

Orange Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Orange Grove Elementary School
Street	10626 East Orange Grove Ave.
City, State, Zip	Whittier, CA, 90601
Phone Number	(562) 789-3200
Principal	Lisa El Sabbagh
Email Address	lellsabbagh@whittiercity.net
Website	https://orangegrove.whittiercity.net/
County-District-School (CDS) Code	19651106023717

Entity	Contact Information
District Name	Whittier City Elementary School District
Phone Number	562.789.3000
Superintendent	Dr. Maria Martinez-Poulin
Email Address	mmartinez-poulin@whittiercity.net
Website	http://www.whittiercity.net

School Description and Mission Statement (School Year 2019-20)

Established in 1950, Orange Grove Elementary School is located in the western portion of the Whittier City School District. Currently, the school's enrollment is approximately 380 students, with 96% of the population being Hispanic or Latino. Approximately 16% of our students are English Language Learners; 19% of our school population are students with disabilities. Orange Grove is a school-wide Title 1 school with approximately 77% of our pupils qualifying for free and reduced- priced lunch. All teachers and support staff at Orange Grove are highly qualified. All students have access to standards aligned instructional materials and there is a process in place for teachers to order materials when needed.

Orange Grove School is a learning community of highly-qualified, dedicated staff, students, and parents who work in a team effort to increase student achievement. Our staff is currently working on increasing reading and math achievement throughout the school day. Teachers offer a Balanced Literacy environment where students provided instruction in English Language Arts (Reader's and Writer's Workshop, Word Work, and Shared Reading). Our school recognizes the importance of literacy. This year's instructional focus is Reading, implementing the mini lesson and enhancing teacher time with students when they confer while students are reading independently. Students who require additional support in Reading are grouped according to needs in the Response to Intervention (RtI) time. Teachers are trained to provide support to all students in this area and meet every 6 weeks to discuss progress with the goal of moving students according to their reading growth. We currently participate in Data Reflection Meetings where the Principal and Instructional Coach meet with teachers twice a month to monitor student progress by discussing assessment results and identifying what are the next steps for instruction for those who are achieving and are not achieving grade level standards. Eureka Math is implemented for Mathematics instruction daily in grades Kindergarten through fifth grade. STEM opportunities are provided to students throughout the school day. Positive Behavior Intervention and Support is a focus on campus at Orange Grove. Students are taught behavior skills to maintain a safe and health learning environment for all. Orange Grove serves as an effective and exciting place where all children can learn the academic and social skills needed to be productive and successful scholars.

The mission of Orange Grove Elementary School 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.

Orange Grove's vision is that every student will achieve proficient or advanced levels in Language Arts, mathematics and Science. Our expertly trained staff will utilize best practices in order to provide an innovative, differentiated, and enriched curriculum, which will incorporate state-of-the-art technology, the arts, and innovative STEM curriculum. We will continue to foster an effective partnership among our staff, students and parents through collaboration, timely communication, and parent workshops so that all students will become life-long learners, critical thinkers, and socially responsible citizens.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	98
Grade 1	54
Grade 2	48
Grade 3	60
Grade 4	62
Grade 5	74
Total Enrollment	396

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.8
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	1
White	3.3
Two or More Races	1.3
Socioeconomically Disadvantaged	77.5
English Learners	16.4
Students with Disabilities	15.4
Foster Youth	0.5
Homeless	11.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19		16	16
Without Full Credential	0		0	0
Teaching Outside Subject Area of Competence (with full credential)	0		0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

