

# Mill School and Technology Academy

## School Accountability Report Card

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

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Mill School and Technology Academy
<b>Street</b>	4030 South Workman Mill Rd.
<b>City, State, Zip</b>	Whittier, CA, 90601
<b>Phone Number</b>	562-789-3192
<b>Principal</b>	Reanna Mendoza
<b>E-mail Address</b>	<a href="mailto:rmendoza@whittiercity.net">rmendoza@whittiercity.net</a>
<b>Web Site</b>	<a href="http://mill-wcsd-ca.schoolloop.com/">http://mill-wcsd-ca.schoolloop.com/</a>
<b>Grades Served</b>	TK-5
<b>CDS Code</b>	19651106023691

<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 (Most Recent Year)**

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 Mill School and 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 TK-5 school, with a growing population of 455 students that 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 17.5% 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 64% 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.

MSTA has a total of 16 general education classes, one Transitional Kindergarten, 3 - Kindergarten, 2 - 1st grade, 2 - 2nd grade, 3 - 3rd grades, 2 - 4th grades, 1 - 4/5 combination class and 2 - 5th grade. All classroom teachers are fully credentialed and are certified to teach English Language Learners. District support staff includes a 100% Special Education Resource Specialist, a Speech Team (three days a week), a Psychologist (one day per week), a library clerk, a full time secretary, an office clerk (three and a half hour per day), a technology clerk, a family and community liaison and a health clerk (five hour per day). To help us transition to the ELA Common Core State Standards, additional support for teachers is available and provided by a Common Core Coach and teacher leaders in the area of Technology, Assessment and Intervention, English Language Development and Curriculum. As needed, additional student support is available and provided to students by a part-time support teacher.

The MSTA staff is committed to providing a high quality instructional program for its students. Opportunities for students to achieve excellence are provided through various opportunities like daily instruction, intervention, enrichment. The staff at MSTA works diligently to provide a balanced comprehensive program aligned to the Common Core State Standards (CCSS). All students have access to standards aligned instructional materials and there is a process in place for teachers to order materials when needed. This year teachers are being immersed in Writer's Workshop training as the first step toward developing a complete Balanced Literacy program. In addition, they attend monthly district led math trainings to support the implementation of Eureka Math. Teachers administer benchmark and common formative assessments, aligned to the Smarter Balanced Assessment Consortium (SBAC), to monitor student progress toward mastering standards. Summer time and release time through out the academic school year is utilized by grade levels to create long range plans, backwards plan, and prepare high quality lessons and opportunities for learning.

All classrooms are equipped with a SmartBoard, LCD projector, document camera, Instructional HDTV Monitor, Apple TV and surround sound system. Technology is used throughout the school day to effectively engage students. Teachers use their laptop, internet resources, and iPad applications to design their lessons, which are projected onto SmartBoards and 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. The 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 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. Transitional Kindergarten, Kindergarten and 1st grade students use iPads in a shared 2-1 model. Our 1-1 Laptop Learning Program is in its 5th year of implementation. All 4th and 5th grade students are participating in the program. This year's 3rd graders are the first group to lead us in transition to a 1-1 iPad Program. MSTA's 1-1 program is recognized as an Apple Distinguished Program.

MSTA strives to function 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. In addition, our work as a PLC has developed into a systematic approach to Response to Intervention (RtI). All students are given Universal Assessments that provide specific data as to their learning needs. With the support of our Intervention/Assessment Lead Teacher students are placed in appropriate interventions/enrichment classes for forty-five minute four times per week. Formative data is reviewed at regular intervals to check in on student progress.

MSTA uses a program called Reading Counts, sponsored by MSTA's Parent Teacher Corporation (PTC), to encourage students to read appropriately leveled texts for comprehension. Students earn points as they successfully read and complete a quiz. 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. Eighty-two students completed the summer reading program in 2014.

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 Spelling City and Study Island, both of which are web-based programs that are used at school and at home to reinforce instruction.

MSTA provides a variety of school programs to enhance a positive learning environment and sense of school community. This is the first year of the Positive Behavior Interventions and Supports (PBIS) implementation. The PBIS Leadership Team is made up of both teaching and classified staff. The goal of PBIS is to create a positive environment where behavior is explicitly taught, retaught and recognized. At MSTA it is called "The Mustang Way". Mustang tickets provide the principal, teachers and support staff a tangible way for recognizing positive behavior choices. Weekly and monthly raffles help keep positive behavior at the forefront. The Perfect Attendance award celebrates students for being present at school every day. Monthly and Trimester awards acknowledge students for good citizenship and academic success. In addition, MSTA prides itself for offering, Mad Science, guitar and piano after school programs that are a wonderful opportunity for enrichment. After school, students in the Reach for the Stars program have a snack and play time before they do homework and participate in enrichment activities such as music, choir, art, dance, and sports.

