

Lydia Jackson Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lydia Jackson Elementary School
Street	8015 South Painter Ave.
City, State, Zip	Whittier, CA, 90602-2506
Phone Number	562.789.3162
Principal	Mary Salcido
E-mail Address	acervantes@whittiercity.net
Web Site	www.whittiercity.net
CDS Code	19651106023683

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 (Most Recent Year)

Our Vision, Our future:

Lydia Jackson Elementary is committed to welcoming all community members to our high performing school. Our school is dedicated to the following:

- State of the art technology for all students.
- A rigorous academic program enhanced with state of the art technology.
- A staff that works collaboratively, and continually increases their professional knowledge.

Our school has high expectations for students and staff. As part of our high expectations, parents consistently monitor their student's progress and classroom activities by visiting our website at www.whittiercity.k12.ca.us or following our Jackson Twitter Account [WCSD_Jackson](#). Our staff, students, and parents take a positive, active role in supporting learning in all academic areas. Our parents assist their children with their daily homework to support daily learning. Parents support all school functions with their attendance and participation in all school activities. Parents and staff positively influence our students to become life-long learners, and create a productive learning environment, so that every child feels supported in every aspect possible.

Our students are motivated to attend school daily, and prepared to responsibly participate in their learning. Our students are respectful, actively follow the school rules, seek positive resolution to problems, and are held accountable for their actions with fair and consistent school and home discipline.

Lydia Jackson Elementary School's rigorous, well-rounded curriculum nurtures and enriches each individual learner. Students have high academic achievement, and conduct that promotes a positive learning environment for all. Our well-trained staff offers differentiated instruction for our diverse learners with total commitment to the success of all students. By providing students with the best education possible, students become a positive asset to any and all communities.

WELCOME TO THE PARTNERSHIP!

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	115
Grade 1	69
Grade 2	65
Grade 3	72
Grade 4	59
Grade 5	75
Total Enrollment	455

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0.0
White	4.0
Two or More Races	0.0
Socioeconomically Disadvantaged	84.8
English Learners	36.7
Students with Disabilities	8.8

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	19	18	264
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.80	0.20
High-Poverty Schools in District	99.80	0.20
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: September 2014

Whittier City School District’s policy and practices are designed to ensure that each student has access to standards based instructional materials. The state wide adoption of the Common Core Standards has prompted our district to update our materials to ensure students have access to Common Core standards based curriculum. Our last adopted curriculum and materials for Language Arts, Math, Social Science and Science are aligned with the 1997 standards and approved by the State Board of Education. However, the approval of new Common Core State standards led to our decision to purchase “bridge” instructional material that align with the Common Core State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new 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 grade teachers and Middle School English Language Arts, Science and Social Studies teachers have received Units of Study writing curriculum designed to support the teaching of the new writing types outlined in the Common Core State Standards. All teachers have received funds to purchase additional materials to align to the Common Core English Language Arts.

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 and thorough process for examining new adoption materials as they become available. As the District moves towards the implementation of the Common Core State Standards (CCSS), the District will use that process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading, A Language of Literacy, (2002) Adoption Year 2003	Yes	0
Mathematics	Harcourt Math, Harcourt School Publishers, (2002) Adoption Year 2002	Yes	0
Science	Delta Education Foss Program 2008 Adoption Year 2008	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lydia Jackson Elementary School offers a safe and secure campus where students, staff and visitors are free from harm. In the summer of 2014, Jackson School had a new roof installed. 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. Jackson Elementary is comprised of a kindergarten area, library, a multipurpose room and 25 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. In the evenings and during the day, a team of 2 custodians ensures 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. Jackson has been inspected to ensure that the school complies with the William's requirements.

Lydia Jackson is well maintained by our two custodians and the WCSD maintenance department. Our students and teachers support our campus cleanliness with their service learning projects that include planting and cleaning. Our parent groups also contribute to the school gardens and school beautification projects.

Our school has been beautified with the work art work by Ray Mendez, and some of our students. Two murals have been completed and inspire the students to be proud of their school. Our Dad's Club has just been formed and is working on school clean up and beautification projects.

