

Sorensen Science Academy

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)

School Contact Information	
School Name	Sorensen Science Academy
Street	11493 East Rosehedge Dr.
City, State, Zip	Whittier, CA 90606-1996
Phone Number	562.789.3220
Principal	Dr. Alicia VanDenburg
E-mail Address	asvandenburger@whittiercity.net
Web Site	http://sorensen.whittiercity.net
CDS Code	19651106023626

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	http://www.whittiercity.net

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

Sorensen Science Academy provides a high-quality instructional program to inspire and instill a desire for learning in our students. We provide students with opportunities to achieve academic excellence through rigorous daily instruction aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards, academic enrichment opportunities, and high-quality intervention materials, when appropriate.

We are one of nine elementary schools in the Whittier City School District (WCSD), and we serve approximately 496 students in grades Pre-Kindergarten through fifth grade. Our school community is a diverse representation of lower and middle socioeconomic levels residing in single-family dwellings and apartments. Sorensen is a school-wide Title I school serving 77.1% of the students who qualify for the Free/Reduced Lunch Program. Approximately 86% of the students at Sorensen are of Hispanic/Latino ethnic origin, 13% are English Learners (ELs), 8% are Reclassified Fluent English Proficient (RFEP), and 10% of students are Students with Disabilities. Sorensen has a 6% chronic absenteeism rate, 34 of 496 students are chronically absent. Sorensen has a low suspension rate at 0%.

Sorensen has a total of 17 regular education classes, in addition to 3 Moderate/Severe special day classes - pre-kindergarten, primary K-2, and upper-grade 3rd – 5th. All Sorensen teachers are highly qualified, fully credentialed and are certified to teach English Language Learners. District support staff includes a 100% Resource Specialist, a Speech Team (three days a week), a Psychologist and intern (two days a week), a social worker (two days a week), a library clerk (two days a week), a full-time secretary, an office clerk (four hours a day), a community liaison (four hours a day), a technology aide (10 hours a week) and a health clerk (five hours a day). The district provides an Instructional Coach, as well as teacher leads in the area of Technology, English Language Development, Public Relations, Assessment and Instruction, Multi-Tiered System of Supports and Positive Behavior Intervention Support to support the teaching and learning of the CCSS.

Vision:

Sorensen Science Academy is a safe and nurturing place where all students learn. Classrooms are inviting and interactive places where students exhibit positive attitudes, are purposefully engaged, and feel valued. As a result, all students are confident, self-motivated, and eager to learn. The Sorensen staff is highly qualified, dedicated, and passionate about increasing student achievement. Teaching practices are both reflective and responsive to the needs of students. Through staff development and collaboration, teachers utilize research-based best practices to serve the needs of students. A variety of formative and summative assessments are used to monitor progress. Assessment data is used to gauge student learning and establish goals in order to strive for continuous improvement. Families and community members are recognized as necessary partners in the process of learning. The Sorensen staff, parents and the community work collaboratively to ensure learning for all. Therefore, parents and community members are involved at school in a variety of ways from volunteering in the classroom to membership in school-based organizations. The aim is to have each student achieve his or her greatest potential and build a solid foundation for future success.

Mission: The mission of Sorensen Science Academy is to provide a strong balanced education within a safe and nurturing environment to ensure all students achieve their maximum potential.

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	85
Grade 2	87
Grade 3	76
Grade 4	80
Grade 5	79
Total Enrollment	480

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.2
Hispanic or Latino	94.0
Native Hawaiian or Pacific Islander	0.2
White	2.9
Socioeconomically Disadvantaged	83.3
English Learners	16.7
Students with Disabilities	9.2
Foster Youth	2.3

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	17	17	20	20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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, WUSD 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, WUSD 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
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sorensen Elementary School was built in 1947 on land donated by Christian Sorensen, a long time resident in the Whittier area. Sorensen has a total of 14 regular education classes, in addition to two Severely Handicapped Special Day classes (one primary (K-2) and one upper (3rd – 5th) grade). In addition, we have a newly redesigned library funded through the Wonder of Reading and school fundraisers.

The district governing board has adopted cleaning standards for all schools in the district. Sorensen has an eight- hour day custodian and four- hour night custodian. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Sorensen Elementary School offers a safe and secure campus. During the summer of 2014, a new roof was installed and the front building was modernized, including the staff lounge, front office, workroom and restrooms using Measure Z funding. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Sorensen Elementary is comprised of a kindergarten area, library, a cafeteria, and 26 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games.

