

Longfellow Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Longfellow Elementary School
Street	6005 South Magnolia Ave.
City, State, Zip	Whittier, CA, 90601
Phone Number	562.789.3180
Principal	Dr. Lily Torres
E-mail Address	LTorres@whittiercity.net
CDS Code	19651106023667

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

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

At Longfellow Elementary School, we promote a nurturing, safe and enriching educational environment where students, staff and parents are eager to learn, work and visit. Our students are involved, challenged and engaged in school-wide activities that are fundamentally enriching and student centered. By expertly training staff in the integration of technology across all curricular areas, all of our students have access to interactive technology, art and music, as well as on-going interventions so that all students can attain their full learning potential. In order to ensure a high quality instructional program, Longfellow teachers participate in on-going collaborative Professional Learning Communities that effectively analyze student performance data which focuses on increasing student achievement through the use of instructional methods that reflect current research and proven effective classroom practices. Longfellow staff models the importance of life-long learning through their commitment to ongoing professional development. By establishing a strong partnership between our school, our parents and our community we help to develop a strong foundation for current and future learning.

Longfellow School's mission is to ensure that all students learn the academic standards and social skill necessary to succeed in their next level of education. Teachers, staff, parents, and the community will work collaboratively to educate, support and challenge our students in a safe and nurturing environment.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and other community members are integral partnerships with our school. We believe that through these partnerships, all children will acquire the educational and social qualities needed to be contributors to our local and global societies. It is a high priority at Longfellow to welcome and encourage parents to visit, volunteer, attend parent education sessions and to provide input for decision-making. Through our School Site Council and English Language Advisory Committee, parents are able to discuss, brainstorm and give input on ways to positively impact student achievement and improve their educational experience. Additionally, parents are invited monthly to meet and discuss relevant topics with our school principal. These sessions with the principal are conducted in both English and Spanish to meet the linguistic needs of our community.

Longfellow houses the District's Parent Room, where DELAC, ELAC, parenting classes, and other parent meetings take place. Throughout the school year, a variety of parent education sessions are offered with our partnership with Pro Whittier. Topics are selected based on an annual parent needs assessment conducted at School Site Council and ELAC meetings. The topics range in scope but are appropriate for parents of elementary school children.

The Longfellow PTA is a thriving organization that provides many activities throughout the year for parents to be involved. For example, our annual Harvest Festival, Halloween Parade, and Pride Night are a few of the opportunities provided for parents and their children to be on campus and have fun as a family. Our PTA is involved in numerous activities, including involvement with the supervision of field trips, Student of the Month awards, book fairs, fund-raisers, parent education classes, classroom-teacher support, teacher recognition luncheons, winter pictures, and other student geared activities. While we continue to experience a reduction in school funds, our PTA continues to be instrumental in raising of funds to support our school's programs. PTA fund-raisers such as book fairs and wrapping paper sales provide additional funds for school field trips and activities. Area businesses support the school by providing certificates for student recognition. Senior volunteers assist teachers in the classroom and work with small groups of students.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	103
Grade 1	90
Grade 2	107
Grade 3	108
Grade 4	104
Grade 5	120
Total Enrollment	632

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1	White	2.8
American Indian or Alaska Native	0.8	Two or More Races	0.3
Asian	0.5	Socioeconomically Disadvantaged	76.6
Filipino	0	English Learners	34
Hispanic or Latino	78.5	Students with Disabilities	12.2
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	0	4	0	19.8	3	2	0	27.3	1	3	0
1	23.75	0	4	0	30.3	0	3	0	27.7	0	3	0
2	19.6	4	0	0	35	0	0	3	28	1	2	1
3	29.5	0	4	0	32.3	0	2	1	34.3	0	0	3
4	32	0	3	0	34	0	0	3	33.3	0	1	2
5	29	0	3	0	26.3	1	3	0	24.6	1	4	0
Other	30	0	1	0								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

In addition to providing an enriching educational experience, Longfellow is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Longfellow provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan which is reviewed on a yearly basis.
4. **School Discipline/Character Development:** Longfellow has embraced the Caring Schools Community program in order to support our school-wide discipline plan and character development. Through the lessons embedded in the program we hope to communicate high standards/expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies, such as the NED Show or classroom presentations. Staff members consistently enforce the school-wide standards.
5. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
6. **Sexual Harassment Policy:** Longfellow strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. **School-wide Dress Code:** Longfellow believes 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 is disruptive to the educational process. To this end, Longfellow School has a uniform policy for all students. Parents may request a uniform waiver request prior to the start of school.
8. **Safe and Orderly Environment:** Longfellow believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

School Security

Teachers follow a supervision schedule before school and for recess duty on the playground, helping ensure that playground rules are adhered to for student safety at all times. During lunch, Longfellow has four noon-duty aides that monitor student safety.

