

Orange Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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

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, 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 (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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Orange Grove Elementary School
Street	10626 East Orange Grove Ave.
City, State, Zip	Whittier, CA, 90601
Phone Number	(562) 789-3200
Principal	Raquel Gasporra
E-mail Address	rgasporra@whittiercity.net
CDS Code	19651106023717

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 2012-13)

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

Established in 1950, Orange Grove Elementary School is located in the Whittier City School District. Today, the school's enrollment is approximately 430 students, with 96% of the population being Hispanic or Latino. Approximately one fourth of our students are English Language Learners; 12% of our school population are students with disabilities. Orange Grove is a school wide Title 1 school with approximately 72% of our pupils qualifying for free and reduced lunch.

Orange Grove's mission is to cultivate a positive learning environment by collaboratively teaching a rigorous, enriched curriculum that educates and prepares all students to become life-long learners who are critical thinkers, problem solvers, and socially responsible citizens. Our vision is that every student will achieve proficient or advanced levels in Language Arts, Mathematics, and Science. Our expertly trained staff will utilize best practices in order to provide an innovative, differentiated, and enriched curriculum, which will incorporate state-of-the-art technology and the arts. We will continue to foster an effective partnership among our staff, students, and parents through collaboration, timely communication, and parent workshops. Our technology dream is for students and teachers to utilize technology to support student learning in the classroom and for every student to have access to using a technologically digital device that supports each learner at his/her individual level. Teachers utilize and embrace technological devices to aide in their instruction of curriculum, with a particular emphasis on using technology to meet the needs of our diverse learners.

Orange Grove integrates a variety of school programs that enhance our positive learning environment. The Peacebuilders Program helps build a nurturing, safe climate for students. Project Wisdom Readings during morning announcements promote positive character-building values. Monthly awards assemblies acknowledge students for good citizenship, academic success, 100% homework, knowledge of math facts, and reading accomplishments. Trimester awards recognize academic and behavioral achievements, as well as perfect attendance. The Reach for the Stars program provides after school care and enriching activities for students, such as homework help, physical activity, and cultural education in arts, dance, and music.

Unique to Orange Grove School is our school wide incentive program, Stay on Track, which focuses on the following four areas: attendance, behavior, academic goals, and homework. Just like a car needs four tires, students need to have these four areas "pumped up" so that they can achieve academic success. There are monthly incentives, as well as the Orange Grove Grand Prix that is held every trimester, for students who have stayed on track.

Every Thursday is our college day when students and staff wear college shirts to promote a higher education. Every classroom has adopted a university and display their university's flag on Thursdays; class discussions and activities take place to promote a college bound culture throughout our school.

Orange Grove implements multiple intervention programs for students who are struggling to meet grade level standards. A second period of Language Arts takes place four days per week so that at-risk students receive additional language arts instruction; in addition, targeted students in second through fifth grades who are in need of further intervention are invited to attend our after school intervention program. A pre-kindergarten orientation program also take place every summer for incoming kindergarten students.

High expectations are in place for all students, including high achieving and gifted students. The second period of Language Arts affords our GATE students and students who are meeting and/or exceeding state standards to receive differentiated instruction aimed at increasing their academic achievements. GATE students also participate in the GATE research projects that include a report and/or visual display as well as an oral presentation.

Collaboration is key to our success. Every Tuesday is a minimum day, which allows teachers time to meet in grade level teams, actively participate in staff development, and/or prepare for instruction. On a trimester basis, grade level teams meet to focus on the needs of each student at their grade level; the teams meet to analyze assessment data, determine student needs, and develop intervention and enrichment opportunities for our students.

In conclusion, Orange Grove School is a community of dedicated staff, students, and parents who work in a team effort to increase student achievement. Orange Grove serves as an effective and exciting place where all children can learn the academic and social skills needed to be productive and successful scholars.