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 instructional materials aligned with the State Standards. Currently, all teachers in grades K-8 have access to math curriculum that supports teaching the CA Common Core Math Standards. Elementary grades use Eureka Math curriculum, which includes student workbooks for all students and Teacher's Editions, while Middle School is using College Preparatory Math (CPM). CPM curriculum includes student textbooks, online textbooks and a Teacher's Edition. The District also 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 are aligned to the standards and were designed to match the rigor of the new CA Reading and Writing Common Core Standards. The District also purchased classroom libraries for each grade level to support the diverse reading abilities in each classroom. Curriculum was purchased to ensure students acquire the foundational reading skills needed for early literacy skills. 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. In addition, 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 a schools 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 textbooks home to study after school when needed. The school uses district and categorical funds to provide supplemental materials for 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 the 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Established in 1950, Orange Grove School is located in a residential setting. We have a beautiful Wonder of Reading library. The students enjoy an abundance of field space and blacktop areas during recesses and physical education activities. Orange Grove also has a Reading Garden that is kept up by the Dad's Club. This area allows the classroom to be held outside in a nice area with grass space for the students to read and collaborate with each other.

The district governing board has adopted cleaning standards for all schools in the district. Orange Grove has an eight-hour day custodian and an 8-hour night custodian. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school facilities are well maintained and are cleaned on a regular basis.

The safety of our students is our number one priority. All visitors are required to report to the school office upon arrival; staff members supervise students prior to school beginning, during recess and lunch times, and at dismissal times as well. The front of the school was redesigned to be in compliance with ADA laws access and fencing was installed to ensure a single point of entry. A new roof was installed in the summer of 2014 and the buildings were painted in the Summer of 2016. The Solar Array, which provides energy to our school, was installed in Spring of 2017 and provides shade for our students on the playground. In 2018, contractors have updated the Internet conduit and to replace the speaker system to communicate with the school and classrooms during the school day.

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

Year and month of the most recent FIT report: December 27, 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	36	47	48	50	50
Mathematics (grades 3-8 and 11)	37	36	38	40	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	187	93.03	6.97	36.36
Male	114	107	93.86	6.14	34.58
Female	87	80	91.95	8.05	38.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	177	167	94.35	5.65	35.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	164	152	92.68	7.32	35.53
English Learners	46	41	89.13	10.87	21.95
Students with Disabilities	57	51	89.47	10.53	7.84
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	24.14

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	188	93.53	6.47	36.17
Male	114	107	93.86	6.14	36.45
Female	87	81	93.10	6.90	35.80

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	177	169	95.48	4.52	34.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	164	153	93.29	6.71	35.29
English Learners	46	43	93.48	6.52	20.93
Students with Disabilities	57	50	87.72	12.28	4.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	34.48

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	31.5	15.1	6.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Orange Grove School is fortunate to have strong community support through parent organizations. The English Learners Advisory Committee (ELAC), the Parent Teacher Association (PTA), and the Dad's Club are avenues for parent input and participation in school events and activities. The School Site Council, meets regularly during the school year, and includes parents who actively participate in the school decision-making process as it relates to the school plan and the school's categorical budgets. Activities such as Family Nights and Parent Workshops are available for parents to participate. Also, Orange Grove works with our community partners such as Rio Hondo College to provide to parents with English and Computer classes. These classes allow parents to become more skilled to help their children at home. Our school has a Parent Community Liaison who is vital in successfully strengthening Orange Grove's school-family-community partnership to support the academic goals of the school, increase parent participation, and volunteers at school. Parents and school community members interested in being involved in our parent groups or volunteering in our classrooms should contact Mrs. Benitez in our school office at (562) 789-3200.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	1.2	1.4	1.1	2.4	1.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is updated and reviewed by both the certificated and classified staff on a yearly basis as well as when the need arises. This year, the Safety Plan was reviewed with the staff at the August 12, 2019 opening meeting and submitted to the District Office by October 24, 2019. The School Site Council, Teacher Leadership Team and Law Enforcement reviewed the plan and approved it. If there are changes to new protocol during the school year, the Safety Plan is revised and the updated plan is submitted to the District Office.

