

West Whittier Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|--|
| School Name | West Whittier Elementary School |
| Street | 6411 South Norwalk Blvd. |
| City, State, Zip | Whittier, CA, 90606 |
| Phone Number | 562.789.3240 |
| Principal | Michelle Aceves |
| E-mail Address | maceves@whittiercity.net |
| Web Site | www.whittiercity.net |
| CDS Code | 19651106023733 |

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

School Description and Mission Statement (Most Recent Year)

The mission of West Whittier 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.

West Whittier Elementary School consists of highly qualified teachers who have begun to fully implement the Common Core State Standards for English Language Arts and Mathematics. All students have access to Common Core aligned instructional materials. Teachers are continuously improving their craft of teaching with the Common Core State Standards through collaboration and ongoing professional development offered by the district and school site. Professional Learning Communities also continue to drive the work behind effective lesson planning and instruction. Our teachers regularly collaborate to share effective strategies, analyze student work, and plan instruction. Through formal, informal, formative and summative assessments, our students' academic progress is analyzed on an ongoing basis. The data obtained from these assessments are analyzed by the teachers and in grade-level teams with the goal of responding to the students' instructional needs and improving student academic achievement.

West Whittier strives for the academic and social success for all students by providing a safe and respectful environment where students take responsibility for their learning and behavior. Positive Behavior Interventions and Supports (PBIS) is a decision making framework and school-wide approach used for establishing the social culture, learning and teaching environment, and individual supports needed to achieve academic and social success for all students. West Whittier is focused on prevention of misbehaviors by defining and explicitly teaching positive social expectations. Our behavior matrix establishes school-wide expectations in all areas and supports students demonstrating PAWS expectations by Practicing responsibility, Always being respectful, Working and playing safely, and Striving for success. All adults acknowledge positive behaviors throughout the day as well as use progressive discipline to address misbehaviors. In addition, our PBIS Leadership team meets regularly to analyze behavior data and use it for decision-making. We recognize that instruction is one of our best behavior management tools and preventive behavior management is one of our best instructional support strategies.

West Whittier Elementary School employs a Response to Intervention (RTI) model for helping students achieve adequate yearly progress in their education. RTI is a process that provides immediate intervention to struggling students at the first indication of failure to learn. Through systematic screening of all students, classroom teachers identify students who are not mastering critical skills and provide differentiated intervention. Continuous progress monitoring of students' responses to interventions allows teachers to identify students in need of additional intervention and to adjust instruction accordingly.

Technology is used in meaningful ways to support teaching and learning. It is thoughtfully integrated into our curriculum to support problem solving, decision-making, teamwork, and innovation. All classrooms are equipped with amplifiers, projectors, and document cameras. In addition, all teachers are provided with laptops and iPads to assist with planning and instruction. iPads and Smart TVs are an integral part of the curriculum for all students in Grades K-2. Teachers use technology to promote further research on key topics, deepen students' understanding of content knowledge, as well as address the different learning modalities in the classroom. Technology is also used to showcase student learning. Students use technology to publish writing pieces, model their understanding of mathematics, practice fluency and other skills. Through the use of technology, students are able to develop creativity and problem-solving skills by displaying their understanding in meaningful ways. Technology is also used to communicate with parents on a daily basis regarding student progress.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 77 |
| Grade 1 | 57 |
| Grade 2 | 66 |
| Grade 3 | 77 |
| Grade 4 | 69 |
| Grade 5 | 68 |
| Total Enrollment | 414 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Filipino | 0.2 |
| Hispanic or Latino | 95.2 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 1.7 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 84.1 |
| English Learners | 43.5 |
| Students with Disabilities | 15.5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 17 | 20 | 19 | 264 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. The state wide adoption of the Common Core Standards has prompted our district to update our materials to ensure students have access to Common Core standards based curriculum. Our last adopted curriculum and materials for Language Arts, Math, Social Science and Science are aligned with the 1997 standards and approved by the State Board of Education. However, the approval of new Common Core State standards led to our decision to purchase "bridge" instructional material that align with the Common Core State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new math standards; Elementary grades are currently using Eureka Math curriculum, which includes student workbooks for all students and Teacher's Editions, while Middle School is using College Preparatory Math (CPM). The CPM curriculum includes student workbooks and Teacher's Edition. In addition to math curriculum, all Elementary grade teachers and Middle School English Language Arts, Science and Social Studies teachers have received Units of Study writing curriculum designed to support the teaching of the new writing types outlined in the Common Core State Standards. All teachers have received funds to purchase additional materials to align to the Common Core English Language Arts.

