

Katherine Edwards Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Katherine Edwards Middle School
Street	6812 South Norwalk Blvd.
City, State, Zip	Whittier, CA, 90606
Phone Number	562.789.3115
Principal	Andrew J. Alvidrez
E-mail Address	aalvidrez@whittiercity.net
Web Site	http://edwards-wcsd-ca.schoolloop.com/
CDS Code	19651106023659

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 2016-17)

Katherine Edwards Middle School serves approximately 712 students in 6th, 7th, and 8th grade students. The majority of students live within walking distance of the school, but many students are also bussed in from North Whittier and commute from uptown Whittier. Four elementary schools feed into Edwards at the conclusion of 5th grade: West Whittier, Phelan, and Sorensen; and Andrews after 6th grade. About 50% of Edwards graduates move on to Pioneer High School and 50% go to Whittier High School. Ninety-three percent of the students are Hispanic 4% White, and 3% other ethnicities. Approximately 12% of the total student body are classified as English Language Learners. About 69% of the students receive Free and Reduced lunch. Edwards parents have a vast array of occupations, with 70% of the parents holding a high school diploma, and of these parents, 30% of those have attended some college and/or received a college degree.

We have a highly qualified staff that offers a rich standards - based curriculum . Our master schedule consists of an 6 period day. Students are offered a variety of electives, such as beginning and intermediate band, chorus, guitar, AVID, Engineering, Robotics, Forensics, Coding, Media Art and Art. Additionally, students that require additional support in either math or language arts to meet grade level proficiency are scheduled into an intervention class during the school day.

An Honors strand is provided at each grade level for our students excelling in Math and Language Arts. Our school recognizes the importance of literacy, therefore, there is a sustained focus on close reading and interacting with the text. Positive Behavior Intervention and Support is a focus on the campus to enable students to learn from their actions and grow in a positive learning environment. Students are taught lessons in tolerance, in conflict resolution, social skills and individual accountability to take responsibility for their actions in helping maintain a safe environment for all students.

MISSION STATEMENT: Katherine Edwards Middle School prides itself as an efficient and culturally rich educational community, committed to high academic achievement. An array of attributes, including, but not limited to, highly qualified, dedicated educators, a safe and nurturing environment, constant parent-teacher communication and technology, enhance and extend learning for every student.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	250
Grade 7	215
Grade 8	256
Total Enrollment	721

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.1
Asian	0
Filipino	0.6
Hispanic or Latino	96
Native Hawaiian or Pacific Islander	0
White	2.1
Two or More Races	0.1
Socioeconomically Disadvantaged	86.7
English Learners	11.7
Students with Disabilities	17.3
Foster Youth	1.7

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	33	0	33
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

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.

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	CPO (2007) Adoption Year 2007	Yes	0
History-Social Science	Holt Rinehart and Winston (2006) Adoption Year 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Katherine Edwards is located on 22 acres in the unincorporated west end of the City of Whittier. The buildings house 40 regular classrooms, 2 half size classrooms, 1 multipurpose room with a stage, a kitchen, a large library, 1 band room, 1 computer lab, 1 mini-gym, boys and girls locker rooms, the school offices, a student center and a staff room. Students are grouped with the 8th graders on the west end, the 6th graders on the east end, and the 7th graders in-between. All rooms are connected wirelessly to the internet and printers. A projection system including an electric screen, LCD projector, and speakers has been installed in the multipurpose room for student and parent presentations. A PA system is used for student announcements. All classrooms are equipped with phones that access the school directory and outside dialing.

Edwards Middle School offers a safe and secure campus. In 2014, the front office was relocated to the front of the school to provide a single point of entry for control of entrance to the campus. In addition, a new marquee was installed in the fall of 2014.

