1
<b>Black or African American</b>	4	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	3	--	--	--	--
Asian	4	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	60	58	96.7	31.0
	4	64	63	98.4	22.2
	5	67	67	100.0	17.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	52	50	96.2	28.0
	4	61	60	98.4	21.7
	5	61	61	100.0	19.7
English Learners	3	--	--	--	--
	4	22	22	100.0	13.6
	5	13	13	100.0	
Students with Disabilities	3	12	11	91.7	9.1
	4	18	18	100.0	5.6
	5	22	22	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	63	45	49	52	45	51	60	56	54

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	76	76	100.0	48.7
<b>Male</b>	43	43	100.0	55.8
<b>Female</b>	33	33	100.0	39.4
<b>Hispanic or Latino</b>	67	67	100.0	44.8
<b>Socioeconomically Disadvantaged</b>	61	61	100.0	42.6
<b>English Learners</b>	13	13	100.0	7.7
<b>Students with Disabilities</b>	22	22	100.0	40.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	24.7	18.2	13

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 (School Year 2016-17)

Orange Grove School is fortunate to have strong community support through parent organizations. The English Learners Advisory Committee, the Parent Teacher Association, and our Dad's Club are avenues for parent input and participation in school events and activities. The School Site Council includes parents who actively participate in the school decision-making process as it relates to the school plan and the school's categorical budgets. Our school has a Parent Community Liaison who assists with strengthening Orange Grove's school-family-community partnership to support the academic goals of the school, increase parent participation, and volunteers at school. Parents and school community members interested in being involved in our parent groups or volunteering in our classrooms should contact our school office at (562) 789-3200.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.4	1.1	3.7	2.6	1.6	2.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

The School Safety Plan is updated and reviewed by both the certificated and classified staff on a yearly basis as well as when the need arises.

At every staff meeting, the staff addresses any safety concerns. There is also a Safety Needs log so employees can indicate safety concerns in a timely manner.

Our earthquake bin contains necessities such as blankets, flashlights, water, and food items. An inventory of the bin is completed yearly. In our earthquake bin, every classroom has a supply of earthquake kits for their students. Every classroom has a lock down bucket that contains needed supplies and materials in the event a lock down takes place and the students must remain in their classrooms for a period of time.

Orange Grove 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:** Orange Grove 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. **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.

5. Sexual Harassment Policy: Orange Grove 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.

6. Student Release Procedures: Orange Grove School strictly follows our student release procedures, which includes releasing students only to individuals identified on students' emergency release cards and verifying these individuals by photo ID.

7. Visitors and Volunteers: All visitors and volunteers must report to the school office, sign in and sign out, and wear a pass for identification while on campus.

8. School Wide Dress Code: Orange Grove School believes that a clearly defined dress code contributes to a positive learning environment. Students at Orange Grove School participate in common dress. The primary standards for student dress and grooming include that the student should be neat and clean at school, and the student should not wear clothing that compromises safety, modesty, or disrupts school activities.

9. Safe and Orderly Environment: Orange Grove School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Orange Grove implements PBIS (Positive Behavior Interventions and Support), a school-wide positive behavior approach to maintain a safe, nurturing climate for all students. Students are awarded for demonstrating behavioral expectations in different settings at school. Teachers, aides, and the administrator consistently supervise and interact with students to reinforce good behavior 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 2	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	2013-14				2014-15				2015-16			
	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	1	2		22	1	2		22	1	2	
1	31		2		31		2		31		2	
2	32		2		31		2		31		2	
3	32		1	1	32		1	1	32		1	1
4	21	1	2		26	1		2	26	1		2
5	32		2		24	1	2		24	1	2	
Other	10	1										

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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.30	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3838	\$105	\$3733	\$75,037
District	N/A	N/A	\$3715	\$75,249
Percent Difference: School Site and District	N/A	N/A	0.5	-0.3
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-34.2	-0.1

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,840	\$44,573
Mid-Range Teacher Salary	\$70,193	\$72,868
Highest Teacher Salary	\$89,456	\$92,972
Average Principal Salary (Elementary)	\$108,042	\$116,229
Average Principal Salary (Middle)	\$113,252	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$223,603	\$201,784
Percent of Budget for Teacher Salaries	38%	39%
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 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 2016-2017 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 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.