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

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

Orange Grove School is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Orange Grove School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are trained yearly to understand the process of reporting child abuse as mandated reporters. They are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.
4. **Suspension and Expulsion Policy/Procedures to Notify Teachers of Dangerous Pupils:** Guidelines are indicated for suspensions and expulsion and if a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
5. **Suicide Prevention, Intervention & Postvention Procedural Guidelines:** Guidelines are indicated to support students in need for the prevention of suicide.
6. **Sexual Harassment Policy:** Orange Grove School strictly adheres to district policies, which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. **Student Release Procedures:** Orange Grove School strictly follows our student release procedures, which includes releasing students only to individuals identified on students' emergency release cards and verifying these individuals by photo ID.
8. **Visitors and Volunteers:** All visitors and volunteers must report to the school office, sign in and sign out, and wear a pass for identification while on campus.

9. **School Wide Dress Code:** Orange Grove School believes that a clearly defined dress code contributes to a positive learning environment. Students at Orange Grove School participate in common dress. The primary standards for student dress and grooming include that the student should be neat and clean at school, and the student should not wear clothing that compromises safety, modesty, or disrupts school activities.
10. **Safe and Orderly Environment:** Orange Grove School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Orange Grove implements PBIS (Positive Behavior Interventions and Support), a school-wide positive behavior approach to maintain a safe, nurturing climate for all students. Students are awarded for demonstrating behavioral expectations in different settings at school. Teachers, aides, and the administrator consistently supervise and interact with students to reinforce good behavior and safety standards.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		4		25		4		25		4	
1	29		2		26		2		27		2	
2	24		2		28		2		23		2	
3	32		2		28		2		29		2	
4	23	1	2		23	1	2		22	1	2	
5	25	1	2		24	1	2		25	1	2	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,953.43	\$494.56	\$4,458.86	\$77,436.06
District	N/A	N/A	\$8,763.03	\$79,117.00
Percent Difference - School Site and District	N/A	N/A	-65.1	-2.1
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-46.0	-4.4

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,321	\$45,741

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$76,651	\$81,840
Highest Teacher Salary	\$97,658	\$102,065
Average Principal Salary (Elementary)	\$122,620	\$129,221
Average Principal Salary (Middle)	\$123,490	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$258,398	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

The fundamental goal of the Whittier City School District is to continually examine and improve our practices to ensure that all students have the best opportunities to achieve high academic standards. To reach this goal and close the achievement gap between high achievers and struggling students, the District’s instructional priorities are to:

- Support teachers by providing access to timely and appropriate data on student performance;
- Provide time and training to develop teachers’ knowledge and skill to analyze that data;
- Provide opportunities for teachers to collaboratively work in grade level and/or department level teams, scrutinizing data to monitor student learning and plan instructional practices;
- Identify areas of need and offer professional development to teachers on how to improve their instructional practices;
- Develop a comprehensive and effective “Response to Intervention” model that will support those students who are struggling academically and behaviorally;
- Provide professional development to teachers and schools leaders on how to develop, nurture and sustain effective “Professional Learning Communities”

Whittier City School District leaders understand the importance of ongoing, in-depth professional development directly connected to school learning goals. Professional Development is based on the analysis of district and site data and is provided during the summer, on Tuesday early release days and teacher release time and after school. All teachers have attended professional development on the key concepts of Professional Learning Communities to empower them in making critical instructional decisions for all students. In addition, teachers have learned how to create common formative assessments, analyze student performance data on state and local assessments, and have acquired a wide range of knowledge and skill in the area of lesson design and standards-based planning. District Instructional Coaches work with teams of teachers to enhance the level of expertise in PLCs, lesson design and standards-based instruction. All teachers have access to a curriculum that is aligned to the Common Core standards and receive ongoing support and professional development through training and instructional coaching. In addition, all K-8 teachers have received training on the English Language Development Standards and ELA/ELD Framework; they receive ongoing support from site-based instructional coaches on planning and delivering effectively integrated and designated ELD lessons that support content instruction. Teachers in grades 6-8 have received ongoing professional development on the NGSS Standards and support from our District Science coach on the implementation of the instructional shifts described in the new NGSS Standards. District Curriculum Improvement Teams (CITs) meet every year to analyze the District’s Essential Agreements, Benchmark Assessments and Pacing Guides to revise and make additional recommendations for improvements.