Mill School and Technology Academy
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	Mill School and Technology Academy
Street	4030 South Workman Mill Rd.
City, State, Zip	Whittier, CA, 90601
Phone Number	562-789-3192
Principal	Reanna Mendoza
E-mail Address	rmendoza@whittiercity.net
CDS Code	19651106023691

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 Mill District was formed in 1898. Portions of this territory were added and lost until the last portion was annexed from Rowland District on July 6, 1943. At this time, Mill Elementary School became a member of the Whittier City School District. In 2007, Mill School became a Technology Academy.

Mill School and Technology Academy (MSTA) is a beautiful school, nestled up against the hills. The small, friendly, community atmosphere is immediately apparent: trees, flowers, a tile mural and painted murals. A K-5 school, the 425 students are known as The Mustangs. Approximately 95.0% of the students at MSTA are of Hispanic/Latino ethnic origin, 4.0% White (Non-Hispanic), an 1% Multiple origins. MSTA is a school-wide Title I school, with approximately 28% of the current students identified as English Learners (ELs), 7.3% of the students identified as Reclassified Fluent-English-Proficient (RFEP), 4% of students are Students with Disabilities and 57% of the students qualify for the Free/Reduced Lunch Program. Every Tuesday, students and staff wear college shirts emphasizing MSTA's philosophy for every student, "I'm Going to College". The courtyard proudly waves the banner flags of universities from around the country.

At Mill School and Technology Academy, the staff, parents, and community work as a team to create an educationally rich environment that celebrates diversity, promotes character development, and nurtures a passion for life-long learning. Academic standards and high expectations form the foundation for quality instruction that continues to increase student achievement. The expectation is that our students become educated, responsible, productive members of a democratic society.

All classrooms are equipped with a SmartBoard, LCD projector, document camera and surround sound system. This year MSTA is participating in the Whittier City School District's iPad Pilot program and piloting the use of an HDTV with Apple TV that mirrors the teacher's iPad or computer. Technology is used throughout the school day to effectively engage the students. Teachers use their computer and internet resources to design their lessons, which are projected onto SmartBoards with LCD projectors or mirrored using the iPad and HDTV with Apple TV. Information and new learning is accessed and displayed in a variety of ways by both teacher and students. Document cameras and Apple TVs allow teachers to be able to immediately display student work as a model for classroom discussion, including 3-D items as well. The Senteo Response System and Socrative Student Response System allows students to key in their answer with immediate feedback in graph form, giving teachers on-the-spot assessment of student learning. Kindergarten and 1st grade students use iPads in a shared 2-1 model and visit the computer lab at least once a week. Our 1-1 Laptop Learning Program is in its 4th year of implementation. All 3rd, 4th and 5th grade students are participating in the program. In 2011-12, we purchased an iPod Touch for every 2nd grade student. As part of the district-wide technology initiative we have three classrooms piloting the use of iPads, HDTV and the Apple TV.

MSTA functions as a Professional Learning Community (PLC). The definition of a PLC, drives the collaborative work of the staff. Teachers meet weekly to develop their instructional plans to meet the needs of our diverse learners. The focus of our PLCs is the implementation of the Common Core State Standards (CCSS) and refining our technology integration practices. School-wide technology integration is focused around the research of Dr. Ruben Puentedura's SAMR model. Teachers learn together how to best implement the use of technology while utilizing best instructional practices. The district CCSS Coach provides professional development for CCSS implementation focused on English Language Arts.

Parents are actively involved in our Parent Teacher Corporation (PTC) and Dad's Club. The PTC raises funds to support technology in variety of ways. MSTA uses a program called Reading Counts, sponsored by MSTA's PTC, to encourage students to read appropriately leveled texts for comprehension. Students earn points as they successfully read and complete a quiz. MSTA's Dad's Club supports the program by sending home monthly progress reports and up-keeping a school-wide bulletin board to motivate classroom achievement. MSTA students are motivated to achieve their personal reading goals. Students are also encouraged to read during the summer by participating in the public library summer reading program. Seventy-four students completed the summer reading program in 2013.