A process is in place for schools to order materials at the beginning of each school year for all students. In addition, there is a process to order additional materials throughout the year to address the changing needs of their student population, and on an "as needed" basis. Each school site is responsible for notifying district staff when new students register for classes so appropriate materials can be ordered.

Our school complies with the Williams Law; every child has an appropriate textbook for all academic subjects requiring textbooks. Students are allowed to take their textbooks home for study after school when needed. The school uses district and categorical funds to provide supplemental materials for the classrooms including classroom library books, as well as materials for intervention and ELD.

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

West Whittier School was rebuilt in 1936. The school resides in the county section of Los Angeles, bordering Pico Rivera. The original architecture gives the school a unique, charming and historical appearance. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. In 2013 a new roof was installed.

West Whittier Elementary School offers a safe and secure campus. For the safety of our students and to ensure the school day runs without interruption, West Whittier is a secure campus. Parents, volunteers and visitors are required to enter through the office to ensure that every adult on campus is identified with a visitor's pass and has been checked in by office staff. In 2014 the front office was renovated to provide handicapped access. In addition, new fencing was installed to ensure a single point of entry. A new entry was installed for the Head Start program on campus. The Safe Drop-off and Pick-up System is another way we ensure children's safety.

West Whittier Elementary is identified as a William's School and has been inspected to ensure that the school complies with the William's requirements. West Whittier has successfully passed this inspection each year. In the evenings and during the day, a team of 2 custodians ensures that classrooms, restrooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Whittier City School District to ensure that all classrooms and facilities are maintained appropriately.

West Whittier is comprised of a kindergarten area, a Wonder of Reading library, computer lab, large multipurpose room and 22 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. Teachers and aides are assigned supervision duties before and after school, during recesses, and during lunch. All parents visiting the campus are asked to stop by the office to obtain a visitor's pass before entering the school. Once school begins, all exterior gates are locked. Access to the school is through the main office.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month in which data were collected: December 2014 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: December 2014 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 63 | 53 | 26 | 58 | 53 | 53 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 53 |
| All Student at the School | 26 |
| Male | 31 |
| Female | 19 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 27 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Two or More Races | |
| Socioeconomically Disadvantaged | 26 |
| English Learners | 9 |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 46 | 46 | 38 | 49 | 55 | 52 | 54 | 56 | 55 |
| Mathematics | 59 | 57 | 57 | 49 | 56 | 55 | 49 | 50 | 50 |
| History-Social Science | | | | 41 | 44 | 45 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 4 | 4 | 3 |
| Similar Schools | 8 | 5 | 4 |

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

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 23 | 4 | -26 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 22 | 3 | -25 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 20 | 2 | -20 |
| English Learners | 43 | -6 | -38 |
| Students with Disabilities | | | |

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

State Priority: Other Pupil Outcomes

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

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

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

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 22.1 | 32.4 | 17.6 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

West Whittier's mission is to partner with parents and the community to ensure every student reaches his/her optimum potential. Parental involvement is essential to help our students meet our school's academic goals and advance our mission of "Every Child Goes To College In The Future." Therefore, we are dedicated to partnering with parents and the entire school community to strengthen our educational program.

