

Sorensen Science Academy

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 | Sorensen Science Academy |
| Street | 11493 East Rosehedge Dr. |
| City, State, Zip | Whittier, CA 90606-1996 |
| Phone Number | 562.789.3220 |
| Principal | Dr. Lilia Vargas |
| E-mail Address | lavargas@whittiercity.net |
| Web Site | sorensen-wcsd-ca.schoolloop.com |
| CDS Code | 19651106023626 |

| 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)

Sorensen Science Academy provides a high quality instructional program to inspire and instill a desire for learning in our students. We provide students with opportunities to achieve academic excellence through rigorous daily instruction, support and enrichment. We have worked to develop a culture of universal achievement by adopting a No Excuse philosophy towards academic achievement, and by promoting the belief that all students can excel and attend college. Sorensen integrates a variety of school programs that enhance a positive learning environment, including a Positive Behavior Intervention and Support System (PBIS), Caring School Communities, and a 1:1 iPad program. All teachers at Sorensen Science Academy are working towards providing a balanced, comprehensive curriculum that is aligned to the Common Core State Standards (CCSS). Teachers attend monthly professional development sessions to become more knowledgeable about the standards, the instructional shifts and to develop lessons that are aligned to the CCSS. In addition, teachers administer benchmark and common formative assessments, aligned to the Smarter Balanced Assessment Consortium (SBAC), to monitor student progress toward mastering standards. Summer time and release time throughout the academic school year is utilized by grade levels to create long-range plans, backward plan, and prepare high-quality lessons and opportunities for learning.

Sorensen Science Academy is committed to operating as a high-functioning Professional Learning Community by structuring time for teacher collaboration and the analysis of data to inform instruction based on the Common Core State Standards (CCSS) and the Next Generation Science Standard (NGSS) shifts. Sorensen is unique among district schools in that we have created a science-focused program for our students. We believe that Science Integration is our vehicle for developing the 21st Century skills students need to be successful and college ready. We use the district-adopted Full Option Science System (FOSS) program, interactive LEGO Education kits, and other activities to expose students to STEM education and transition to the NGSS. Coupling inquiry-based science lessons with language arts instruction have allowed us to prepare our students to be critical readers and thinkers. The interdisciplinary planning also provides a rich context for language use. All students are challenged to achieve to their highest ability.

At Sorensen, we have high expectations for students and believe that with the proper guidance and support, all students can be successful. It is our goal to provide students with the academic and social skills needed to be successful in middle school, high school and ultimately, in college. We make college a reality for all of our students by implementing a variety of activities that promote a college ready culture. At Sorensen, every classroom represents a college or university. Our students wear their college/university t-shirts/colors on Tuesdays. Throughout the year, students learn about their college or university and present interesting facts and a class cheer to the student body during the college day assembly.

At Sorensen Science Academy we strive to motivate and inspire our students to excel academically, socially, and emotionally. We do this by promoting our Sorensen R.O.C.K.S. expectations (Responsibility. Optimism. Citizenship. Kindness. Safety.), our No Excuses philosophy, and our driving belief that the road to college begins in elementary. Students love that we make learning fun and engaging by using technology, inquiry-based learning, and hands-on curriculum. Students also love college days, recognition assemblies, and family events. The "Sorensen R.O.C.K.S" tickets and "Principal of the Day" program allows teachers, staff members, and the principal the opportunity to recognize and commend students for exhibiting outstanding citizenship and scholarly behavior. In addition, the Caring School Community program supports PBIS by helping build a safe, nurturing environment for our students. The Perfect Attendance weekly and monthly challenge celebrates students for being present at school every day and rewards students with weekly incentives and an end of the month dance party. Monthly and trimester awards assemblies acknowledge students for good citizenship and academic success. In addition, Sorensen's after school programs are a wonderful opportunity for enrichment, homework help, and tutoring. After school, students in the Reach for the Stars program have a snack and are allowed play time before they do homework and participate in enrichment activities such as music, choir, art, dance and sports.

Sorensen Science Academy implements multiple intervention programs for students who are struggling to meet grade-level standards. A second period of Language Arts takes place four days a week so that at-risk students receive additional language arts instruction; in addition, targeted students who are in need of further intervention are invited to attend after-school intervention program. A pre-kindergarten summer program also takes place every summer for incoming kindergarten students. The second period of Language Arts also affords our GATE and high achieving students the opportunity to receive differentiated instruction aimed at increasing their academic achievements. As part of this collaboration, the principal, the teachers, the instructional coach, and support staff discuss and plan for focused behavioral and academic interventions for our struggling students and students who are learning English as a second language. The staff also develop rigorous lessons that include all elements of effective lesson design, including opportunities for student discussion and cooperative tasks. Our commitment to continuous improvement motivates us to be long life learners and further/ strengthen our knowledge base and skills with ongoing professional development.