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 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	62	46	40	58	53	53	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	53
All Student at the School	40
Male	40
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	39
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	55	46	49	55	52	54	56	55
Mathematics	57	61	59	49	56	55	49	50	50
History-Social Science				41	44	45	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	5
Similar Schools	5	8	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	39	19	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	40	21	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	44	11	-3
English Learners	45	28	-4
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.3	28.4	18.9

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)

Our school has a very supportive and strong PTA, ELAC, and SSC parent groups. These groups support fundraising, family events, school academic progress review, student discipline monitoring, and the monitoring of completion of school goals. Our PTA meets the first Wednesday of the month at 3 p.m. Our ELAC group meets once a month on Thursdays at 8 a.m. The focus of our English Language Learner Advisory Council is to inform parents about educational policies and practices that affect our English Language Learners. Our SSC group meets on the third Thursday of the month at 3 p.m. The School Site Council's focus is the academic progress of all students, the writing and implementation of the school plan, and approval of the school budgets as well as monitoring of those programs. Child care is available at all meetings.

Volunteers:

Parents are invited and encouraged to volunteer in the classroom and for school events. Room mothers are expected to be active participants in our PTA, and the PTA continues to encourage parents to volunteer their assistance in the child's classroom. Parent support is critical to the success of all school events, and parents will be asked to donate time and ideas to promote fundraisers that provide field trips, school equipment, and 5th Grade events. A Parent Involvement Committee has formed to help generate ideas on how to increase parent involvement. Our parents are always welcomed. We value their suggestions, contributions and presence to ensure our student safety and positive school experience.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	6.7	5.9	4.6	5.3	3.2	2.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Our school is committed to providing students with a safe environment on regular days as well as days when emergencies occur. We have regular fire, earthquake, and lock down drills. These drills help our staff and students prepare for any emergency situation. On campus we have an emergency container with supplies for all students for approximately 3 days.

As part of our commitment to safety we have implemented a Positive Behavior Intervention and Supports system. The Staff has developed a behavior matrix that identifies the expected behavior across the school. All teachers have made a commitment to directly teach the expected behaviors. A greater emphasis is placed on rewarding students for positive behavior. Our students are encouraged and reminded of our four guiding principles to work towards at all times - As Jackson Jets we encourage our students to SOAR...

S - Successful Scholars

O - outstanding citizens

A - AVID achievers

R- Respectful and responsible students will be powerful problem solvers.

DISASTER PROCEDURES

Daily Security: The front gate in the office area is closed but unlocked. All other gates are locked at all times. The office door may or may not be locked depending on the principal's judgment. Train students to understand and respond to the following vocabulary: safety corners, safe place, lockdown, safety procedures, safety alert, etc.

Security Alert: In cases where it is needed, we will go on a security alert or high security procedures. This means we are only going to leave the classroom for our regular schedu- Please share your cell phone number with your grade level lead. I will be using a phone tree to communicate during an emergency. I will be communicating directly with the following staff members: Luz, Tony, Oscar McKenna (will communicate to K & 1) Ehlers (will communicate to 2nd & 3rd), Marshall (will communicate to 4th & 5th), Rosen (will communicate to Sp. Ed.), Angela (noon aides/valets), and the rest of you by email. Please do not call the office for status reports; we will be very busy coordinating security. You may call your contacts listed above or your grade level lead for status, but remember they will be quite busy with their class, so it's best to let them call you/text you with information.

LOCKDOWN: A Lockdown means no one leaves or enters the classroom under any circumstances due to a highly dangerous situation such as an intruder onsite, within the immediate area or an outside situation that threatens everyone's safety. A lockdown requires the school to be completely secured from any outside parties. The following will occur in a lockdown situation:

- Every door and gate will be locked.
- Students and teachers will remain inside the classrooms until the office notifies the teacher that the situation is now safe.
- Teachers will direct students to keep voices down and retreat to safety corners and safe places as necessary
- Students and adults will not be permitted to leave the classrooms under any circumstances
- Updates will be given by office staff as soon as possible

A lockdown will be announced as "CODE L" via a text message, intercom or direct call to each cell phone or classroom (It is important for teachers to answer the classroom phone at all times in the event of an emergency).

During a lockdown, safety procedures need to be implemented immediately. If no other option is available a bell will ring (2 short bells followed by a 15 second continuous bell-I will ring it twice).

Be sure to advise the office if a student is already out of the room.