The PTC funds Mind Institute's ST Math program for all grades K-5. This computer program helps students to think at a higher level mathematically and develop conceptual understandings of mathematical procedures. We currently use Study Island, a web-based language arts program that is used at school and at home to reinforce instruction.

Last year we were very fortunate to have been selected to participate in a research study using a program called Success Maker. As a result of our participation in the pilot, MSTA retained 10 licenses to the program. This has added a layer to our Response to Intervention (RtI) plan. This year, SuccessMaker will be used to intervene with students in grades 3-5 struggling to achieve standard in both ELA and Math. The program will reach approx. 30 students four days per week. The main reason that MSTA was selected to participate is because of our 1-1 Laptop Learning Program. We expect to see great achievement gains for these students who are performing below grade level.

Another program that we find that supports student learning is Spelling City. Our students in grades 2, 3, 4, and 5 use this program at school and at home. Teachers customize weekly spelling and writing assignments to coordinate with the language arts program.

We strongly believe that the Visual and Performing Arts are an important component of a child's education. With the support of the PTC, each classroom attends an art program called Art Masters. Each year, every child learns about six different artists and has the opportunity to try their hand using the artist's style. In addition to Art Masters, we provide music instruction for all students grades K-5; kindergarten 10-15 weeks of violin;1st-3rd grade 24 weeks of musical theater; 4th and 5th grade 24 weeks of recorder lessons. MSTA hosts two school-wide musical performances, one in December and another in May.

In addition, several family PTC activities are enthusiastically supported throughout the year, building a strong family community at MSTA. Parents are continually finding new ways to support MSTA and its families. The Dad's Club promotes reading in a variety of ways, hosts campus clean-up days and provides volunteers for district wide activities.

MSTA's Student Council plans monthly school spirit activities. The Student Council also provides opportunities for volunteerism and charity work to support needy families within our community. Students participate in a character for life building program called Lessons in Character. In addition, all 4th grade students participate in a Gang Prevention Program.

Mill School and Technology Academy is a home away from home for 425 students. Our parents trust us with the responsibility to educate each child to achieve grade level standards. Our educational program encourages the development of good citizenship, personal responsibility, self-respect and the respect of others. We will continue to build a strong academic program, to raise student achievement, and to actively involve our school community in the ongoing process of improvement.

The mission of Mill School and Technology Academy is to collaboratively provide a safe learning environment that ensures students are academically successful, socially responsible, and physically sound. We will empower families to contribute to their student's success, assuring that students become committed, lifelong learners, and productive globally-minded citizens.

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.

It is a high priority at Mill School and Technology Academy (MSTA) to welcome and to encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. All notices for parent meetings are sent home in Spanish and English. Parents are involved as partners seeing that their children have good attendance, get to school on time, and complete all homework in a timely manner. We are fortunate to have strong community support through the Parent Teacher Corporation (PTC), Dads' Club, and active parent involvement in the classroom. PTC fund raisers provide additional funds for Art Masters, technology, ST Math, Reading Counts, library books and a variety of activities. Yearly, parents spend hundreds of hours tutoring students and assisting teachers. Many parents support our Wonder of Reading library by reading with and to one student throughout the school year. Area businesses support the school by providing donations for technology, library books, certificates for student recognition, and school enhancement projects. Rose Hills Memorial Park provides a beautiful facility, Sky Rose Chapel, for our 5th grade promotion ceremony. The Whittier Cultural Arts Foundation provides a grant to support Mill's kindergarten violin program.

MSTA parents demonstrate their involvement in their child's education by their attendance at Back-to-School Night, Open House, and fall and/or spring Parent Conferences. Most parents attend the Holiday Musical, Family Math Night, the Family Dinner Dance, the Spring Musical, Moms and Muffins, Family Day, and Dads and Donuts. Parents are also invited to participate in ELAC (English Learners Advisory Committee), SSC (School Site Council), Dads' Club, and PTC (Parent and Teacher Corporation) meetings. These are announced in the Monthly Newsletter, the school calendar, and on TeleParent.

For contact information, please call the school office at 562-789-3192.