Emergency Situations

This comprehensive plan has been developed to address various emergency situations. It is our belief that students can only thrive when they feel safe from everything from earthquakes to bullies. Parents and staff members work together to identify potential hazards and take preventive measures. Regular practice drills of emergency procedures make safety a routine and allow us to get on with the business of education.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	6.35	9.63	10.22	6.1	8.4	8.9
Expulsions	0.31	0	0	0.23	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2012

Longfellow Elementary School offers a safe and secure campus where students, staff and visitors are welcomed. The school was modernized in 2003, funded by Measure W. The school is fully air-conditioned and provides up-to-date facilities and adequate space for students and staff. Longfellow Elementary is comprised of a kindergarten area, library, large multipurpose room and 32 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. A team of 2 custodians (1-day and 1-night) 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. Longfellow School has been identified as a Williams school and has been inspected to ensure that the school complies with the William's requirements.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	28	23	23	245
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.3	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	0.3	---
Psychologist	0.6	---
Social Worker		---
Nurse	0.6	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist	1.0	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2010

Whittier City School District policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content and performance standards. The Language Arts, Math, Social Science and Science curriculum materials are aligned with and approved by the State Board of Education. Each student is assigned a set of core materials. There is a process in place for schools to order materials at the beginning of each school 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. Sorensen 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 categorical funds to provide supplemental materials for the classrooms including classroom library books, as well as materials for intervention and ELD.

WCSD has in place a thorough process for examining new adoption materials as they become available. However, we requested and received a waiver for purchasing new Reading-Language Arts and K-5 Mathematics textbooks because of the current budget situation. Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Delta Education, Foss Program, 2008 Adoption Year 2008	Yes	0
History-Social Science	Houghton Mifflin, Harcourt Reflections (2007) Adoption Year 2006	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,602.57	\$283.91	\$3,318.66	\$66,616.82
District	---	---	\$3,414.46	\$68,304
Percent Difference: School Site and District	---	---	-2.0	-2.5
State	---	---	\$5,455	\$69,404
Percent Difference: School Site and State	---	---	-34.0	-4.0

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,336	\$41,246
Mid-Range Teacher Salary	\$65,548	\$67,400
Highest Teacher Salary	\$82,725	\$85,481
Average Principal Salary (Elementary)	\$100,778	\$107,739
Average Principal Salary (Middle)	\$107,772	\$111,540
Average Principal Salary (High)		\$110,146
Superintendent Salary	\$172,733	\$180,572
Percent of Budget for Teacher Salaries	40%	42%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	41	45	44	47	49	55	52	54	56
Mathematics	48	53	52	44	49	55	48	50	51
Science	40	44	49	46	50	58	54	57	60
History-Social Science				39	41	44	44	48	49

* 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55	55	58	44
All Student at the School	44	52	49	
Male	38	49	45	
Female	51	56	53	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	44	50	49	
Native Hawaiian/Pacific Islander				
White				
Two or More Races	32	67		
Socioeconomically Disadvantaged	40	47	43	
English Learners	31	45	16	
Students with Disabilities	19	23		
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	13.3	4.2

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	2	3
Similar Schools	3	1	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-10	13	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-14	14	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17	11	-1
English Learners	-15	-2	22
Students with Disabilities			

* "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.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	404	751	4,765	797	4,664,264	788
Black or African American	7		26	803	313,201	710
American Indian or Alaska Native	4		11	836	31,606	742
Asian	2		26	893	404,670	905
Filipino	0		16	895	124,824	869
Hispanic or Latino	354	747	4,384	794	2,425,230	740
Native Hawaiian/Pacific Islander	0		5		26,563	775
White	9		194	840	1,221,860	853
Two or More Races	1		12	917	88,428	849
Socioeconomically Disadvantaged	317	727	3,459	776	2,779,680	737
English Learners	146	723	1,437	748	1,530,297	716
Students with Disabilities	58	599	632	651	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. To reach this goal and close the achievement gap between high achievers and struggling students, the District's instructional priorities are to:

- Support teachers by providing access to timely and appropriate data on student performance;
- Provide training to develop teachers' knowledge and skill to analyze that data;
- Provide opportunities for teachers to collaboratively work in grade level and/or department level teams, scrutinizing data to monitor student learning and plan instructional practices;
- Identify areas of need and offer professional development to teachers on how to improve their 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 school learning goals. Professional Development is based on the analysis of district and site data and is provided during the summer, on Tuesday early release days and teacher release time and after school. All teachers have attended professional development on the key concepts of Professional Learning Communities to empower them in making critical instructional decisions for all students. In addition, teachers have learned how to create common formative assessments, analyze student performance data, and have acquired a wide range of knowledge and skill in the area of lesson design and standards based planning. District Instructional Coaches work with teams of teachers to enhance the level of expertise in PLCs, lesson design and standards based instruction. All teachers have been introduced to the new Common Core standards. In addition, all K-5 teachers attend professional development in three science units that are aligned with the California state science standards; they receive ongoing support from the district Science Coach. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD: A Focused Approach to strengthen the implementation of a comprehensive, balanced approach to teaching English Language Development. District Curriculum Improvement Teams (CITs) meet every summer to analyze the District's Essential Agreements, Benchmark Assessments and Pacing Guides to revise and make additional recommendations for improvements.

The academic success of our students is highly dependent on the quality of the instruction, the focus to developing lessons that are standards based and the ability of teachers to regularly meet in order to answer the question of what to do when students do not "get it". As a result of the school-wide Distributive Leadership model that has been implemented at our site has empowered the teachers with a sense of ownership. Our focus encompasses "how" to get things accomplished in order to move our school forward. Thereby, establishing a fine balance between what needs to get done and determining the highly effective instructional strategies and practices that maximize student learning. Our hope is that we are able to sustain a culture of change where obstacles are overcome quickly.