Part of the custodial staff's and campus safety aides daily responsibilities are to check for areas that are hazardous, are in need of repairs or need to be replaced. Jobs that cannot be completed by the custodial staff are reported to the site secretary. Additionally, all staff can submit a request for repairs directly to the site secretary. She then completes an electronic work order that is submitted to our maintenance department. A member of the district maintenance crew is then dispatched to complete the work order.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
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 2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	28	39	31	42	44	48
Mathematics	18	16	21	25	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	251	249	99.2	38.3
	7	221	213	96.4	34.4
	8	262	256	97.7	43.3
Male	6	117	115	98.3	29.8
	7	115	110	95.7	25.4
	8	145	140	96.5	37.4
Female	6	134	134	100.0	45.5
	7	106	103	97.2	44.1
	8	117	116	99.2	50.4
American Indian or Alaska Native	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	243	241	99.2	37.9
	7	209	203	97.1	35.0
	8	253	247	97.6	43.7
White	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	6	208	207	99.5	35.3
	7	191	188	98.4	32.6
	8	229	224	97.8	41.9
English Learners	6	36	35	97.2	2.9
	7	30	27	90.0	
	8	21	19	90.5	5.3
Students with Disabilities	6	49	49	100.0	8.2
	7	49	43	87.8	2.4
	8	42	39	92.9	5.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	251	249	99.2	14.2
	7	221	213	96.4	14.6
	8	262	256	97.7	18.8
Male	6	117	115	98.3	13.2
	7	115	110	95.7	16.4
	8	145	140	96.5	15.0
Female	6	134	134	100.0	15.0
	7	106	103	97.2	12.6
	8	117	116	99.2	23.5
American Indian or Alaska Native	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Hispanic or Latino	6	243	241	99.2	14.6
	7	209	203	97.1	14.8
	8	253	247	97.6	19.1
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	6	208	208	100.0	13.5
	7	191	188	98.4	12.8
	8	229	224	97.8	17.0
English Learners	6	36	36	100.0	
	7	30	27	90.0	
	8	21	20	95.2	
Students with Disabilities	6	49	49	100.0	2.1
	7	49	43	87.8	
	8	42	40	95.2	2.6
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	61	57	61	52	45	51	60	56	54

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	262	253	96.6	61.3
Male	145	138	95.2	66.7
Female	117	115	98.3	54.8
Hispanic or Latino	253	244	96.4	61.5
Socioeconomically Disadvantaged	229	222	96.9	59.5
English Learners	21	19	90.5	26.3
Students with Disabilities	42	40	95.2	55.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.5	25.4	18.5

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 (School Year 2016-17)

Edwards School understands the importance of the parent’s role and how it contributes to the success of their child’s education. Therefore we plan for and provide a variety of opportunities for parents to be involved with their child’s education.

Royal Start

Parents are provided an opportunity to m/w counselors to learn about their child’s schedule, Powerschool, Parent Portal, access code and told about different options for intervention if child is below grade level. It is listed on the school calendar, flyers are mailed home and various Teleparent messages are sent prior to the dates.

Back To School Night

Parents are provided the opportunity to meet with each of their child’s teacher for the coming year. Teachers are able to share important information with parents regarding curriculum standards, grading policies, attendance, ongoing communication and other important information. Notification: It is listed on the school calendar, flyers are mailed home and various Teleparent messages are sent prior to the dates.

CAASPP/ CELDT information Night

Parents are invited to learn about the importance of the CAASPP/District Benchmark and how it impacts their child's school schedule. Parents are given a thorough explanation of the proficiency bands and how it affects their child in middle school and for high school. CELDT information night is offered to the parents of English Language Learners that are enrolled in English Development classes. Parents are given a thorough explanation of their child's progress in English proficiency. The presentation is given in Spanish.

Elementary/Middle/High School Transition

During our portion of this event. Parents are invited from all of our feeder schools to learn about the opportunities that Edwards offers the students. Scheduling, electives, honors, intervention are all covered. Counselors are available to answer parent concerns/questions. The counselors take parents on a campus tour. Notification: It is listed on the school calendar, flyers are mailed home and various Teleparent messages are sent prior to the dates.