Opportunities for Parental Involvement (School Year 2012-13)

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

Orange Grove School is fortunate to have strong community support through parent organizations. The English Learners Advisory Committee, the Parent Teacher Association, and our Dad’s Club are avenues for parent input and participation in school events and activities. The School Site Council includes parents who actively participate in the school decision-making process as it relates to the school plan and the school's categorical budgets. Parents and school community members interested in being involved in our parent groups or volunteering in our classrooms should contact our school office at (562) 789-3200.

III. 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 (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	56	55	49	55	52	54	56	55
Mathematics	59	70	66	49	56	55	49	50	50
Science	44	41	53	50	58	53	57	60	59
History-Social Science	N/A	N/A	N/A	41	44	45	48	49	49

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.

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	52	55	53	N/A
All Student at the School	55	66	53	N/A
Male	55	64	36	N/A
Female	55	67	63	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	55	67	55	N/A
Native Hawaiian/Pacific Islander				N/A
White	50	63		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	51	63	41	N/A
English Learners	26	50		N/A
Students with Disabilities	33	30		N/A
Students Receiving Migrant Education Services				N/A

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.

California Physical Fitness Test Results (School Year 2012-13)

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 Web page 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	14.1	29.5	20.5

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.

IV. 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 Web page 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	2010	2011	2012
Statewide	5	5	6
Similar Schools	4	4	6

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	10	24	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	26	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	9	32	-7
English Learners	30	13	-12
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	264	810	4,674	794	4,655,989	790
Black or African American	3		24	811	296,463	708
American Indian or Alaska Native	0		11	783	30,394	743
Asian	0		27	901	406,527	906
Filipino	1		19	869	121,054	867
Hispanic or Latino	242	811	4,318	790	2,438,951	744
Native Hawaiian/Pacific Islander	0		2		25,351	774
White	13	828	209	839	1,200,127	853
Two or More Races	0		11	818	125,025	824
Socioeconomically Disadvantaged	196	791	3,046	776	2,774,640	743
English Learners	66	743	1,459	752	1,482,316	721
Students with Disabilities	46	653	605	652	527,476	615

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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 2013-14)

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 Web page: <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	---	10
Percent of Schools Currently in Program Improvement	---	83.3

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	69
Grade 1	70
Grade 2	65
Grade 3	61
Grade 4	79
Grade 5	78
Total Enrollment	422

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	4.3
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	76.1
Filipino	0.2	English Learners	25.6
Hispanic or Latino	91.9	Students with Disabilities	11.8
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	27.5	0	2	0	24.7	0	3	0	17	2	2	
1	32	0	1	1	33	0	0	2	14	3	2	
2	34	0	0	2	31	0	2	0	22	1	2	
3	21.3	1	2	0	27.3	1	0	2	20	1	2	
4	24.8	1	3	0	31.5	0	2	0	20	2		2
5	33.5	0	0	2	23.3	1	3	0	26	1	1	1
Other												

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

School Safety Plan (School Year 2012-13)

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.

The School Safety Plan is updated and reviewed by both the certificated and classified staff on a yearly basis as well as when the need arises.

At every staff meeting, the staff addresses safety concerns. There is also a safety needs log so employees can indicate safety concerns in a timely manner.

Our earthquake bin contains necessities such as blankets, flashlights, water, and food items. An inventory of the bin is completed yearly. In our earthquake bin, every classroom has a supply of earthquake kits for their students. Every classroom has a lock down bucket that contains needed supplies and materials in the event a lock down takes place and the students must remain in their classrooms for a period of time.

Orange Grove School 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:** Orange Grove School 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. Emergency drills are held once a month and evaluated for effectiveness.
4. **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.
5. **Sexual Harassment Policy:** Orange Grove School 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.
6. **Student Release Procedures:** Orange Grove School strictly follows our student release procedures, which includes releasing students only to individuals identified on students' emergency release cards and verifying these individuals by photo ID.

