

Lou Henry Hoover School of Fine Arts

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Lou Henry Hoover School of Fine Arts
Street	6302 Alta Ave.
City, State, Zip	Whittier, CA, 90601
Phone Number	562.789.3150
Principal	Kathy S. Anderson
E-mail Address	ksanderson@whittiercity.net
Web Site	hoover.whittiercity.net
CDS Code	19651106023675

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

School Description and Mission Statement (School Year 2017-18)

Hoover Elementary School of Fine Arts is located on a quiet, residential street in the Whittier Hills. The school was designed in 1938 by the architect William Harrison. The school is full of rich history and has much aesthetic integrity. At the front of the school, all who enter can read the quote, "What you would have in the life of a nation you must first put forth in its schools." The entire school community of Hoover teachers, parents, paraprofessionals, and administration is dedicated to providing students with a challenging, age-appropriate curriculum based on California State Standards and 21st Century Learning. Hoover educators receive ongoing professional development to put best practices for classroom instruction into action. All Hoover School teachers are highly qualified, and the staff is committed to meeting in Professional Learning Communities, where grade levels collaborate to provide systematic lessons and interventions to ensure student learning.

The Mission of Hoover School is to produce well-rounded, lifelong learners by providing a quality education, so that the students can become successful and productive members within their community.

Hoover School honors the whole child. We strive to teach our students to be academically proficient, of strong character, and peaceful contributors of our world. We believe that by working together, we can best provide our students an environment that promotes a sense of family, a reverence for culture and diversity, as well as a desire to get along with one another. Students will engage in lessons and learning, using state of the art technology within their own classrooms on a daily basis, and will have access to different forms of technology. Teachers will be committed to working in Professional Learning Communities to collaborate about what students need to learn, and how to intervene if they are not learning. All staff will be part of School Wide Positive Behavior Intervention Systems and students will be recognized on a daily basis for following school expectations. Teachers will share best practices and current research in regards to high quality instruction through discussions and peer coaching. In addition, teachers will be provided with Professional Development by administration or district personnel, to assist them with their teaching practices. School administration will support and monitor the implementation of any new learning for teachers. Hoover Elementary School of Fine Arts, will continue to be a school which places emphasis on Visual and Performing Arts, as we know that the time students spend enriching their lives with the arts, will make them better students with their academic work.

All Hoover students receive high quality instruction to meet California State Standards in English Language Arts, Writing, and Mathematics and have access to standards aligned instructional materials. Teachers receive professional development in strategies to use for reading, writing, and math that help students to collaborate, create, communicate and use more critical thinking skills. Teachers have been increasing their knowledge base every year in regards to Balanced Literacy, especially in Writer's Workshop. This year, the staff will move forward with the components of Balanced Literacy in Reading, i.e., Reader's Workshop, Word Work, Shared Reading, Interactive Reading, etc. These teaching methods allow teachers to access the California State Standards in ELA, while meeting the needs of 21st Century Learning. We will continue to work with Momentum in Teaching, a consulting group who provides professional development for the staff in Balanced Literacy. All teachers are using the Eureka Math Curriculum which provides access to the Math State Standards, including perseverance in problem solving, solving math problems with real world applications, learning to use the appropriate tools to solve problems, and learning to share and defend their decision on how to solve problems. Teachers also receive professional development with California State Math Standards, and coaching from the district coach in learning how to create and present lessons which help students to meet the standards. We have a Curriculum Lead Teacher who works with teachers to learn strategies and methods that will help all students access the California State Standards. In addition, the Lead teacher helps to provide information to parents about the California State Standards.

Hoover Elementary School of Fine Arts believes in developing the whole child through academic knowledge, building strong character, and having exposure to Visual and Performing Arts. Students receive instruction in all four art standards, including a 60 minute weekly class for music and drama. All classes present a dance number at the annual Hoover Program, and all students receive instruction in visual arts with Meet the Masters curriculum and other visual arts projects. A local Whittier Dance Instructor provides each room with 4 dance lessons per year. Our Kindergarten students take part in Violin Lessons during the year. Students in 3rd through 5th grade can be part of the Hoover Chorus, which performs often at school functions, and at a variety of places in the Whittier Community. Nearly 25% of our students participate in the school musical, and practice once a week for the performance in January. The staff is aware that 21st century learning must provide opportunities to create things, communicate and express ideas and thoughts, collaborate with others, and be a critical thinker. All of these things can be achieved through the arts, as the students learn to create projects through visual arts, express themselves in drama and dance, collaborate with peers in music and drama presentations, and think critically about information they receive about famous art, and/or artists. Mrs Sharon Carter, our music/drama teacher, works with staff to help ensure students are receiving the art standards, coordinating art shows and participation in art activities, and is the chair of our arts committee (teachers and parents).