Pre-discussion and training is key in helping your students know what to do in a lockdown situation. Discuss and show your students where the safest areas are in the classroom and outside (usually the corners of the building, under the desks, or laying flat on the ground outside). Small closets and restrooms are also a choice as long as an adult can monitor everyone. Have your cell phone with you at all times. You will use your emergency potty as a bathroom. We will update you as often as possible by cell phone or laptop. If safe, do a quick scan outside your door and pull in all students close by into your classroom. After that do not let in anyone who knocks – all police, office and/or custodial staff have keys and will not knock. We will lock the front gate and tardy students and/or visitors will not be allowed onto the campus. If the fire alarm goes off during a lockdown, do not evacuate unless the office announces "evacuate, evacuate".

If a lockdown occurs before/after school, during PE or at recess:

- To notify students of the lockdown when they are outside, all adults should blow their whistles making a sound like the fire alarm. Begin to move students to safe locations if possible or have them lay flat on the field or playground black top. Teach the students what the sound of the whistle means, and train them to understand and respond to the following vocabulary: safety corners, safe place, lockdown, safety procedures, safety alert, etc.
- Students need to be trained on how to react during an unsafe situation and the expectations for their behavior during lockdown, evacuation, and recess.
- Teachers will immediately pick up all their students from the playground (students are not to be left trailing behind or to pick up anything left on the playground). Go to the nearest safe building/classroom. Teachers on duty need to move students to the safest location immediately. Don't wait for an assessment of the situation – student safety first, questions later.
- Turn off all lights and equipment in the classroom, but keep your cell phone and laptop nearby.
- Take attendance on the student accounting form, and call in any missing students (if you know they are missing, and not absent please make that clear in your response)
- Do not open your door under any circumstances, but be prepared to hear the key in the lock as a police officer or someone from the staff may enter. We will let ourselves in if needed. Students who return to the room too late to make it in before the door is locked need to be trained to go directly to the office or stay in the safest place they can find like a another classroom or restroom. They need to be trained to go to the safest place and not try to make it to their classroom.

- Late students may be taken to the library or kept in the office. If we are already in lockdown they won't be allowed onto the campus if they are with their parents.
- Students in the restrooms – if it is safe, the teacher nearest the girls restroom will move students from the girls restroom into the teacher's own classroom; the teacher nearest the boys restroom will move students in the boys restroom to the teacher's own classroom. It may be necessary for the teacher/staff to gather students into the restroom and close the door. The restroom doors are locked from the outside when shut. You can open them from the inside by turning the knob with great effort. Students who return to the room too late to make it in before the door is locked need to be trained to go directly to the office or stay in the safest place they can find.

If a lockdown occurs during class:

- Teachers will lock all doors and keep students in the room. Remind the students to keep as quiet as possible. If safe, check outside and pull all students into your room.
- Turn off all lights and equipment. Keep cell phone and laptop nearby. Be prepared to use your trashcan as a toilet.
- Notify the office of missing students immediately.
- Do not open your door under any circumstances.
- Students in the restrooms – if safe, teachers whose classrooms are located nearest the restrooms will move the students into their own classroom as quickly as possible. Students who return to the room too late to make it in before the door is locked need to be trained to go directly to the office or stay in the safest place they can find.

Lockdowns may have various levels – we will go to full lockdown first before deciding what level we are on. Here are descriptors from the WPD on how they will monitor schools during lockdown situations.

LEVEL 1: "ALERT"

Level 1 Lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not even be aware of an "alert" status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

Example: The Police Department would notify the affected school that we are conducting police activity (i.e. Search Warrant, arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations.

LEVEL 2: "CAUTION"

Level 2 Lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School faculty and Staff will conduct thorough site patrols to ensure all students are in a classroom.

Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect. There is no additional information to believe that the suspect is armed or dangerous. Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus.

LEVEL 3: "EMERGENCY"

Level 3 Lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site, and will result in the most substantial steps being taken by the school and the Police Department to maximize the safety of students and staff. In the event of a Level 3 Lockdown, all student and movement should cease and staff should ensure that students shelter in place, and that the school's lockdown measures are implemented:

Evacuation Procedures – If we are asked by Police to check the campus we will follow the procedures listed below. It is not likely to occur during a lockdown situation, but maybe at the end when the campus is secure. Most likely the police will conduct the campus sweep teams. We may have to move to a different location such as Fresh and Easy or Big Lots. This info will be given to you prior. It will be announced in advance of moving and after we have accounted for students.

