

Katherine Edwards Middle 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	Katherine Edwards Middle School
Street	6812 South Norwalk Blvd.
City, State, Zip	Whittier, CA, 90606
Phone Number	562.789.3115
Principal	Maria M. Ruiz
E-mail Address	mruiz@whittiercity.net
CDS Code	19651106023659

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.

Katherine Edwards Middle School serves approximately 840 students in 6th, 7th, and 8th grade students. The majority of students live within walking distance of the school, but many students are also bussed in from North Whittier and commute from uptown Whittier. Four elementary schools feed into Edwards at the conclusion of 5th grade: West Whittier, Phelan, and Sorensen; and Andrews after 6th grade. About 50% of Edwards graduates move on to Pioneer High School and 50% go to Whittier High School. Ninety-three percent of the students are Hispanic 4% White, and 3% other ethnicities. Approximately 12% of the total student body are classified as English Language Learners. About 69% of the students receive Free and Reduced lunch. Edwards parents have a vast array of occupations, with 70% of the parents holding a high school diploma, and of these parents, 30% of those have attended some college and/or received a college degree.

We have a highly qualified staff that offers a rich standards - based curriculum . Our master schedule consists of an 8- period day. Students are offered a variety of electives, such as beginning and advanced band, chorus, guitar, AVID, STEM and art. Additionally, students that require additional support in either math or language arts to meet grade level proficiency are scheduled into an intervention class during the school day.

An Honors strand is provided at each grade level for our students excelling in Math and Language Arts. Our school recognizes the importance of literacy, therefore, all of our students participate in Reading Counts. Students are required to earn a certain amount of reading points each trimester. After completing a book at their reading level, the student takes comprehension tests electronically to earn points and to ensure that they are developing their comprehension. Peace Builders is the school wide character building program. Students are taught lessons in tolerance, in conflict resolution, social skills and individual accountability to take responsibility for their actions in helping maintain a safe environment for all students.

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

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.

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

Royal Start

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

Title One Meeting

Parents are invited to a meeting to receive information regarding the school's Title One program. Parents are provided with information regarding the CST scores and they are also provided information regarding the protocols and intervention opportunities for students that are not achieving at grade level. Parents are invited to provide input with the Parent/teacher/student Compact and interventions.

Back To School Night

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

CST / CELDT information Night

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

Elementary/Middle/High School Transition

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

6th / 7th grade parent orientation

Parents are provided information regarding scheduling and intervention opportunities for incoming students. Grade level teachers present important information regarding grade level standards and core program. Notification: It is listed on the school calendar, flyers are mailed home and various Teleparent messages are sent prior to the dates.

English Language Advisory Committee (ELAC) Meetings

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

School Site Council

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

Parent / Teacher / Student Conferences

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

PTSA - Parent Teacher Student Association -

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

Open Houses (Schoolwide and GATE)

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

Visual and Performing Arts (VAPA) Performances

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

Outside District Opportunities

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

Counselor Appointments

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

Technology Reach Out

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

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	47	53	50	49	55	52	54	56	55
Mathematics	34	37	37	49	56	55	49	50	50
Science	48	64	53	50	58	53	57	60	59
History-Social Science	41	45	44	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	45
All Student at the School	50	37	53	44
Male	48	36	58	47
Female	53	38	47	40
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	50	36	52	42
Native Hawaiian/Pacific Islander				
White	55	47		
Two or More Races	71	57		
Socioeconomically Disadvantaged	49	35	52	44
English Learners	14	13	10	9
Students with Disabilities	43	24	42	8
Students Receiving Migrant Education Services				

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
7	22.6	27.4	25.2

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	4	5
Similar Schools	8	6	7

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	-8	26	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	28	-11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17	37	-9
English Learners	-2	16	26
Students with Disabilities	-19	21	-24

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	805	771	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	4		27	901	406,527	906
Filipino	3		19	869	121,054	867
Hispanic or Latino	765	769	4,318	790	2,438,951	744
Native Hawaiian/Pacific Islander	1		2		25,351	774
White	21	801	209	839	1,200,127	853
Two or More Races	1		11	818	125,025	824
Socioeconomically Disadvantaged	463	764	3,046	776	2,774,640	743
English Learners	238	734	1,459	752	1,482,316	721
Students with Disabilities	123	602	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	2006-2007	2004-2005
Year in Program Improvement	Year 5	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
Grade 6	259
Grade 7	283
Grade 8	322
Total Enrollment	864

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	White	2.3
American Indian or Alaska Native	0.0	Two or More Races	0.1
Asian	0.5	Socioeconomically Disadvantaged	66.6
Filipino	0.2	English Learners	29.9
Hispanic or Latino	95.1	Students with Disabilities	11.0
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.3	7	10	24	31.5	5	25	14	18	8	24	12
Mathematics	32.7	1	12	16	27.6	8	19	6	28	6	11	11
Science	34.8	0	6	11	30.7	0	14	6	35		4	13
Social Science	35	0	5	12	32.6	0	9	7	30	3	7	9

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

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

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	18.93	14.35	13.64	8.4	8.9	7.59
Expulsions	0	0	1.17	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

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

A PA system is used for student announcements. All classrooms are equipped with phones that access the school directory and outside dialing.

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

School Facility Good Repair Status (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	37	37	36	245
Without Full Credential	0	1	0	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	1	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)	2.0	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1.0	---
Psychologist	0.6	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist	2.5	---
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.

Edwards Middle 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	Holt Rinehart (2003) Adoption Year 2004	Yes	0
Mathematics	Holt Rinehart and Winston (2008) Adoption Year 2008	Yes	0
Science	CPO (2007) Adoption Year 2007	Yes	0
History-Social Science	Holt Rinehart and Winston (2006) Adoption Year 2007	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	\$3,677.04	\$301.09	\$3,375.95	\$70,192.19
District	---	---	\$3,414.46	\$69,082
Percent Difference: School Site and District	---	---	-1.1	1.6
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-39.0	0.0

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 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.

At the school site we have made a commitment to continue our Professional development by forming a leadership team to guide us. This year our focus has been on the structure of the Professional Learning Communities. Additionally, ongoing PD on best practices for differentiation, to meet the needs of our English Learners, SPED students and Gifted students has been addressed. Our site coaches have helped facilitate our data meetings to help us set goals and to guide our instruction.