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	50
Grade 1	78
Grade 2	61
Grade 3	91
Grade 4	82
Grade 5	89
Total Enrollment	451

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0
Filipino	0.4
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	0
White	6.7
Two or More Races	0.9
Socioeconomically Disadvantaged	78.3
English Learners	9.1
Students with Disabilities	8.2
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	19	19	266
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2017

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

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

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

Finally, WCSD has an established a thorough process for examining new instructional materials as they become available. With the full implementation of the California State Standards, the District will use that process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents. Based on the recommendation from the Department of Education, WCSD plans to carefully examine "Open Source" materials as well to ensure that the most appropriate materials are identified for our students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Units of Study Writing Units of Study	Yes	0
Mathematics	Kinder - Grade 5: Eureka Math Grades 6 - 8: College Preparatory Mathematics	Yes	0
Science	Delta Education FOSS Program, (2008) Adoption Year 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hoover School was built in 1938. It has seventeen classrooms and one small room used for our Resource Specialist and Speech programs. Hoover has a large school library, a Multipurpose Room and three play areas -- one for our kindergarten students, one for students in grades 1-2 and a larger area for students in grades 3-5. Hoover School was originally built as a Works Progress Administration (WPA) Project in the 1930s, as a part of our nation's recovery after the Great Depression. Two wings were added to the original structure in the 1950s and 1960s to meet the needs of our growing community. Throughout the 1980s and 1990s, nine portable classrooms were added. Hoover School has received good maintenance and renovation (painting inside and outside, new carpet, central air and heat, internet access, etc.) through the years. A new roof was added in 2013, the kindergarten playground was recently renovated. In the spring of 2014, the front of the school received new fencing to establish a single point of entry and the office was modernized to improve service to families and visitors. In the fall of 2014, a new electronic marquee was installed.

Hoover School is cleaned on a regular basis through the services of our custodial team, which is made up of two full-time custodians, one for the day, and one for the evening.

Our campus is very safe. It is surrounded on two sides by private family homes. The back boundary of the school is a steep hillside that has no access. The only way that the school can be accessed is through the front of the campus, which is fenced/gated and monitored by our staff. No one is allowed past the front office without a visitor badge. Students are kept safe before, during and after school by our exceptionally vigilant staff. Our Safety Aide watches students in front of the school daily, beginning at 7:50 as she runs our Valet Drop Off Program and again after school for our Valet pick-up service. After school, students can participate in either the Reach for the Stars After School Program or the Whittier Youth Network Program. Those who do not participate in either of these programs are watched by our staff until they are picked up or walk home.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	44	37	42	43	48	48
Mathematics (grades 3-8 and 11)	21	26	25	32	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	260	99.62	37.31
Male	140	139	99.29	35.97
Female	121	121	100	38.84
Black or African American	--	--	--	--
Hispanic or Latino	235	234	99.57	35.9
White	17	17	100	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	204	100	32.84
English Learners	47	47	100	29.79
Students with Disabilities	30	30	100	10
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	259	99.23	26.25
Male	140	138	98.57	33.33
Female	121	121	100	18.18
Black or African American	--	--	--	--
Hispanic or Latino	235	233	99.15	25.32
White	17	17	100	35.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	203	99.51	21.67
English Learners	47	47	100	34.04
Students with Disabilities	30	30	100	6.67
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	42	39	45	51	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.3	27.6	8

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

At Hoover School of Fine Arts, parents have a variety of opportunities to be involved with their child and the school community. The expectation is for every parent to volunteer 10-20 hours each year at the school. This can include volunteering in the classroom, helping out in the office, attending parent meetings, participating in parent clubs, etc. Our Parent Faculty Organization (PFO) conducts fund-raisers and social functions that benefit our entire school community. The money raised by the PFO, funds field trips, assemblies, new technology, and educational materials for our students. Their social activities provide opportunities for parents, students and staff to meet together for recreation and learning. They work to be of service to the students and families of Hoover. Parents can also get involved in our Hoover Dad's Club. Though the club is primarily attended by fathers of Hoover students, the group is open to everyone. We have grandparents, mothers, uncles, and friends who all enjoy supporting our children through their involvement with this group. The Dad's Club hosts many fun events, such as kickball games and car washes. Their goal is to raise money to support and improve the facilities of the school. Our Dad's Club has participated in the Whittier Christmas Parade for several years. Their leadership has now spread throughout the district, where we now have Dad's Clubs at virtually every school. We are proud of our group and the difference that they make for our school and our community.