SWEEP TEAMS: Leave your students with your grade level supervisor after taking attendance. Meet at the container to get your equipment from the custodian. If someone is hurt and can't be moved, one teacher gets help from the First Aid Station, and the second teacher stays with the injured student/adult. The First Aid Station will let another Sweep Team know there is a problem, so they can take over and finish the work of the occupied team. All teachers on the Sweep Team go to the EAA or First Aid Station after completing your assignments and reporting to the custodian or principal.

TEAM 1 (Ehlers, Anabalon) Rms 15, 16, 17, 18, 19, library, 24, 25, & MPR

TEAM 2 (Rodriguez, McKenna) Rms.- Office, 1, 2, 3, 4, 12, 13, 14, 20, 21, 22

TEAM 3 (Nielsen, Garcia) – Rms.- 5, 6, 7, 8, 9, 10, 11, 26, & Restrooms

Secretary – Sweep office and health room. Unlock "Reunion" Gate, and then man the EOC.

Custodians – Get out barrel, lock gates, and then sweep areas and look for gas leaks in the staff room. (Principal will be back up for custodian)

FIRST AID CENTER Leave your students with your grade level supervisor after taking attendance. Meet at the container to get your equipment.

Health Aide, RSP Aide, & Psychologist

CAMPUS SECURITY/CUSTODIAL

Custodian(s), Principal

EOC/PARENT COMMUNICATIONS

Secretary and Clerk (Custodians)

EAA STUDENT AREA: Teachers & instructional/special ed. aides are to supervise all assigned classes.

Pre/School, TK & Kinder - Assaad, Gonzalez, & Pre-School Staff

Gr. 1 – Compean and McKenna

Gr. 2 & 3 –Matsumura & Britto

Gr. 4 & 5 –Robles & Marshall

ADDITIONAL ASSIGNMENTS:

Emergency Cards - Secretary

Radio/Loudspeaker - Principal/Secretary

Registers - All Teachers

Medical Supplies - Health Aide or Clerk

Pump for Water - Custodians

All gates will be locked. The “Reunion” Center will be the gate on the corner of Mooreland and Washington. 5th Grade Student runners will be used to get students from the EAA Center to the reunion gate. Each 5th grade class needs to send 2 runners to the EOC.

FIRE: Exit rooms immediately; close door to contain fire; teacher leaves the room last, but the students keep moving, they do not wait for the teacher so practice where they exit in advance of the first drill of the year. If the fire is in your room, you pull the alarm, exit the room and shut the door. You do not have time to get the fire extinguisher until the students are out. It is most likely that the Custodian or I will use the extinguisher if possible. Forward your attendance to the clerk.

Phone Tree – Please share your cell phone number with your grade level lead. I will be using a phone tree to communicate during an emergency. I will be communicating directly with the following staff members: Marshall as the designee, Luz, McKenna (will communicate to K & 1) Ehlers (will communicate to 2nd & 3rd), Marshall (will communicate to 4th & 5th), Rosen (will communicate to Sp. Ed.), Angela (noon aides/valets), and the rest of you by email. Please do not call the office for status reports, we will be very busy coordinating security. You may call your contacts listed above or your grade level lead for status, but remember they will be quite busy with their class, so it’s best to let them call you/text you with information.

Evacuation Procedures: If safely possible or at the request of the Fire Department we will secure the campus. It is not likely that the Fire Department will make this request, they are most likely to conduct the search themselves. If necessary we will follow the procedures listed below. If needed we will move to another local such as Albertsons or Big Lots.

SWEEP TEAMS: Leave your students with your grade level supervisor after taking attendance. Meet at the container to get your equipment from the custodian. If someone is hurt and can’t be moved, one teacher gets help from the First Aid Station, and the second teacher stays with the injured student/adult. The First Aid Station will let another Sweep Team know there is a problem, so they can take over and finish the work of the occupied team. All teachers on the Sweep Team go to the EAA or First Aid Station after completing your assignments and reporting to the custodian or principal.

