

# Andrews School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Andrews School
<b>Street</b>	1010 South Caraway Dr.
<b>City, State, Zip</b>	Whittier, CA, 90601
<b>Phone Number</b>	562.789.3140
<b>Principal</b>	Monica Dominguez
<b>E-mail Address</b>	mdominguez@whittiercity.net
<b>Web Site</b>	<a href="https://andrews.whittiercity.net/">https://andrews.whittiercity.net/</a>
<b>CDS Code</b>	19651106023709

District Contact Information	
District Name	Whittier City Elementary School District
Phone Number	562.789.3000
Superintendent	Dr. Maria Martinez-Poulin
E-mail Address	mmartinez-poulin@whittiercity.net
Web Site	<a href="http://www.whittiercity.net">http://www.whittiercity.net</a>

### School Description and Mission Statement (School Year 2018-19)

#### Mission

Andrews School's mission is to empower students through knowledge and learning to become productive, confident, and impactful leaders in the 21st Century.

#### Vision

Andrews vision is based in the belief that every student is respected as an individual and taught to value independence in learning, responsible use of technology, and work towards preparing to participate in a global society and workforce. It is our goal to be progressive and well-informed educators that can then provide students with a well-rounded, rigorous curriculum that allows them to experience multiple perspectives, develop critical thinking skills, collaborate in learning, and maintain social-emotional well-being. Students leave Andrews with the skills and confidence to become impactful leaders in the 21st century.

Located in the North Whittier community, Andrews School serves approximately 639 students in Kindergarten through 8th grade and includes three Moderate-Severe Special Day Classes. Additionally, Andrews is identified as a Title I Program school. Approximately 62% of students at Andrews qualify for free or reduced lunch, and approximately 9% of students are identified as English Learners. Andrews has a dedicated staff made up of highly qualified new and veteran teachers. Our school continues to partner with education consultants to strengthen the implementation of the Balanced Literacy approach in Reading and Writing. Andrews also continues to partner with the Cotsen Foundation as an alumni school. Through Cotsen, Teacher Fellows participate in high quality professional development in Reading and Writing, Mathematics, and Technology instruction and have opportunities to collaborate with educators across the region. All students have access to Common Core aligned instructional materials as well as access to a 1:1 iPad program and technology.

Andrews has fully transitioned into a K-8 learning academy. Our 6th-8th Grade students are offered a well-rounded and rigorous academic program to prepare them for the high school transition. Included in the instructional day are learning opportunities that include Accelerated Math, separate period classes dedicated to Reading and Writing, and elective courses that include Science Olympiad, Chorus, Guitar, and Art. Students with diverse learning needs are provided reading interventions, English Language Development, and Special Education within the school day, and an after-school intervention program is offered throughout the school year. Additionally, Andrews implements units of study within the narrative, informational, and argumentative/opinion writing genres. The Writer's Workshop approach is utilized to deepened our knowledge of effective teaching practices within writing. Andrews continues to implement the Common Core State Standards in Mathematics through the Eureka Math curriculum in grades K-5 and CPM (College Preparatory Mathematics) curriculum in grades 6-8.

Our school motto, "Learn Today, Lead Tomorrow" captures what we envision for our students' futures. We believe it is our responsibility to prepare children for the 21st century and for productivity in school and life. At Andrews, we provide children with the strong academic foundation to ensure future success. Regardless of curriculum mandates, high stakes testing or changing standards, teachers at Andrews have stayed true to the belief that we truly shape the futures of our students and have made instructional decisions that support high academic achievement in all students. Andrews School was named a 2014 National Blue Ribbon School, a 2014 California Distinguished School, and a 2014 California Title I Academic Achievement School. Andrews continues to grow and succeed as a result of the dedication and perseverance of our students, families, and staff.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	60
Grade 1	57
Grade 2	58
Grade 3	85
Grade 4	89
Grade 5	67
Grade 6	79
Grade 7	84
Grade 8	65
<b>Total Enrollment</b>	<b>644</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.6
Asian	1.9
Filipino	2.0
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0.0
White	4.3
Socioeconomically Disadvantaged	59.8
English Learners	11.0
Students with Disabilities	7.0
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	31		31
Without Full Credential	1	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** November 2018