7. Visitors and volunteers: All visitors and volunteers must report to the school office, sign in and sign out, and wear a pass on the left shoulder for identification while on campus.
8. School Wide Dress Code: Orange Grove School believes that a clearly defined dress code contributes to a positive learning environment. Students at Orange Grove School participate in common dress. 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, modesty, or disrupts school activities.
9. Safe and Orderly Environment: Orange Grove School 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, aides, and the administrator consistently supervise and interact with students to reinforce good behavior and safety standards.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.11	2.34	2.89	8.4	8.9	7.59
Expulsions	0	0	0	0	0	0

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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
- Description of any needed maintenance to ensure good repair

Established in 1950, Orange Grove School is located in a residential setting. We have a beautiful Wonder of Reading library that was renovated in 2003. The students enjoy an abundance of field space and blacktop areas during recesses and physical education activities. In order to ensure that the school facilities are well maintained and are cleaned on a regular basis, the school has both a day custodian and a night custodian. The safety of our students is our number one priority. All visitors are required to report to the school office upon arrival; staff members supervise students prior to school beginning, during recess and lunch times, and at dismissal times as well.

School Facility Good Repair Status (School Year 2013-14)

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 year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: January 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	16	17	17	245
Without Full Credential	0	2	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as 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 Web page at 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	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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 the 1997 standards 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.

Orange Grove 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. As the District moves towards the implementation of the Common Core State Standards (CCSS), the District will use that process to examine and explore and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading, A Language of Literacy, (2002) Adoption Year 2003	Yes	0
Mathematics	Harcourt Math, Harcourt School Publishers, (2002) Adoption Year 2002	Yes	0
Science	Delta Education FOSS Program, (2008) Adoption Year 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$3631.90	\$284.31	\$3347.59	\$69791.87
District	---	---	\$3506.29	\$69,082
Percent Difference: School Site and District	---	---	-4.5	1.0
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-39.5	-0.6

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 Web page 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 Web page 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 2012-13)

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,336	\$41,451
Mid-Range Teacher Salary	\$65,548	\$67,655
Highest Teacher Salary	\$82,725	\$85,989
Average Principal Salary (Elementary)	\$101,572	\$108,589
Average Principal Salary (Middle)	\$107,772	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$181,370	\$182,548
Percent of Budget for Teacher Salaries	38.3%	41.8%
Percent of Budget for Administrative Salaries	5.2%	5.5%

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

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. In order to effectively prepare our students for 21st Century college and career, classroom experiences will be designed to encourage student creativity, increase meaningful discourse and communication, develop critical thinking skills, while providing opportunities for problem solving and collaboration. To reach these goals and close the achievement gap between high achievers and struggling students, the District's instructional priorities are to:

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

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. The focus for 2013 is to introduce all elementary teachers to the Common Core English Language Arts standards and to introduce middle school teachers to the Common Core English Language Arts and Mathematics standards. In addition to presenting on the Common Core Standards, District Instructional Coaches provide additional training and coaching support to enhance teachers' expertise in technology integration, lesson design, instructional planning and the tenets of PLCs. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days. 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. District Curriculum Improvement Teams (CITs) meet when needed to analyze the District's Essential Agreements, Benchmark Assessments and Pacing Guides to revise and make recommendations for improvements. Finally, all K-5 teachers have also 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.

Professional development is essential in order to improve our instructional practices. Our site days are used for staff development, particularly in the area of mathematics. Teacher also attend math conferences and trainings, especially in the area of Singapore Math. To help us transition to the ELA Common Core State Standards, certificated staff attend the District's Common Core trainings that are offered throughout the school year and put into practice the instructional strategies that are learned from the trainings. In addition, alumni fellows and the school principal partake in professional development opportunities afforded to us through the Cotsen Art of Teaching program. The Professional Learning Communities process for teacher collaboration is utilized as we collaborate throughout the school year during Grade Level Intervention Meetings and Grade Level Team Meetings that focus on meeting grade level language arts objectives, creating language arts formative assessments, analyzing summative assessments, monitoring academic achievements for every student and developing quality lessons and programs to meet the needs of every learner.