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TEAM 2 (Rodriguez, McKenna) Rms.- Office,1, 2, 3, 4, 12, 13, 14, 20, 21, 22

TEAM 3 (Nielsen, Garcia) – Rms.- 5, 6, 7, 8, 9, 10, 11, 26, & Restrooms

Secretary – Sweep office and health room. Unlock “Reunion” Gate, and then man the EOC.

Custodians – Get out barrel, lock gates, and then sweep areas and look for gas leaks in the staff room. (Principal will be back up for custodian)

FIRST AID CENTER Leave your students with your grade level supervisor after taking attendance. Meet at the container to get your equipment.

Health Aide, RSP Aide, & Psychologist

CAMPUS SECURITY/CUSTODIAL

Custodian(s), Principal

EOC/PARENT COMMUNICATIONS

Secretary and Clerk (Custodians)

EAA STUDENT AREA: Teachers & instructional/special ed. aides are to supervise all assigned classes.

Pre/School, TK & Kinder - Assaad, Gonzalez, Rodriguez, & Pre-School Staff

Gr. 1 – Compean and McKenna

Gr. 2 & 3 –Matsumura & Britto

Gr. 4 & 5 –Robles & Marshall

ADDITIONAL ASSIGNMENTS:

Emergency Cards - Secretary

Radio/Loudspeaker - Principal/Secretary

Registers - All Teachers

Medical Supplies - Health Aide or Clerk

Pump for Water - Custodians

All gates will be locked. The “Reunion” Center will be the gate on the corner of Mooreland and Washington. 5th Grade Student runners will be used to get students from the EAA Center to the reunion gate. Each 5th grade class needs to send 2 runners to the EOC.

EARTHQUAKE: Exit rooms when shaking stops (during a drill until the bell stops ringing); teacher leaves the room last, but the kids keep moving they do not wait for the teacher so practice where they exit to in advance of the first drill of the year; if an injured person is in the room, the students and teacher exit then notify the principal/EOC by note/runner of the # of injured or missing (if you evacuate while someone is in the restroom or out of the room that needs to be noted on your attendance sheet. Large classes should practice forming two lines to increase speed of exit to the field area. The earthquake drill signal will be 1 long ring. Students are to remain under desks in the drop position for 1 full minute. Reinforce the need for quietness and order as a safe response in any emergency situation. During an earthquake drill we leave our doors open and during a fire drill we close our doors as the last student exits. Teacher should be the last one out with students beginning a slow, steady walk towards the field. Take attendance immediately, and send it by runner to Secretary/Clerk at the reunion gate. Each Teacher sends 2 runners to EOC to assist with various tasks.

Phone Tree – Please share your cell phone number with your grade level lead. I will be using a phone tree to communicate during an emergency. I will be communicating directly with the following staff members: Recalde as the designee, Luz, McKenna (will communicate to K & 1) Ehlers (will communicate to 2nd & 3rd), Marshall (will communicate to 4th & 5th), Rosen (will communicate to Sp. Ed.), Angela (noon aides/valets), and the rest of you by email. Please do not call the office for status reports, we will be very busy coordinating security. You may call your contacts listed above or your grade level lead for status, but remember they will be quite busy with their class, so it’s best to let them call you/text you with information.

SWEEP TEAMS: Leave your students with your grade level supervisor after taking attendance. Meet at the container to get your equipment from the custodian. If someone is hurt and can’t be moved, one teacher gets help from the First Aid Station, and the second teacher stays with the injured student/adult. The First Aid Station will let another Sweep Team know there is a problem, so they can take over and finish the work of the occupied team. All teachers on the Sweep Team go to the EAA or First Aid Station after completing your assignments and reporting to the custodian or principal.

TEAM 1 (Ehlers, Anabalon)Rms.–15, 16, 17, 18, 19, library, 24, 25. & MPR

TEAM 2 (Rodriguez, McKenna) Rms.- Office,1, 2, 3, 4, 12, 13, 14, 20, 21, 22

TEAM 3 (Nielsen, Garcia) – Rms.- 5, 6, 7, 8, 9, 10, 11, 26, & Restrooms

Secretary – Sweep office and health room. Unlock “Reunion” Gate, and then man the EOC.

