

# Christian Sorensen Elementary School

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

#### Published During 2012-13

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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

## II. About This School

### Contact Information (School Year 2012-13)

School Contact Information	
School Name	Christian Sorensen Elementary School
Street	11493 East Rosehedge Dr.
City, State, Zip	Whittier, CA 90606-1996
Phone Number	562.789.3220
Principal	Dr. Lilia Vargas
E-mail Address	lavargas@whittiercity.net
CDS Code	19651106023626

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

### **School Description and Mission Statement (School Year 2011-12)**

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

Sorensen Elementary is a safe and nurturing place where all students learn. Classrooms are inviting and interactive places where students exhibit positive attitudes, are purposefully engaged, and feel valued. As a result, all students are confident, self-motivated and eager to learn. The Sorensen staff is highly qualified, dedicated, and passionate about increasing student achievement. Teaching practices are both reflective of and responsive to the needs of students. Through staff development and collaboration, teachers utilize research-based best practices to serve the needs of students. A variety of formative assessments are used to monitor progress. Assessment data is used to gauge student learning and establish goals in order to strive for continuous improvement. Families and community members are recognized as necessary partners in the process of learning. The Sorensen Staff, parents, and the community work collaboratively to ensure learning for all. Therefore, parents and community members are involved at school in a variety of ways from volunteering in the classroom to membership in school-based organizations. The aim is to have each student achieve his or her greatest potential and build a solid foundation for future success.

### **Opportunities for Parental Involvement (School Year 2011-12)**

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

Sorensen School is very appreciative and proud of the support that parents provide to our campus. Our parent nights, awards assemblies, teacher-parent conferences, and fundraisers are always well attended. Parents volunteer on a daily basis in the classroom and in our Parent Room. There are numerous opportunities for parents to become involved in the educational program at Sorensen Elementary School. Parents are encouraged to become members of the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent/Teacher Association (PTA), Dad's Club and District Advisory Committees (DELAC).

Parents are also invited to attend many school activities throughout the year, including our Family Science Night and Math Night where families have the opportunity to do hands-on science and math together that align with the state standards. At our Family Literacy Night at the Library, parents and students learn about the resources and services that our newly renovated public library offers. They also enjoy activities such as story-telling and read-alouds by their favorite Sorensen teachers. Sorensen has an active and involved PTA and Dad's Club that sponsors events that will benefit our students. Highlights include educational assemblies, fieldtrips, fundraisers, and the Scholastic Book fair. In addition, Sorensen's English Learner Advisory Committee (ELAC), meets monthly with interesting presentations for parents of our English Learners. We are very fortunate to count with excellent attendance at these meetings.

### **Student Enrollment by Grade Level (School Year 2011-12)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	78
<b>Grade 1</b>	76
<b>Grade 2</b>	81
<b>Grade 3</b>	69
<b>Grade 4</b>	69
<b>Grade 5</b>	65
<b>Total Enrollment</b>	438

### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	3
American Indian or Alaska Native	0	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	75.3
Filipino	0.2	English Learners	31.5
Hispanic or Latino	95.4	Students with Disabilities	9.6
Native Hawaiian/Pacific Islander	0.2		

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

Grade Level	2009-10				2010-11				2011-12			
	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	18.25	0	3	0	24.3	0	3	0	24	0	3	0
1	20.6	1	2	0	21.8	1	3	0	28.3	0	3	0
2	22	0	2	0	33.5	0	0	2	25.3	1	1	1
3	31.5	0	1	1	34.5	0	0	2	32.5	0	1	1
4	28.5	0	2	0	25.3	1	1	1	34	0	0	2
5	31	0	2	0	32.5	0	1	1	23	1	2	0
Other	25	1	1	0								

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

## III. School Climate

### School Safety Plan (School Year 2011-12)

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.

Sorensen Elementary School is committed to the safety and security of each student. To maintain these conditions we have a school-wide disaster preparedness plan to ensure the safety of our students and faculty in case of an emergency or natural disaster. The facilities are kept clean and safe with continuous improvements being made. Our disaster bin contains emergency food and medical supplies. Fire and earthquake drills are conducted monthly to ensure students and faculty know how to respond in emergency situations. In addition, Lockdown drills are conducted once every trimester to ensure students and teachers are also prepared for potential dangerous situations.

In addition, to our disaster preparedness plan, we have a four -hour health aide who is trained in First Aid and CPR. She provides medical care for students with health issues as well as injured students. District nursing personnel work with our health aide to provide routine health screenings for hearing, vision, height and weight.

Sorensen School has also 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 by classroom teachers. Staff members consistently enforce the school-wide standards.

Additionally, Sorensen is a uniform school. We believe that a clearly defined dress code contributes to a positive school environment. 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 or modesty or that it is disruptive to the educational process.

In addition, Sorensen teachers, students, and parents are committed to a culture of continuous learning. We recognize that the path to college begins here at Sorensen and therefore we ensure that all students are prepared for College success.

Finally, Sorensen School is a closed campus and gates are kept locked during school hours. Teachers follow a schedule for recess duty on the playground, helping ensure that the playground rules are adhered to for student safety at all times. Sorensen school believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students.

#### Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	1.58	4.98	10.7	6.1	8.4	8.9
Expulsions	0	0	0	0.23	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012-13)

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

**Year and month in which data were collected:** January 2012

Sorensen Elementary School was built in 1947 on land donated by Christian Sorensen, a longtime resident in the Whittier area. Sorensen has a total of 14 regular education classes, in addition to two Severely Handicapped Special Day classes (one primary (K-2) and one upper (3rd – 5th) grade). In addition, we have a newly redesigned library funded through the Wonder of Reading and school fundraisers.

The district governing board has adopted cleaning standards for all schools in the district. Sorensen has an eight- hour day custodian and four- hour night custodian. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Sorensen Elementary School offers a safe and secure campus. The school was modernized in 2003, funded by Measure W and repainted in 2006. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Sorensen Elementary is comprised of a kindergarten area, library, a cafeteria, and 26 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games.

Sorensen also has the "Reach for the Stars" afterschool program that provides enrichment, remediation, homework help and activities until 6:00 PM each evening.

### School Facility Good Repair Status (School Year 2012-13)

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 Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	21	20	19	245
<b>Without Full Credential</b>	0	0	0	5
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage at: <http://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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

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)	0.3	---
Psychologist	0.3	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	1.0	---
Other		---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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

WCSD has in place a thorough process for examining new adoption materials as they become available. However, we requested and received a waiver for purchasing new Reading-Language Arts and K-5 Mathematics textbooks because of the current budget situation. Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.

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

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$3,764.33	\$357.85	\$3,406.48	\$60,999.50
<b>District</b>	---	---	\$3,414.46	\$68,304
<b>Percent Difference: School Site and District</b>	---	---	-0.2	2.1
<b>State</b>	---	---	\$5,455	\$69,404
<b>Percent Difference: School Site and State</b>	---	---	-37.6	0.4

\* **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 webpage 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 webpage 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 2011-12)

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,336	\$41,246
Mid-Range Teacher Salary	\$65,548	\$67,400
Highest Teacher Salary	\$82,725	\$85,481
Average Principal Salary (Elementary)	\$100,778	\$107,739
Average Principal Salary (Middle)	\$107,772	\$111,540
Average Principal Salary (High)		\$110,146
Superintendent Salary	\$172,733	\$180,572
Percent of Budget for Teacher Salaries	40%	42%
Percent of Budget for Administrative Salaries	5%	5%

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

## IX. 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								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	40	53	62	47	49	55	52	54	56
Mathematics	47	66	71	44	49	55	48	50	51
Science	40	62	76	46	50	58	54	57	60
History-Social Science				39	41	44	44	48	49

\* 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	55	55	58	44
All Student at the School	62	71	76	
Male	61	71	78	
Female	63	72	75	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	61	71	76	
Native Hawaiian/Pacific Islander				
White	73	64		
Two or More Races				
Socioeconomically Disadvantaged	59	71	71	
English Learners	29	56		
Students with Disabilities	45	45		
Students Receiving Migrant Education Services				

\* 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 2011-12)**

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 webpage 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	20.3	33.9	27.1

\* 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.

## X. 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 webpage 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	2009	2010	2011
Statewide	3	3	6
Similar Schools	2	2	7

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	11	66	27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	68	27
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	7	75	24
English Learners	-7	54	48
Students with Disabilities			

\* "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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	264	845	4,765	797	4,664,264	788
Black or African American	1		26	803	313,201	710
American Indian or Alaska Native	0		11	836	31,606	742
Asian	0		26	893	404,670	905
Filipino	1		16	895	124,824	869
Hispanic or Latino	251	845	4,384	794	2,425,230	740
Native Hawaiian/Pacific Islander	0		5		26,563	775
White	10		194	840	1,221,860	853
Two or More Races	0		12	917	88,428	849
Socioeconomically Disadvantaged	200	832	3,459	776	2,779,680	737
English Learners	80	810	1,437	748	1,530,297	716
Students with Disabilities	39	728	632	651	530,935	607

### 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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

### Federal Intervention Program (School Year 2012-13)

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 webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	11
Percent of Schools Currently in Program Improvement	---	91.7

## 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. To reach this goal and close the achievement gap between high achievers and struggling students, the District's instructional priorities are to:

- Support teachers by providing access to timely and appropriate data on student performance;
- Provide training to develop teachers' knowledge and skill to analyze that data;
- Provide opportunities for teachers to collaboratively work in grade level and/or department level teams, scrutinizing data to monitor student learning and plan instructional practices;
- Identify areas of need and offer professional development to teachers on how to improve their 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 school learning goals. Professional Development is based on the analysis of district and site data and is provided during the summer, on Tuesday early release days and teacher release time and after school. All teachers have attended professional development on the key concepts of Professional Learning Communities to empower them in making critical instructional decisions for all students. In addition, teachers have learned how to create common formative assessments, analyze student performance data, and have acquired a wide range of knowledge and skill in the area of lesson design and standards based planning. District Instructional Coaches work with teams of teachers to enhance the level of expertise in PLCs, lesson design and standards based instruction. All teachers have been introduced to the new Common Core standards. In addition, all K-5 teachers 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. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD: A Focused Approach to strengthen the implementation of a comprehensive, balanced approach to teaching English Language Development. District Curriculum Improvement Teams (CITs) meet every summer to analyze the District's Essential Agreements, Benchmark Assessments and Pacing Guides to revise and make additional recommendations for improvements.