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	59	59	49	55	52	54	56	55
Mathematics	62	68	70	49	56	55	49	50	50
Science	49	43	47	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	59	70	47	N/A
Male	51	71	57	N/A
Female	67	70	40	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	58	69	46	N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	51	65	36	N/A
English Learners	22	40		N/A
Students with Disabilities	53	73		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	21.6	23.0	18.9

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	5	5	7
Similar Schools	3	2	6

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	4	42	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	48	5
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	2	61	-7
English Learners	13	62	-7
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	279	845	4,674	794	4,655,989	790
Black or African American	1		24	811	296,463	708
American Indian or Alaska Native	0		11	783	30,394	743
Asian	0		27	901	406,527	906
Filipino	2		19	869	121,054	867
Hispanic or Latino	266	840	4,318	790	2,438,951	744
Native Hawaiian/Pacific Islander	0		2		25,351	774
White	8		209	839	1,200,127	853
Two or More Races	0		11	818	125,025	824
Socioeconomically Disadvantaged	171	815	3,046	776	2,774,640	743
English Learners	87	802	1,459	752	1,482,316	721
Students with Disabilities	18	804	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	No	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	2010-2011	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	60
Grade 1	85
Grade 2	73
Grade 3	70
Grade 4	71
Grade 5	75
Total Enrollment	434

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	2.8
American Indian or Alaska Native	0.0	Two or More Races	0.2
Asian	0.2	Socioeconomically Disadvantaged	61.3
Filipino	0.5	English Learners	27.6
Hispanic or Latino	92.4	Students with Disabilities	3.9
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	26.3	0	3	0	27.3	0	3	0	30		2	
1	25.3	1	2	0	28.5	0	2	0	28		3	
2	28	0	2	0	31	0	3	0	24	1	2	
3	30.7	0	2	1	31.5	0	2	0	23	1	2	
4	31.5	0	2	0	31.5	0	2	0	24	2		1
5	34.5	0	0	2	32.5	0	1	1	25	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.

Mill School and Technology Academy (MSTA) is committed to the safety and security of each student. The School Safety Plan is reviewed and revised annually: August 27, 2012. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. School Crime Assessment: MSTA 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 student 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: MSTA has created a school-wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide standards.

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: MSTA 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. Schoolwide Dress Code: MSTA believes that a clearly defined dress code contributes to a positive school environment. Parents support a school uniform policy. The primary standards for student dress and grooming include that the student should be neat and clean at school; the student should not wear clothing that compromises safety or modesty or is disruptive to the educational process.

8. Safe and Orderly Environment: MSTA 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, administrator, campus supervisors and parent volunteers supervise and interact with students to reinforce behavioral expectations and safety standards.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.53	2.53	1.86	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

Mill Elementary and Technology Academy offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school was modernized in 2002 and 2003, funded by Measures GG and Measure W. Eight new rooms were added to replace 8 rooms which were removed in the summer of 2002. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Mill Elementary is comprised of a kindergarten play area, Wonder of Reading library, a memorial garden, a large multipurpose room and 17 classrooms. All buildings have wireless access to the internet. All classrooms in grades K-5 have SmartBoards, LCD projectors, and document cameras to enhance a rich instructional program. Every classroom is equipped with surround sound. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games. In the evenings and during the day, a team of 2 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.

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

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	15	14	14	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)	0.2	---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0.5	---
Other	0.2	---

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.

Mill School and Technology Academy 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 2008	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	$3521.80	$233.81	$3288.00	$64831.06
District	---	---	$3506.29	$69,082
Percent Difference: School Site and District	---	---	-6.2	-6.2
State	---	---	$5,537	$70,193
Percent Difference: School Site and State	---	---	-40.6	-7.6

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.

In addition to the learning and implementation of the Common Core State Standards (CCSS), there is a continued focus on learning best practices for technology integration. Professional development is tailored to grade level needs; Kindergarten - second grade focus on implementing a 1-1 iPad model in their classrooms while learning applications that lead to synthesis of information and student creation as well as those that support remediation; Third - fifth grade focus on the creative applications (Keynote, GarageBand, iMovie, ComicLife) as well as web-based applications that support the implementation of the CCSS. Our goal is for all classrooms, K - 5, to use modern technology to improve instruction, student engagement, and student achievement as we prepare students to be digital learners for the 21st Century.