The Sorensen parents partner with our teachers to bridge the connection between home and school by reinforcing the value of education and maintaining open communication. We recognize that parents are an integral part of the educational process. Parents are also invited to attend many school activities throughout the year to promote parent engagement, including our Family Science Night, our Under the Stars Astronomy Night, Family Literacy Day and STEM Career Day where families have the opportunity to do hands-on science and math together that align with the Common Core State Standards and the New Generation Science Standards. A Parent Community Liaison works 4 hours a day to assist with communication and publicity for our parent activities. We believe our collaborative efforts create a nurturing environment for our students that will challenge them to achieve their highest potential.

Sorensen has an active and involved PTA/Dads Club that sponsors events that benefit and enrich our students. Highlights include educational assemblies, field trips, fundraisers, and the Scholastic Book fair. In addition, Sorensen's English Learner Advisory Committee (ELAC), meets monthly with interesting presentations for parents of our English Learners. We are very fortunate to count with excellent attendance at these meetings. Parents and family members are invited to attend Parent/Teacher Association, School Site Council, English Learner Advisory Committee, Dad's Club and other meetings to gain an understanding of the Common Core State Standards, Next Generation Science Standards, school programs and services, and a variety of parent education topics. These meetings are held in the Parent Room at the site where parent resources are available, as well as in the school's Wonder of Reading Library parent section. In addition, local community resources are posted on the Parent Information bulletin board in the main hallway and in the office for families to access. This year, Sorensen has been fortunate to partner with The Whole Child, Help Line Counseling, Presbyterian Intercommunity Hospital, Activate Whittier and Pro Edu to offer student and parent services and classes that focus on the physical and emotional well-being of students and their families. These classes are held on a weekly basis.

Sorensen Science Academy was built in 1947 on land donated by Christian Sorensen, a long-time resident in the Whittier area. We are one of nine elementary schools in the Whittier City School District (WCSD), and we serve approximately 513 students in grades Pre-Kindergarten through fifth grade. Our school community is a diverse representation of lower and middle socioeconomic levels residing in single-family dwellings and apartments. Sorensen is a school-wide Title I school serving 81% of the students who qualify for the Free/Reduced Lunch Program. Approximately 95.0% of the students at Sorensen are of Hispanic/Latino ethnic origin, 22% are identified as English Learners (ELs), 11% are identified as Reclassified Fluent English Proficient (RFEP), and 14% of students are Students with Disabilities.

Sorensen has a total of 16 regular education classes, in addition to 3 Severely Handicapped Special Day classes (pre-kindergarten, primary (K-2) and upper grade (3rd – 5th). All Sorensen teachers are highly qualified, fully credentialed and are certified to teach English Language Learners. District support staff includes a 100% Special Education Resource Specialist, a Speech Team (three days a week), a Psychologist (two days per week), a library clerk (two days a week), a full-time secretary, an office clerk (four hours per day), a parent liaison (four hours a day), a technology aide (10 hours a week) and a health clerk (five hours per day). To help us transition to the ELA Common Core State Standards, additional support for teachers is available and provided by a Common Core Coach and teacher leaders in the area of Technology, Assessment and Intervention, and Curriculum. All students have access to Common Core aligned instructional materials. Additional student support is available and provided to students by a part-time support teacher.

MISSION STATEMENT

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

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 88 |
| Grade 1 | 75 |
| Grade 2 | 81 |
| Grade 3 | 86 |
| Grade 4 | 86 |
| Grade 5 | 80 |
| Total Enrollment | 496 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0 |
| Asian | 0.2 |
| Filipino | 0.4 |
| Hispanic or Latino | 95.8 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 2.2 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 85.3 |
| English Learners | 20.6 |
| Students with Disabilities | 9.1 |
| Foster Youth | 0.8 |

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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 20 | | | 22 |
| Without Full Credential | 0 | | | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | | | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | | |
| Total Teacher Misassignments * | 0 | | |
| Vacant Teacher Positions | 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 | 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)

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

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

Sorensen Elementary School offers a safe and secure campus. During the summer of 2014, a new roof was installed and the front building was modernized, including the staff lounge, front office, workroom and restrooms using Measure Z funding. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Sorensen Elementary is comprised of a kindergarten area, library, a cafeteria, and 26 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games.

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

School Facility Good Repair Status (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 | 37 | 37 | 31 | 42 | 44 | 48 |
| Mathematics | 20 | 23 | 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 | 3 | 90 | 88 | 97.8 | 35.2 |
| | 4 | 86 | 86 | 100.0 | 33.7 |
| | 5 | 77 | 76 | 98.7 | 44.0 |
| Male | 3 | 52 | 51 | 98.1 | 37.3 |
| | 4 | 35 | 35 | 100.0 | 20.0 |
| | 5 | 34 | 34 | 100.0 | 35.3 |
| Female | 3 | 38 | 37 | 97.4 | 32.4 |
| | 4 | 51 | 51 | 100.0 | 43.1 |
| | 5 | 43 | 42 | 97.7 | 51.2 |
| Black or African American | 3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 87 | 85 | 97.7 | 34.1 |
| | 4 | 82 | 82 | 100.0 | 32.9 |
| | 5 | 76 | 75 | 98.7 | 44.6 |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Two or More Races | 4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 78 | 77 | 98.7 | 35.1 |
| | 4 | 71 | 71 | 100.0 | 32.4 |
| | 5 | 66 | 66 | 100.0 | 46.1 |
| English Learners | 3 | 14 | 13 | 92.9 | 7.7 |
| | 4 | 17 | 17 | 100.0 | 5.9 |
| | 5 | 11 | 10 | 90.9 | 22.2 |
| Students with Disabilities | 3 | 13 | 13 | 100.0 | 15.4 |
| | 4 | 13 | 13 | 100.0 | 7.7 |
| | 5 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