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. California's approval of Common Core State standards led to our decision to purchase "bridge" instructional materials that align with the State Standards. Currently, all teachers in grades K-8 have math curriculum that supports the teaching of the new California Math Standards; Elementary grades are currently using Eureka Math curriculum, which includes student workbooks for all students and Teacher's Editions, while Middle School is using College Preparatory Math (CPM). The CPM curriculum includes student workbooks and Teacher's Edition. In addition to math curriculum, all Elementary teachers and Middle School English Language Arts teachers have received the Writing Units of Study to support the teaching of the new writing types outlined in the Common Core State Standards. Teachers also received \$14 per student to purchase additional materials to align to the Common Core English Language Arts. The District has purchased the Reading and Writing Units of Study to support reading and writing instruction for all teachers in grades K-8. The Reading and Writing Units of Study were designed to match the rigor of the new CA Reading Standards. In addition, the Phonics, Spelling, & Word Study System by Fountas & Pinnell was purchased for grades K-3 to help students attend to, learn about, and efficiently use sounds, letters, and words. Classroom Shared Reading materials by Fountas & Pinnell were purchased for grades K-2 to help build a strong early reading foundation.

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

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

Finally, WCSD has an established a thorough process for examining new instructional materials as they become available. With the full implementation of the California State Standards, the District will use that process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents. Based on the recommendation from the Department of Education, WCSD plans to carefully examine "Open Source" materials as well to ensure that the most appropriate materials are identified for our students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-8: Reading Units of Study K-8: Writing Units of Study Kinder-Grade 3: Phonics, Spelling, & Word Study System, Fountas & Pinnell, 2018 Kinder- Grade 2: Shared Reading Collection, Fountas & Pinnell, 2018	Yes	0
Mathematics	Kinder - Grade 5: Eureka Math Grades 6 - 8: College Preparatory Mathematics	Yes	0
Science	K-6: Delta Education Foss Science - 2008 Adoption Year 2008 Grades 7-8: Amplify Science Curriculum	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt Reflections (2007) Adoption Year 2007	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Andrews School offers a safe and secure campus where students, staff and visitors are free from physical and psychological harm. Andrews School was built in 1966 on more than 13 acres of land. The open space is occupied by playground with swings, a slide and play bars, as well as grassy fields for running, sports and games. Andrews School has a separate kindergarten area, library, large multipurpose room, and 29 classrooms.

Our school's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In the evenings and during the day, custodians ensure 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. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

In 2014, a new roof was installed at Andrews School. New fencing was also installed to ensure a single point of entry and the front office was modernized to accommodate better service to families and visitors. A joint use project is currently underway in which the playground will be renovated with county funds to add a walking track and a park horse.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year)		
Year and month of the most recent FIT report: December 19, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 19, 2018	
Overall Rating	Good

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	54.0	56.0	43.0	47.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	42.0	43.0	32.0	38.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	455	445	97.80	56.40
<b>Male</b>	237	231	97.47	47.62
<b>Female</b>	218	214	98.17	65.89
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	392	383	97.70	55.09
<b>White</b>	18	17	94.44	52.94
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	292	283	96.92	53.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	74	73	98.65	45.21
Students with Disabilities	35	31	88.57	22.58
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	445	96.95	42.92
Male	240	231	96.25	44.59
Female	219	214	97.72	41.12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	395	383	96.96	42.82
White	18	17	94.44	29.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	293	283	96.59	38.87
English Learners	76	73	96.05	32.88
Students with Disabilities	39	31	79.49	9.68
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.5	23.5	30.9
7	22.4	24.7	16.5

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 State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2018-19)**

Research shows that those children whose parents are involved in their education outperform and have a more positive school experience than those children whose parents do not actively participate in school. Our PTA support in efforts to cultivate parent leaders and involve parents in classroom and school activities. Parents are welcomed partners in every classroom and throughout the school.

