Daniel Phelan Language 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	Daniel Phelan Language Academy
Street	7150 South Cully Ave.
City, State, Zip	Whittier, CA, 90606
Phone Number	562.789.3210
Principal	Mr. Ignacio Avila
E-mail Address	iavila@whittiercity.net
Web Site	https://phelan.whittiercity.net/
CDS Code	19651106023634

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)

School Mission Statement

The Mission of Phelan Language Academy is to provide a safe and productive educational environment; using rigorous academic learning experiences, so that all students can become life-long learners and responsible citizens.

Daniel Phelan's Vision Statement

Our Vision is to continue to implement a distinguished learning academy that provides outstanding instruction for all students. Teachers use research based best practices and strategies to ensure that all students are empowered and prepared to meet and exceed rigorous academic standards. In addition to a strong academic education, our priority will be to develop social skills to ensure a peaceful and positive school environment.

Integration of cutting edge technology will be evident in all classrooms to enhance all curricular areas and empower students to meet the demands of the 21st Century. Teachers will keep students engaged through multi-sensory academic learning experiences to meet the diverse needs of our students.

All students will be given opportunities to develop their talents. Our language academy will offer a variety of enriching experiences that will include development in the fine arts, communication skills, and a dual immersion program.

We are also committed to providing timely and focused interventions to ensure success for all students in all curricular areas. Education is a team effort; therefore we view our parents as vital partners and will encourage participation, involvement, and educational opportunities.

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	102
Grade 2	82
Grade 3	77
Grade 4	83
Grade 5	83
Total Enrollment	550

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.0
Hispanic or Latino	96.0
Native Hawaiian or Pacific Islander	0.0
White	2.5
Socioeconomically Disadvantaged	74.9
English Learners	22.7
Students with Disabilities	7.1
Foster Youth	0.0

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	25	24	22	22
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 Stare 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
History-Social Science	Houghton Mifflin Harcourt Reflections- 2007 Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 23 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1951. Four portable classrooms were constructed to accommodate a fourth and fifth grade classrooms in 2002.

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

Phelan Elementary School offers a safe and secure campus. In 2013, a new roof was installed and in 2014 a new marquee was added to the campus. A new portable classroom was added in 2016. A new alarm system was installed in 2016.

The Dad's Club, along with interested parents, engage in beautification projects. An organic garden was installed in November 2016. The purpose is to keep the school grounds clean where students feel comfortable and proud of their school.

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)	56.0	69.0	43.0	47.0	48.0	50.0
Mathematics (grades 3-8 and 11)	56.0	71.0	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	242	240	99.17	68.75
Male	122	121	99.18	71.90
Female	120	119	99.17	65.55
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	231	229	99.13	68.56
White	--	--	--	--
Socioeconomically Disadvantaged	195	195	100.00	65.13
English Learners	58	57	98.28	64.91
Students with Disabilities	21	21	100.00	57.14
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	242	241	99.59	70.95
Male	122	121	99.18	78.51
Female	120	120	100	63.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	231	230	99.57	71.3
White	--	--	--	--
Socioeconomically Disadvantaged	195	195	100	67.69
English Learners	58	58	100	68.97
Students with Disabilities	21	21	100	85.71
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	22.9	22.9	12.0

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.

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)

Phelan School is very proud of the support that parents provide to our campus. Parents volunteer regularly in the classroom working with students, preparing materials and supporting in many other ways. More than 90% of our parents attended November Parent Teacher Conferences and we have great attendance at Back-To-School Night, the Trimester Awards assemblies and Open House. At our Family Literacy Day, parents learn about Language Arts Common Core State Standards and how they can help their children at home. Our Family Science Night and Math Night provide families with the opportunity to do hands-on science and math together that align with the state science and math CCS standards. Phelan has an active and involved Parent Teacher Organization and Dad's Club, which sponsors a variety of events to enhance our students' educational experience. Highlights include Buck-A-Book, a school-wide Read-A-Thon, field trips, art and PE classes, and PBIS assemblies to monitor school behavior expectations. Our School Site Council has an active and involved group of parents who give us continual input on our programs. Finally, Phelan's English Learner Advisory Council meets monthly with interesting presentations for parents of our English Learners. We are pleased with the excellent attendance at these meetings.

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	0.9	1.1	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)

Phelan 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: Phelan provides compiles 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 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. Safety concerns are addressed at each staff meeting.

4. School Discipline: Phelan School has created a school-wide discipline plan using Caring School Communities in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed by classroom teachers. Staff members consistently enforce the school-wide standards. In Addition, Phelan is a pilot "Response to Intervention" School where students are taught behavioral strategies to implement in the classroom, library, playground, and lunch area. With the support from the school psychologist, teachers and staff participate in staff development to enforce positive behavior.

5. Procedures to Notify Teachers of Dangerous Pupils: 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.

6. Sexual Harassment Policy: Phelan 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. School-wide Dress Code: Phelan School is a uniform school. We believe that a clearly defined dress code contributes to a positive school environment. 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 or modesty or that is disruptive to the educational process.

8. Safe and Orderly Environment: Phelan 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.

9. Campus Security and Safety: Phelan 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 playground rules are adhered to for student safety at all times. We also hold monthly fire, lock down, and earthquake drills. Protocols and procedures have been established for all possible emegencies. Teachers and staff are aware of their roles in case of an emergency and every child is provided with an emergency earthquake kit.

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 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	4		25		5		22	1	5	
1	26		3		28		3		25		4	
2	27		3		27		3		25		2	
3	20	3	1		28		3		35		2	1
4	26		3		28	1		2	28		3	
5	33		1	1	27		3		28	1	2	
Other					9	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
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.48	N/A
Psychologist	0.3	N/A
Social Worker	0.5	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	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	$5,336.93	$129.02	$5,207.92	$79,714.31
District	N/A	N/A	$8,763.03	$79,081
Percent Difference: School Site and District	N/A	N/A	-50.9	0.8
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-31.1	-1.5

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.