Custodians – Get out barrel, lock gates, and then sweep areas and look for gas leaks in the staff room. (Principal will be back up for custodian)

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Health Aide, RSP Aide, & Psychologist

CAMPUS SECURITY/CUSTODIAL

Custodian(s), Principal

EOC/PARENT COMMUNICATIONS

Secretary and Clerk (Custodians)

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Fire Drill & Earthquake Drill Schedule 2014/2015

August 11, 2014 @ 9 am. (follow up the fire drill with a Earthquake Drop and Cover Drill & lockdown drill; talk about the differences between a fire drill and an earthquake drill, and lockdown – quick exit/drop and cover, door open/door closed, lockdown procedures, etc.)

August 29, 2014 @ 9 am Fire drill

September 24, 2014 @ 2 pm -Fire Drill

October 16, 2014 @ 10:18 a.m. Earthquake Drill – doors open; prep activities as we will be out for at least 30 minutes.

November 20, 2014 @ 1:15 p.m. Fire Drill

December 12, 2014 @ 9:30 am Fire Drill

January 23, 2015 @ 1:15 p.m. (follow up the fire drill with a Earthquake Drop and Cover Drill; talk about the differences between a fire drill and an earthquake drill and lockdown – quick exit/drop and cover, door open/door closed, lockdown procedures, etc.)

February 13, 2015 @ 9:30 am - Fire Drill

March 17, 2015 @ 9:30 AM - Fire Drill

April 17, 2015 @ 1:15 p.m. (follow up the fire drill with a Earthquake Drop and Cover Drill; talk about the differences between a fire drill and an earthquake drill and lockdown – quick exit/drop and cover, door open/door closed, lockdown procedures, etc.)

May 17, 2015@ 9:30 am - Fire Drill

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	31.5	0	2	0	23	1	3		23	1	4	
1	31.5	0	1	1	21	2	1		17	2	2	
2	30.5	0	1	1	24	1	2		16	3	1	
3	32.7	0	1	2	33		1	1	18	2	2	
4	27	0	2	0	26	1	2		20	1	2	
5	28.3	0	3	0	26	1		2	25	1		2

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.5	---
Psychologist	.3	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	1	---
Other		---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3946.89	\$281.42	\$3665.48	\$72904.56
District	---	---	\$3489.59	\$71,092.55
Percent Difference: School Site and District	---	---	5.0	5.5
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	-33.8	3.9

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,336	\$41,507
Mid-Range Teacher Salary	\$65,548	\$67,890
Highest Teacher Salary	\$82,725	\$86,174
Average Principal Salary (Elementary)	\$103,309	\$109,131
Average Principal Salary (Middle)	\$107,772	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$193,387	\$185,462
Percent of Budget for Teacher Salaries	38	42
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

The fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. In order to effectively prepare our students for 21st Century college and career, classroom experiences will be designed to encourage student creativity, increase meaningful discourse and communication, 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 new Common Core 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 opportunities for teachers to collaboratively work in grade level and/or department level teams to examine data, monitor student learning and plan instructional practices;
- Develop a comprehensive and effective "Response to Intervention" model that will support those students who are struggling academically and behaviorally;
- Provide professional development to teachers and schools leaders on how to develop, nurture and sustain effective "Professional Learning Communities"

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. The focus for 2014-2015 is to introduce all elementary teachers to the Common Core Mathematics Standards and Standards for Mathematical Practices and develop an understanding of how to implement new practices for teaching mathematics. In addition, all elementary and middle school teachers will receive an in depth review of the Common Core standards for Writing as well as an introduction to the new Common Core aligned ELD Standards. Professional development will be provided to sustain and follow-up on the previous years' initiatives, which include a review of the Common Core English Language Arts Standards for teachers in grade K-8 and a review of the Common Core Math Standards for teachers in grades 6-8. Science and Social Studies teachers in grades 6-8 will learn how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days

In addition to presenting on the Common Core Standards, District Instructional Coaches provide training and coaching support to enhance teachers' expertise in technology integration, lesson design, instructional planning 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. This year, teams of teachers and principals from each school participated in an English Learner Shadowing to research 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 to begin explore the Next Generation Science Standards.

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. CIT 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. Additional training is offered on how to effectively use the data gathered to implement researched based intervention materials designed to meet specific needs of struggling students.

Finally, all coaches, principals and lead teachers will receive training on leading a team of teachers using the Lesson Study cycle protocol used to deepen our knowledge of effective instructional practices as well as strengthen facilitation and observational skills to lead discussions on evidence based student learning.