Sorensen also has the "Reach for the Stars" afterschool program that provides enrichment, remediation, homework help and activities until 6:00 PM each evening.

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 20, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 20, 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
English Language Arts/Literacy (grades 3-8 and 11)	46.0	50.0	43.0	47.0	48.0	50.0
Mathematics (grades 3-8 and 11)	37.0	42.0	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
All Students	237	236	99.58	50.43
Male	120	119	99.17	41.53
Female	117	117	100.00	59.48
Black or African American	--	--	--	--
Hispanic or Latino	226	225	99.56	50.67
White	--	--	--	--
Socioeconomically Disadvantaged	208	207	99.52	52.20
English Learners	70	70	100.00	44.93
Students with Disabilities	27	27	100.00	25.93
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	238	236	99.16	41.53
Male	120	119	99.17	42.86
Female	118	117	99.15	40.17
Black or African American	--	--	--	--
Hispanic or Latino	227	225	99.12	41.33
White	--	--	--	--
Socioeconomically Disadvantaged	208	207	99.52	41.06
English Learners	70	70	100	37.14
Students with Disabilities	28	27	96.43	22.22
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
Science (grades 5, 8, and 10)	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	25.0	26.2	11.2

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)

Sorensen Science Academy is very appreciative and proud of the support that parents provide to our campus. Our parent nights, awards assemblies, teacher-parent conferences, and fundraisers are always well attended. Parents volunteer on a daily basis in the classroom and in our Parent Room. There are numerous opportunities for parents to become involved in the educational program at Sorensen Science Academy. Parents are encouraged to become members of the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent/Teacher Association (PTA), Room Ambassadors, and District Advisory Committees (DELAC). For more information about organized activities and events and other opportunities for parent involvement, please contact Laura Camacho or Alicia Vandenburg at 562-789-3220.

Parents also have opportunities to learn and grow. Literacy workshops, Parenting Classes, and Nutrition workshops are offered throughout the year. Parents are also invited to attend many school activities throughout the year, including our Coffee with the Principal, that features different topics, such as Technology, Math, Reading, our annual Family Science Night, Night Under the Stars, Maker's Fair and Math Night where families have the opportunity to read and do hands-on science and math together that align with the Common Core State Standards. Sorensen has an active and involved PTA that sponsors events that will benefit our students. Highlights include educational assemblies, field trips, fundraisers, and the Scholastic Book fair. We are very fortunate to count with excellent parental support.

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
Suspensions	0.8	0.0	0.6	2.2	1.1	2.4	3.7	3.7	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 2018-19)

Sorensen Science Academy is committed to the safety and security of each student. To maintain these conditions we have a school-wide disaster preparedness plan to ensure the safety of our students and faculty in case of an emergency or natural disaster. The facilities are kept clean and safe with continuous improvements being made. Our disaster bin contains emergency food and medical supplies. Fire and earthquake drills are conducted once each trimester to ensure students and faculty know how to respond in emergency situations. In addition, lockdown drills are conducted once every trimester to ensure students and teachers are also prepared for potentially dangerous situations. The safety plan was reviewed, updated and discussed with the faculty at the Opening Staff Meeting on August 1, 2018. We continuously revisit and update our school plan as we practice our drills throughout the year.

In addition, to our disaster preparedness plan, we have a five-hour health aide who is trained in First Aid and CPR. She provides medical care for students with health issues as well as injured students. District nursing personnel work with our health aide to provide routine health screenings for hearing, vision, height, and overall health screening.

Sorensen Science Academy is a closed campus and gates are kept locked during school hours. Teachers follow a schedule for recess duty on the playground, helping ensure that the playground rules are adhered to for student safety at all times. Sorensen Science Academy believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students.

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 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	23	1	3		21	1	3		24		3	
1	30		2		27		3		28		3	
2	31		3		25		3		28		3	
3	33		1	1	25		3		25		3	
4	33		1	2	33			2	32		2	
5	22	1	3		25	1	3		31		1	2
Other									6	2		

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
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.275	N/A
Psychologist	0.4	N/A
Social Worker	.5	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	.125	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	\$5,040.75	\$149.50	\$4,891.16	\$78,675.09
District	N/A	N/A	\$8,763.03	\$79,081
Percent Difference: School Site and District	N/A	N/A	-56.7	-0.5
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-37.2	-2.8

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.