West Whittier offers a variety of opportunities for parental involvement. Parents are encouraged to take part in committees such as English Learner Advisory Council (ELAC), Parent Teacher Organization (PTO), Dad's Club, and School Site Council (SSC). These committees aim to keep parents informed about the school as well as seek parent support and recommendations for enhancing our programs. West Whittier is also dedicated to supporting parents through education. Therefore, we provide a variety of learning opportunities for families. Parent Classes, Common Core Informational Nights, and Math Strategies for Parents Workshops are designed to provide parents with skills and strategies to support their child's success. Fun family events such as Family Math Night, Movie Nights, and Family Dances offer additional opportunities to strengthen relationships between the school and home and build long lasting memories.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 3.2 | 2.1 | 2.4 | 5.3 | 3.2 | 2.6 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

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

School Safety Plan (Most Recent Year)

Secure Campus: For the safety of our students and to ensure the school day runs without interruption, West Whittier is going to be a Secure Campus. It is our desire to have a safe and healthy environment for our staff members, students, and those visiting our campus. Requiring parents who are volunteering to enter through the office ensures that every adult on campus is identified with a visitor's pass and has been checked in by office staff.

Safe Drop Off and Pick System: Children's safety was the focus of the Secure Campus and now the Safe Drop-off and Pick-up System. The students being dropped off and picked up by car will do so in the playground area of the school using the System. The curb in front of our school is only a bus zone and should not be used as a loading and unloading area. The System will be used for those students who get dropped off and picked up by CAR. Those students who walk will still enter and exit through the front welcome gate.

The staff at West Whittier strives to maintain a safe and orderly environment for our students. Parent cooperation and involvement is essential in helping the school maintain a safe learning environment for all children. At the beginning of each school year, the staff reviews the safety plan, teacher handbook, policies, and school rules. Parents are asked to sign acknowledging that they have received and reviewed the school rules/policies.

Teachers and aides are assigned supervision duties before and after school, during recesses, and during lunch. All parents visiting the campus are asked to stop by the office to obtain a visitor's pass before entering the school. Staff members are instructed to send parents to the office if they do not have a pass. Once school begins, all exterior gates are locked. Access to the school is through the main office.

The site custodian checks the school grounds and equipment for safety issues on a daily basis. The goal is to ensure that all of the school facilities are safe and clean for the students and staff. We are in accordance with the grounds expectations of the William's Law.

Teachers regularly review the Disaster Preparedness Plan with their students. Fire drills and Lock Down drills are held on a monthly basis and earthquake drills are held during the year so that students and staff can practice these safety routines. Each staff member is assigned a specific task in the event of an earthquake. Also, there is a lock-down protocol in place.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2004-2005 |
| Year in Program Improvement* | Year 4 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 8 |
| Percent of Schools Currently in Program Improvement | --- | 80.0 |

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

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 32.5 | 0 | 1 | 1 | 28 | | 3 | | 19 | 1 | 3 | |
| 1 | 28 | 0 | 2 | 0 | 21 | 1 | 2 | | 19 | 1 | 2 | |
| 2 | 27 | 0 | 2 | 0 | 25 | 1 | | 2 | 17 | 2 | 2 | |
| 3 | 31.5 | 0 | 2 | 0 | 22 | 1 | 2 | | 15 | 3 | 2 | |
| 4 | 33.5 | 0 | 0 | 2 | 23 | 1 | 1 | 1 | 17 | 2 | 2 | |
| 5 | 27 | 1 | 0 | 2 | 31 | | 2 | | 17 | 2 | 2 | |

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

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (Paraprofessional) | 0.3 | --- |
| Psychologist | 0.3 | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | 0.3 | --- |
| Resource Specialist | 1 | --- |
| Other | | --- |

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$3588.43 | \$360.49 | \$3227.95 | \$66834.68 |
| District | --- | --- | \$3489.59 | \$71,092.55 |
| Percent Difference: School Site and District | --- | --- | -7.5 | -3.3 |
| State | --- | --- | \$4,690 | \$70,788 |
| Percent Difference: School Site and State | --- | --- | -41.7 | -4.8 |

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

Types of Services Funded (Fiscal Year 2013-14)

Whittier City School District receives ADA for students for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. In addition schools receive Categorical funds from Title I, EIA-LEP, ELAP, and Special Education.