Andrews works continuously to engage families in their child's educational trajectory. Through various parent meetings and forums, parents study expectations for student learning across the curriculum. To further connect parents to our academic instruction, Science, Math, and other curricular content Family Nights are planned throughout the year. Parents are given the opportunity to preview the Accelerated Reader and ST Math programs, create parent log-ins to monitor their child’s progress, and taught how to use these programs at home. Parents are also provided with weekly communication about school events and classroom news.

Additionally, our monthly English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings provide regular opportunities for parents and community members to offer input, review data, and advocate for the needs of students. To further support our community, our Parent Liaison is available to all families.



We are fortunate to have strong community support through the PTA and active parent involvement in the classroom. Throughout the year Andrews School regularly invites parent participation. At the beginning of the school year, every teacher is assigned a room parent who coordinates the involvement of other parents in support of school programs. All of our parent volunteers enhance student success by working with small groups and individuals in the classroom, providing funds and participating in fundraising activities, donating materials for classroom use, and sharing their expertise with the entire school community. Along with other community members, they provide positive role models and support for children. PTA extends the partnership to parents by sponsoring many family-centered activities, Grandparents' Day, Mother and Father events, and after school sports. These events encourage parent participation in our academic programs.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	1.7	1.4	2.2	1.1	2.4	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Andrews 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. 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.
2. 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.
3. School Discipline: The staff at Andrews School has created a school-wide discipline referral system to teach and maintain high standards for student behavior. In addition, the Andrews staff implements a Positive Behavior Interventions and Supports (PBIS) system, to maintain consistent behavior expectations throughout the school.
4. Sexual Harassment Policy: The staff at Andrews 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.
5. School wide Dress Code: Andrews School is a uniform school. The staff at Andrews School believes that a clearly defined dress uniform code contributes to a positive school environment. Every K-5 student is expected to adhere to dress code standards which includes white, red, or blue polo shirts and dark bottoms. Every 6th-8th Grade student is expected to adhere to the district dress code standards.
6. Safe and Orderly Environment: The staff at Andrews 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, administrators, campus supervisors, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

The safety plan was reviewed, updated and discussed with the faculty at the Opening Staff Meeting on August 13, 2018. We continuously revisit and update our school plan as we practice our drills throughout the year.

Finally, a strong partnership exists between our school and local law enforcement. Local law enforcement agencies provide ongoing support to the school and coordinates with school and district personnel to ensure students safety in case of a campus or neighborhood threat.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	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	29		2		27		2		21	1	2	
1	32		2		31		2		28		1	
2	30		3		25		3		28		2	
3	34			2	26		3		28		3	
4	33			2	33			2	29	1	2	1
5	25	1	3		25	1		2	34			2
6	33	2	1	11	24	9	7	11	20	8	8	1
Other	6	1			5	1						

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	1.0	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.5	N/A
<b>Psychologist</b>	0.4	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	0.3	N/A
<b>Resource Specialist (non-teaching)</b>	1.0	N/A
<b>Other</b>	.20	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,885.59	\$130.67	\$4,754.93	\$70,275.55
District	N/A	N/A	\$8,763.03	\$79,081
Percent Difference: School Site and District	N/A	N/A	-59.3	-11.8
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-39.9	-14.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

Whittier City School District receives Local Control Funding Formula (LCFF) based on ADA for students, as well as Concentration and Supplement Grant funding based on the percentage of “unduplicated student counts”. These funds are used for all educational services including salaries, instructional materials, maintenance, transportation and capital expenses. The District also receives Title II, Title III and Special Education funds. Federal funds from Title I are used at both the District level and also distributed to school sites. Schools receive LCFF funds, under the title of “Impact Aid”, to assist students who are struggling academically.