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 12 weeks of musical theater; 4th and 5th grade 24 weeks of recorder lessons. MSTA hosts two school-wide musical performances for its families, one in December and another in May.

Parents are actively involved in our Parent Teacher Corporation (PTC), Dad's Club and English Language Advisory Committee (ELAC). The PTC hosts several family activities that 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, works on district approved campus projects and provides volunteers for district wide activities. We are very thankful that the ELAC group and others are well attended and continue to grow.

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 raise funds and participate in the American Heart Associations Jump Rope for Heart event every February.

Mill School and Technology Academy is a home away from home for 455 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.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	99
Grade 1	62
Grade 2	57
Grade 3	85
Grade 4	77
Grade 5	75
<b>Total Enrollment</b>	<b>455</b>

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.7
Asian	0.2
Filipino	0.2
Hispanic or Latino	91.9
White	3.1
Two or More Races	0.4
Socioeconomically Disadvantaged	71.2
English Learners	17.6
Students with Disabilities	4.6
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	17	17	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0		0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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

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

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

Year and month in which data were collected: January 2016

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. California's approval of Common Core State standards led to our decision to purchase "bridge" instructional materials that align with the State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new California Math Standards; Elementary grades are currently using Eureka Math curriculum, which includes student workbooks for all students and Teacher's Editions, while Middle School is using College Preparatory Math (CPM). The CPM curriculum includes student workbooks and Teacher's Edition. In addition to math curriculum, all Elementary teachers and Middle School English Language Arts teachers have received the Writing Units of Study to support the teaching of the new writing types outlined in the Common Core State Standards. Teachers also received \$14 per student to purchase additional materials to align to the Common Core English Language Arts. This year, the District purchased the Reading Units of Study to support reading instruction for interested teachers in grades K-5. The Reading Units of Study were designed to match the rigor of the new CA Reading Standards.

A process is in place for schools to order materials at the beginning of each school year for all students. In addition, there is a process to order additional materials throughout the year to address the changing needs of their student population, and on an “as needed” basis. Each school site is responsible for notifying district staff when new students register for classes so appropriate materials can be ordered.

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

Finally, WCSD has 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.

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

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

Mill Elementary and Technology Academy offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. In the summer of 2014, Mill School received a new roof and a new electronic marquee was installed in the fall of 2014. 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 (Most Recent Year)

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

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	40	30	44
<b>Mathematics</b>	34	21	33

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

CAASPP Assessment Results - English Language Arts (ELA)

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	82	96.5	17	37	28	18
	4	77	77	100.0	38	29	16	18
	5	78	77	98.7	38	22	32	8
Male	3		38	44.7	13	45	34	8
	4		34	44.2	44	24	18	15
	5		43	55.1	53	14	28	5
Female	3		44	51.8	20	30	23	27
	4		43	55.8	33	33	14	21
	5		34	43.6	18	32	38	12
Asian	3		1	1.2	--	--	--	--
Hispanic or Latino	3		70	82.4	16	39	30	16
	4		74	96.1	39	30	16	15
	5		73	93.6	37	23	32	8
White	3		5	5.9	--	--	--	--
	4		2	2.6	--	--	--	--
	5		3	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		55	64.7	20	38	22	20
	4		55	71.4	44	29	15	13
	5		52	66.7	40	23	27	10
English Learners	3		9	10.6	--	--	--	--
	4		14	18.2	50	43	7	0
	5		15	19.2	80	13	7	0
Students with Disabilities	3		6	7.1	--	--	--	--
	4		4	5.2	--	--	--	--
	5		5	6.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.



CAASPP Assessment Results - Mathematics

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	82	96.5	17	27	34	22
	4	77	77	100.0	30	44	16	10
	5	78	77	98.7	44	36	13	6
Male	3		38	44.7	13	26	37	24
	4		34	44.2	32	41	21	6
	5		43	55.1	49	37	9	5
Female	3		44	51.8	20	27	32	20
	4		43	55.8	28	47	12	14
	5		34	43.6	38	35	18	9
Asian	3		1	1.2	--	--	--	--
Hispanic or Latino	3		70	82.4	16	29	36	20
	4		74	96.1	31	46	14	9
	5		73	93.6	45	36	12	7
White	3		5	5.9	--	--	--	--
	4		2	2.6	--	--	--	--
	5		3	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		55	64.7	18	24	36	22
	4		55	71.4	36	45	9	9
	5		52	66.7	42	38	13	6
English Learners	3		9	10.6	--	--	--	--
	4		14	18.2	43	43	14	0
	5		15	19.2	87	13	0	0
Students with Disabilities	3		6	7.1	--	--	--	--
	4		4	5.2	--	--	--	--
	5		5	6.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	47	55	44	52	52	45	59	60	56

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	45
All Students at the School	44
Male	33
Female	58
Hispanic or Latino	43
White	--
English Learners	9
Students with Disabilities	42
Foster Youth	--

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

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.60	24.70	13.00

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

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, ELAC and active parent involvement in the classroom. PTC fundraisers 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. The addition of a Family Coordinator provides opportunity to reach out and make personal phone calls for school-wide events. 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.