Title 1 and EIA funding provide supplemental support for reading and math programs during and after school. In addition, these funds are used to provide teachers with release time so they can collaborate on their instructional program. Support materials for math and reading intervention are purchased with categorical funds. Other services provided through categorical funds include an office clerk for intervention and attendance monitoring, parent liaison and library clerk for three hours per day; our EIA funds are also used to fund an additional hour each day of health clerk support, our EIA/LEP funds provide our teachers with instructional materials during English Language Development and are used to support our English Language Learners throughout the school day. These funds are also used for collaboration opportunities, the after school intervention program targeted for English Learners, and for professional development.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$35,336 | \$41,507 |
| Mid-Range Teacher Salary | \$65,548 | \$67,890 |
| Highest Teacher Salary | \$82,725 | \$86,174 |
| Average Principal Salary (Elementary) | \$103,309 | \$109,131 |
| Average Principal Salary (Middle) | \$107,772 | \$111,937 |
| Average Principal Salary (High) | \$0 | \$109,837 |
| Superintendent Salary | \$193,387 | \$185,462 |
| Percent of Budget for Teacher Salaries | 38 | 42 |
| Percent of Budget for Administrative Salaries | 5 | 6 |

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

Professional Development

The fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. In order to effectively prepare our students for 21st Century college and career, classroom experiences will be designed to encourage student creativity, increase meaningful discourse and communication, 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.

The West Whittier staff committed to improving student learning by analyzing data in order to plan for the current and future needs of our students. Looking at demographics, perceptions, school processes, and student learning will enable us to make continuous school improvement. Becoming educated in the Professional Learning Communities (PLC), will assist us in pursuing our goal of reaching safe harbor by increasing our AYP by 10%. Using formative and summative assessments will provide us with the discussion of student progress and focus on the fundamental questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

West Whittier teachers have received training in Cognitive Guided Instruction, Systematic English Language Development, differentiated instruction, GATE and Thinking Maps. We are proud of the fact that these trainings have provided our teachers with strategies to help our teachers support our students based on their individual needs. The fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. In order to effectively prepare our students for 21st Century college and career, classroom experiences will be designed to encourage student creativity, increase meaningful discourse and communication, and develop critical thinking skills, while providing opportunities for problem solving and collaboration. To reach these goals and close the achievement gap between high achievers and struggling students, the District's instructional priorities are to:

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

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

In addition to presenting on the Common Core Standards, District Instructional Coaches provide training and coaching support to enhance teachers' expertise in technology integration, lesson design, instructional planning and the tenets and practices of a PLC. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD to strengthen the implementation of a comprehensive approach to teaching English Language Development. This year, teams of teachers and principals from each school participated in an English Learner Shadowing to research how to effectively provide opportunities for English Learners to engage in academic discourse and content discussions throughout the school day. The District Science Coach works with teachers to implement the FOSS Science Units and to begin explore the Next Generation Science Standards.

Developing teacher leadership is a critical component of our approach to Professional Learning. Opportunities for teachers to assume leadership roles include serving as a Lead Teachers at the site and on the District Curriculum Improvement Teams (CITs) at the District level. CIT meet to analyze and revise the District's Essential Agreements, Benchmark Assessments and Pacing Guides as well as make recommendations for improvements. Our focus on ensuring academic success for all students is supported by on-going training for all teachers and support staff on how and when to administer universal screening assessments designed to identify at risk students. Additional training is offered on how to effectively use the data gathered to implement researched based intervention materials designed to meet specific needs of struggling students.

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