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 | 3 | 90 | 89 | 98.9 | 33.7 |
| | 4 | 86 | 86 | 100.0 | 15.1 |
| | 5 | 77 | 76 | 98.7 | 20.0 |
| Male | 3 | 52 | 52 | 100.0 | 44.2 |
| | 4 | 35 | 35 | 100.0 | 14.3 |
| | 5 | 34 | 34 | 100.0 | 18.2 |
| Female | 3 | 38 | 37 | 97.4 | 18.9 |
| | 4 | 51 | 51 | 100.0 | 15.7 |
| | 5 | 43 | 42 | 97.7 | 21.4 |
| Black or African American | 3 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 87 | 86 | 98.8 | 32.6 |
| | 4 | 82 | 82 | 100.0 | 14.6 |
| | 5 | 76 | 75 | 98.7 | 20.3 |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Two or More Races | 4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 78 | 78 | 100.0 | 32.0 |
| | 4 | 71 | 71 | 100.0 | 15.5 |
| | 5 | 66 | 66 | 100.0 | 21.5 |
| English Learners | 3 | 14 | 14 | 100.0 | 21.4 |
| | 4 | 17 | 17 | 100.0 | 5.9 |
| | 5 | 11 | 10 | 90.9 | |
| Students with Disabilities | 3 | 13 | 13 | 100.0 | 23.1 |
| | 4 | 13 | 13 | 100.0 | |
| | 5 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

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) | 68 | 66 | 71 | 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 | 78 | 75 | 96.2 | 70.7 |
| Male | 35 | 34 | 97.1 | 76.5 |
| Female | 43 | 41 | 95.4 | 65.9 |
| Hispanic or Latino | 77 | 74 | 96.1 | 70.3 |
| Socioeconomically Disadvantaged | 66 | 65 | 98.5 | 67.7 |
| English Learners | 11 | 10 | 90.9 | 50.0 |

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 |
| 5 | 30.3 | 17.1 | 23.7 |

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)

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

Parents also have opportunities to learn and grow. Adult English Classes, Parenting Classes, and Nutrition workshops are offered throughout the year. Parents are also invited to attend many school activities throughout the year, including our Family Science Night, Night Under the Stars, Family Literacy Day and Math Night where families have the opportunity to read and do hands-on science and math together that align with the Common Core State Standards. Sorensen has an active and involved PTA and Dad’s Club that sponsors events that will benefit our students. Highlights include educational assemblies, fieldtrips, fundraisers, and the Scholastic Book fair. We are very fortunate to count with excellent parental support.

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 | 3.4 | 0.6 | 0.8 | 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)

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

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

Sorensen Science Academy has also created school-wide behavior expectations that describe what all Sorensen students strive to become. These expectations are known as R.O.C.K.S- Responsibility, Optimism, Citizenship, Kindness, and Safety. These behavior expectations work along with the school-wide discipline plan to communicate high standards and expectations and to hold students accountable for their behavior choices. The behavior expectations and discipline plan is given to every student and reviewed by classroom teachers. Staff members consistently reinforce and reward the school-wide standards.

Sorensen Science Academy is a uniform school. We believe that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include that the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that it is disruptive to the educational process.

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

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

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 22 | 1 | 3 | | 34 | | | 2 | 34 | | | 2 |
| 1 | 32 | | 2 | | 24 | | 3 | | 24 | | 3 | |
| 2 | 29 | | 3 | | 33 | | 1 | 1 | 33 | | 1 | 1 |
| 3 | 28 | | 2 | | 33 | | 1 | 2 | 33 | | 1 | 2 |
| 4 | 31 | | 1 | 2 | 31 | | 2 | | 31 | | 2 | |
| 5 | 33 | | 1 | 1 | 24 | 1 | 3 | | 24 | 1 | 3 | |
| Other | 11 | 1 | | | 6 | 1 | | | 6 | 1 | | |

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 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 0.3 | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | | N/A |
| Nurse | | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$3,940 | \$129 | \$3,811 | \$79,259 |
| District | N/A | N/A | \$3715 | \$75,249 |
| Percent Difference: School Site and District | N/A | N/A | 2.6 | 5.3 |
| State | N/A | N/A | \$5,677 | \$75,137 |
| Percent Difference: School Site and State | N/A | N/A | -32.9 | 5.5 |

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.