English Language Advisory Committee (ELAC) Meetings

Parents are informed regarding SBAC/District Benchmark results as available, School Improvement plans/actions, categorical budget /priorities, R-30 report, attendance and schoolwide programs (eg. Reading Counts, PBIS, etc.) Notification: It is listed on the school calendar, flyers are mailed home and various Teleparent messages are sent prior to the dates.

School Site Council

Parents are informed regarding SBAC/District Benchmark results when available, School Improvement plans/actions, categorical budget /priorities, R-30 report, attendance and schoolwide programs (eg. Reading Counts, Peace Builders, PBIS, etc.) Notification: It is listed on the school calendar, flyers are mailed home and various ALERT messages are sent prior to the dates.

Parent / Teacher / Student Conferences

Students are dismissed early for 5 days in the fall and 4 days in the Spring so that Parents can meet with their child's teachers and discuss their child's progress and expectations in each classroom.

PTSA - Parent Teacher Student Association

Edwards has a PTA chapter that meets monthly. Fundraisers are held to support student services, such as field trips, assemblies, student recognition programs and to extend our library selection for students. Additionally, walkie talkies and emergency kits have been purchased by our PTSA to help support our school safety/disaster plan.

Open Houses (Schoolwide and GATE)

Parents are provided with an evening event to visit their child's classroom to see various projects / work samples that their child has completed related to the particular subject area. Honors and GATE students also work on group or individual projects for Open House.

Visual and Performing Arts (VAPA) Performances

Students in art, chorus, guitar and band are provided with several opportunities throughout the year to perform for their parents at evening events.

Outside District Opportunities

Parents are invited to attend professional conferences such as HOT and Regional CABE to extend their learning and understanding of educational opportunities for their child and State expectations.

Counselor Appointments

Parents can schedule appointments with the grade level counselor (s), as needed, to discuss their child's academic progress and / or social interaction and adjustment with their peers.

Technology Outreach

Teleparent and Parent Portal are used to inform parents of school events, meetings and information regarding their child's academic progress.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.7	3.1	3.3	2.6	1.6	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety plan is revised each summer and as needed during the school year to reflect staff changes. The safety plan is reviewed with the staff at the beginning of the school year. Staff input is sought after each drill to evaluate its effectiveness and changes to the plan are made as needed to reflect the recommendations. The school is prepared for the two basic types of major emergencies: building evacuation during a fire or earthquake and lock down. Each type is designated by a different alarm and procedures. Each room and office has a red emergency folder clearly visible as well as an emergency supply bucket for lock down situations. The emergency folder contains evacuation routes, field positions, staff assignments and student release procedures. It also contains emergency information on each student, emergency organization phone numbers, and a prioritized staff release list to ensure adequate coverage until parent notification and/or pick up can occur. One of the district kitchens is located on the Edwards campus, ensuring adequate food and water for several days. Emergency drills are held monthly and the staff is trained several times throughout the year. Additionally, there is an ongoing partnership with the local authorities to help ensure our students' safety.

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	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 (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	8	10	4	25	6	14	2	25	6	14	2
Mathematics	28	3	11	5	27	3	6		27	3	6	
Science	34		5	11	32	3	3	10	32	3	3	10
Social Science	31	3	3	12	30	2	9	6	30	2	9	6

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	2.75	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	2.5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4012	\$0	\$4012	\$73,589
District	N/A	N/A	\$3715	\$75,249
Percent Difference: School Site and District	N/A	N/A	8.0	-2.2
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-29.3	-2.1

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,840	\$44,573
Mid-Range Teacher Salary	\$70,193	\$72,868
Highest Teacher Salary	\$89,456	\$92,972
Average Principal Salary (Elementary)	\$108,042	\$116,229
Average Principal Salary (Middle)	\$113,252	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$223,603	\$201,784
Percent of Budget for Teacher Salaries	38%	39%
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 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 2016-2017 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 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.