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 Education Nights, the Family Fun Night and Silent Auction, the Spring Musical, Moms and Muffins, 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 through the Alert Messaging System.

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

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	1.12	0.44	0.21	3.17	2.59	1.59	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

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 implemented a school-wide Behavior Matrix as part of the Positive Behavior Interventions and Supports (PBIS) implementation. This communicates the high standards and expectations that all are accountable for their behavior. This is reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide expectations.
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.

## D. Other SARC Information

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

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

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

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

Indicator	School	District
Program Improvement Status	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	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

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

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		2		30		2		25	1	3	
1	28		3		30		2		31		2	
2	31		2		30		2		29		2	
3	33		1	1	32		1	2	28		3	
4	34			2	31		2		31		2	
5	31		3		29		3		30		3	

Note: 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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0.5	N/A
Other	0.2	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$3804	\$116	\$3321	\$71,965
District	N/A	N/A	\$3611	\$73,453
Percent Difference: School Site and District	N/A	N/A	-8.0	-2.0
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-37.9	-1.4

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

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

Whittier City School District receives Local Control Funding Formula (LCFF) based on ADA for students, as well as Concentration and Supplement Grant funding based on the percentage of “unduplicated student counts”. These funds are used for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. The District also receives Title II, Title III and Special Education funds. Federal funds from Title I are used at both the District level and also distributed to school sites. Schools receive LCFF funds, under the title of “Impact Aid”, to assist students who are struggling academically.

Title 1 and Impact Aid funding provides supplemental support to help us improve the instructional program for all students. These funds are used to provide teachers with release time so they can monitor student learning, collaborate on their instructional program, and plan for the use of curriculum and materials. Funds are also allocated to purchase material for math and reading interventions. Other services provided through supplemental funds include parent engagement activities, a library clerk, extra math manipulatives, materials to support English Learners and other collaboration opportunities.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,778	\$43,091
Mid-Range Teacher Salary	\$66,367	\$70,247
Highest Teacher Salary	\$83,759	\$89,152
Average Principal Salary (Elementary)	\$104,183	\$112,492
Average Principal Salary (Middle)	\$109,119	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$205,595	\$192,072
Percent of Budget for Teacher Salaries	38%	41%
Percent of Budget for Administrative Salaries	5%	6%

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

### Professional Development (Most Recent Three Years)

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

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

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days and is designed to sustain and follow-up on the previous years' initiatives. The focus for 2015-2016 is to explore the Reading and Writing Standards in greater depth as well as strategies to assist students in meeting the Reading and Writing Standards. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus. Teachers are learning about the new ELD Standards to support students who have yet to be reclassified. Science and Social Studies teachers in grades 6-8 are learning how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Finally, technology integration is a component of many of our PD sessions.

District Instructional Coaches provide training and coaching support to enhance teachers' expertise in core instructional practices, lesson design, instructional planning, technology integration, and the tenets and practices of a PLC. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD to strengthen the implementation of a comprehensive approach to teaching English Language Development. Teams of teachers and principals from each school have participated in English Learner Shadowing to understand how to effectively provide opportunities for English Learners to engage in academic discourse and content discussions throughout the school day. The District Science Coach works with teachers to implement the FOSS Science Units and explore the Next Generation Science Standards.

Grant funding has been acquired for additional professional development. The Whittier City District was fortunate to be selected to receive the California Math and Science Partnership Grant, a 3 year, \$1.5 million grant. That grant allows us to pay stipends for 54 teachers in grades K-2 to engage in an intense, 3 year study of the new Mathematics Standards. Teachers attend a 2 week summer institute, as well as lesson study and coaching cycles during the school year to strengthen their instructional practices. The goal of the grant is to support students' conceptual understanding of mathematics and engage in the practices associated with high levels of student learning. To further support the implementation of the new standards in Middle School, ELA and Content Area teachers are part of the Reading Apprenticeship/Writing Connections Grant and receive professional development, materials and resources to assist with planning lessons to meet the new CA Reading Standards specific to content area teachers.

Developing teacher leadership is a critical component of our approach to Professional Learning. Opportunities for teachers to assume leadership roles include serving as a Lead Teachers at the site and on the District Curriculum Improvement Teams (CITs ) at the District level. CITs meet to analyze and revise the District's Essential Agreements, Benchmark Assessments and Pacing Guides as well as make recommendations for improvements. Our focus on ensuring academic success for all students is supported by on-going training for all teachers and support staff on how and when to administer universal screening assessments designed to identify at risk students in a timely manner. Additional training is offered throughout the year on how to effectively use the data gathered to implement researched based intervention materials designed to meet specific needs of struggling students.