We have Family Nights at Hoover where parents can join their children and learn fun ways to incorporate math, science, reading, and art at home. This year we will have 4 Family Nights this year; Math Night, Science Night, Literacy Night, and Art Night. In addition, we have 6-8 parent education meetings each year, with topics ranging from helping children with homework, to cyberbullying, to helping children become leaders. The meetings are part of our Parent Coffee Club, which is coordinated by our Parent Liaison.

Parents can become involved in School Site Council (SSC). This group is made up of five parents and five staff members. It is the responsibility of the SSC to manage all site categorical programs and funds. Parents enjoy this committee because it provides them with up-to-the minute information on some of our most important school programs and initiatives. Parents can also be part of our English Learner Advisory Committee (ELAC) which provides an opportunity to lead and to serve. Their responsibility is to advise the SSC on matters pertaining specifically to English Learners.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.1	2.0	0.4	1.6	2.2	1.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Hoover School provides a safe and clean facility for our students. In order to ensure the safety of students, we ask that all volunteers and visitors sign-in in the office and obtain a brightly colored visitor's badge. Students and staff members know to look for such a badge on any unknown adult on campus as well as to report adults without badges to the office. Substitute teachers are also assigned a brightly colored badge to wear that shows students and staff that they too belong on campus. Students are released only to persons whose names are listed on the school emergency cards and who provide picture identification attesting to identity. If a student is ill or has a medical appointment, we maintain a special release and sign-out process. Careful precautions are taken to abide by particular custody arrangements that parents make us aware of.

Hoover School has a well-organized disaster preparedness plan that includes updated emergency equipment and supplies which was reviewed, updated, and discussed in August 2017. In accordance with SB187 and EC 35294.6, all schools have adopted a Safe School Action Plan. These plans are reviewed annually and are available for public view in the school office. Disaster drills are conducted monthly, as are fire drills. Our Health Aide is trained in First Aid and CPR, as are most of the teachers and the principal. The Health Aide assists students in the event of minor injury as well as in routine health issues. Additionally, a positive relationship exists between Hoover School and the Whittier Police Department. They support us with law and traffic enforcement when needed, as well as providing annual safety assemblies for the students.

Hoover school has implemented Peacebuilders, a Character Education Program. The program helps support the entire staff to teach the children the importance of building strong character traits, including, but not limited to: respect, kindness, fairness, and honesty. On Fridays we have Peace Picnic for the students who have exemplified peaceful characteristics throughout the week. Hoover also has the PAL (Peacebuilder-Ambassador-Leader) program, where students are taught to be leaders and Peacebuilders on the playground. Finally, teachers and administration work together on PBIS (Positive Behavior Intervention Supports) to recognize the positive behaviors students demonstrate, and to decrease the amount of negative behaviors displayed. This plan allows for teachers to try non-punative interventions to reshape behaviors, before moving to consequences with the child. There are many incentives built into PBIS to reward the positive behaviors and to recognize the work the students are doing to be good citizens at their school. The school records all negative behaviors into the SWIS program, and then the site PBIS team analyzes the data to determine how to address the behavior needs of the students.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	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	58.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	31		2		32		2		25		2	
1	30		3		29		2		26		3	
2	27		3		31		3		31		2	
3	23	1	3		25		3		30		3	
4	33		1	1	30		3		27		3	
5	31		5		26		3		30		6	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3810	\$111	\$3699	\$74,807
District	N/A	N/A	\$3715	\$74,734
Percent Difference: School Site and District	N/A	N/A	-0.4	-0.6
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-34.8	-0.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,953	\$48,678
Mid-Range Teacher Salary	\$72,258	\$78,254
Highest Teacher Salary	\$92,061	\$96,372
Average Principal Salary (Elementary)	\$117,783	\$122,364
Average Principal Salary (Middle)	\$122,366	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$253,332	\$212,818
Percent of Budget for Teacher Salaries	34%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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

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

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days and is designed to sustain and follow-up on the previous years' initiatives. The focus for 2016-2018 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 by providing in depth professional development on balanced Literacy. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus; the implementation of Eureka math and CPM teachers receive ongoing training and opportunities to collaborate and study best practices for teaching. Teachers are learning about the new ELD Standards to support students who have yet to be reclassified. Science and Social Studies teachers in grades 6-8 are learning how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Finally, technology integration is a component of many of our PD sessions.

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

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

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