Title 1 and Impact Aid funding provides supplemental support to help us improve the instructional program for all students. These funds are used to provide teachers with release time so they can monitor student learning, collaborate on their instructional program, and plan for the use of curriculum and materials. Funds are also allocated to purchase material for math and reading interventions. Other services provided through supplemental funds include parent engagement activities, a library clerk, extra math manipulatives, materials to support English Learners and other collaboration opportunities.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,511	\$50,084
Mid-Range Teacher Salary	\$75,148	\$80,256
Highest Teacher Salary	\$95,743	\$100,154
Average Principal Salary (Elementary)	\$123,042	\$125,899
Average Principal Salary (Middle)	\$122,642	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$253,332	\$222,447
Percent of Budget for Teacher Salaries	32.0	37.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

### Professional Development (Most Recent Three Years)

The fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. In order to effectively prepare our students for 21st Century college and career, classroom experiences are designed to encourage student creativity, increase meaningful discourse and communication, and develop critical thinking skills, while providing opportunities for problem solving and collaboration. To reach these goals and close the achievement gap between high achievers and struggling students, the District’s instructional priorities are to:

- Provide professional development to teachers on the California Standards and the instructional practices that support the implementation of the Instructional Shifts outlined in the California Common Core State Standards;
- Enhance teachers’ skill and knowledge in the integration of technology across the curriculum;
- Support teachers by providing access to timely and appropriate data on student performance;
- Provide training to develop teachers’ knowledge and skill to analyze data;

- Provide training and resources on how to create, administer and score formative assessments;
- Provide opportunities for teachers to collaboratively work in grade level and/or department level teams to examine data, monitor student learning and plan instructional practices;
- Develop a comprehensive and effective “Response to Intervention” model that will support those students who are struggling academically and behaviorally;
- Provide professional development to teachers and schools leaders on how to develop, nurture and sustain effective “Professional Learning Communities”

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to district and school learning goals. Professional Development is provided during the summer, teacher release time, after school and on Tuesday early release days and is designed to sustain and follow-up on the previous years' initiatives. The focus for 2016-2018 is to explore the Reading and Writing Standards in greater depth as well as strategies to assist students in meeting the Reading and Writing Standards by providing in depth professional development on Balanced Literacy. Furthermore, the Mathematics Standards and Standards for Mathematical Practices continue to be an area of focus; through the implementation of Eureka math and CPM teachers receive ongoing training and opportunities to collaborate and study best practices for teaching. In addition, teachers are learning about the new ELD Standards to support students who have yet to be reclassified. Science and Social Studies teachers in grades 6-8 are learning how to develop cognitive demanding tasks that support the expectations of the Common Core Standards for Literacy and Writing. Finally, technology integration is a component of many of our PD sessions.

District Instructional Coaches provide training and coaching support to enhance teachers' expertise in core instructional practices, lesson design, instructional planning, technology integration, and the tenets and practices of a PLC. To address the needs of our English Learners, teachers from each site have attended professional development in Systematic ELD, the new ELD Standards as well as examining the CA Framework for English language Arts and English Language Development to strengthen the implementation of a comprehensive approach to teaching English Language Development. Teams of teachers and principals from each school have participated in English Learner Shadowing to understand how to effectively provide opportunities for English Learners to engage in academic discourse and content discussions throughout the school day. The District Science Coach works with teachers to implement the FOSS Science Units in Elementary and Middle School to explore the Next Generation Science Standards. In addition, Middle School teachers have received professional development and training on using Amplify a Next Generation Science curriculum.

Grant funding has been acquired for additional professional development. The Whittier City District was fortunate to be selected to receive the California Math and Science Partnership Grant, a two-year, \$1.5 million grant. That grant allowed us to pay stipends for 54 teachers in grades K-2 to engage in an intense, two-year study of the new Mathematics Standards. Teachers attended a 2-week summer institute, as well as lesson study and coaching cycles during the school year to strengthen their instructional practices. The goal of the grant was to support students' conceptual understanding of mathematics and engage in the practices associated with high levels of student learning. To further support the implementation of the new standards in Middle School, ELA and Content Area teachers were part of the Reading Apprenticeship/Writing Connections Grant and receive professional development, materials and resources to assist with planning lessons to meet the new CA Reading Standards specific to content area teachers. Content experts and consultants have provided on-going training to teachers and administrators on the instructional shifts for Reading, Writing and Mathematics aligned to the CCSS. Site based training has ensured that teachers receive expert support on how to address the various needs of students and ensure rigorous and effective instruction is cultivated and practiced.

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