

Katherine Edwards Middle School- STEAM & Dual Immersion Academy

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	Katherine Edwards Middle School- STEAM & Dual Immersion Academy
Street	6812 South Norwalk Blvd.
City, State, Zip	Whittier, CA, 90606
Phone Number	562.789.3115
Principal	Tiffany Lizer
Email Address	ttagle@whittiercity.net
Website	http://edwards.whittiercity.net/
County-District-School (CDS) Code	19651106023659

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)

Katherine Edwards Middle School serves approximately 860 students in 6th, 7th, and 8th grade students. The majority of students live within walking distance of the school, but many students are also bussed in from Pellisier and commute from Uptown Whittier. Six elementary schools feed into Edwards at the conclusion of 5th grade: West Whittier, Mill, Orange Grove, Phelan, Jackson, and Sorensen. About 50% of Edwards graduates move on to Pioneer High School and 50% go to Whittier High School. Ninety-one percent of the students are Hispanic, 4% White, and 5% other ethnicities. Approximately 11% of the total student body are classified as English Language Learners. About 78% of the students receive Free and Reduced lunch. Edwards parents have a vast array of occupations, with 70% of the parents holding a high school diploma, and of these parents, 30% of those have attended some college and/or received a college degree.

We have a highly qualified staff that offers a rich standards-based curriculum. Our master schedule consists of an 6 period day. Students are offered a variety of electives focused on our school theme, STEAM, such as beginning and advanced band, chorus, guitar, engineering, robotics, forensics, coding, college exploration and public speaking, student leadership (ASB), media art and art. We are also a Dual Immersion Academy where some students take courses in both English (ELA, Math, PE, and elective) and Spanish (ELA, Science, Social Studies). Additionally, students that require additional support in either language arts to meet grade level proficiency are scheduled into an intervention class during the school day. An Honors strand is provided at each grade level for our students excelling in Math and Language Arts. Our school recognizes the importance of literacy, therefore, there is a sustained focus on close reading and interacting with the text. Positive Behavior Intervention and Support is a focus on the campus to enable students to learn from their actions and grow in a positive learning environment. Students are taught lessons in tolerance, conflict resolution, social skills and individual accountability to take responsibility for their actions in helping maintain a safe environment for all students.

MISSION STATEMENT: Katherine Edwards Middle School is focused on providing academic achievement that promotes growth and success in the 21st century to enhance the abilities of all students in a dynamic global community. Building skills in Science, Technology, Engineering, Arts and Math provides the cornerstone for each student’s learning experience. The addition of the Dual Immersion program provides our students with the opportunity to develop language skills that improve performance on tasks that call for divergent thinking, pattern recognition, and problem solving. Our school cultivates equity for all students while focusing on self-esteem and confidence, patriotism, and acceptable behavior fostered in a safe environment. Our collaborative school culture is academically rigorous where every student is equipped with the tools to be both a lifelong learner and a successful, productive citizen.

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

Grade Level	Number of Students
Grade 6	266
Grade 7	281
Grade 8	232
Total Enrollment	779

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	0.1
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0.1
White	1.4
Two or More Races	0.5
Socioeconomically Disadvantaged	84.3
English Learners	10.9
Students with Disabilities	15.4
Foster Youth	0.8
Homeless	7.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34		33	33
Without Full Credential	1		2	2
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
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	Holt Rinehart and Winston (2006) Adoption Year 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Edwards Middle School offers a safe and secure campus. In 2014, the front office was relocated to the front of the school to provide a single point of entry for control of entrance to the campus. In addition, a new marquee was installed in the fall of 2014.

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

School Facility Good Repair Status (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: January 3, 2019

System Inspected	Rating	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 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)	47	47	47	48	50	50
Mathematics (grades 3-8 and 11)	39	38	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	770	752	97.66	2.34	47.14
Male	390	382	97.95	2.05	42.26
Female	380	370	97.37	2.63	52.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	729	719	98.63	1.37	47.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	10	83.33	16.67	60.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	642	631	98.29	1.71	45.71
English Learners	174	167	95.98	4.02	22.29
Students with Disabilities	134	129	96.27	3.73	10.85
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	61	60	98.36	1.64	51.67

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	769	755	98.18	1.82	37.88
Male	389	381	97.94	2.06	38.85
Female	380	374	98.42	1.58	36.90
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	728	720	98.90	1.10	38.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	9	75.00	25.00	44.44
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	642	632	98.44	1.56	37.50
English Learners	173	171	98.84	1.16	18.13
Students with Disabilities	134	129	96.27	3.73	11.63
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	61	60	98.36	1.64	43.33

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
7	15.5	25.5	28.4

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)

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

Royal Start

Parents are provided an opportunity to meet with counselors to learn about their child's schedule, Powerschool, Parent Portal access code, ParentSquare and told about different options for intervention if child is below grade level. Notification: It is listed on the school calendar, posted on social media, flyers are mailed home and various ParentSquare messages are sent prior to the dates.

Back To School Night

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

District Parent Education Center

The district offers several educational opportunities for parents. Classes range from helping students with studies, navigating college preparedness, parenting classes, and more. Notification: It is listed on the school calendar and posted on social media.

Elementary/Middle/High School Transition

During our portion of the elementary/middle school night event, parents are invited from all of our feeder schools to learn about the opportunities that Edwards offers the students- scheduling, electives, honors, intervention are all covered. Counselors and administrators are available to answer parent concerns/questions. The Edwards students take elementary students on a campus tour and explain what Edwards has to offer. Parent nights are held for high school administration speak on the programs that are unique to their school Notification: It is listed on the school calendar, posted on social media, flyers are mailed home and various ParentSquare messages are sent prior to the dates.

English Language Advisory Committee (ELAC) Meetings

Parents are informed regarding CAASPP/District Benchmark results as available, School Improvement plans/actions, categorical budget /priorities, attendance and school-wide programs. Notification: It is listed on the school calendar and personal phone calls are made prior to the dates. The agenda is posted in the Front Office.

School Site Council

Parents are informed regarding SBAC/District Benchmark results when available, School Improvement plans/actions, categorical budget /priorities, R-30 report, attendance and school-wide programs (eg. Reading Counts, Peace Builders, PBIS, etc.) Notification: It is listed on the school calendar, emails and personal phone calls are made prior to the dates. The agenda is posted in the Front Office.

Parent/Teacher/Student Conferences

Students are dismissed early for 5 days in the fall and 4 days in the Spring so that parents can meet with their child's teachers and discuss their child's progress and expectations in each classroom. Notification: It is listed on the school calendar, posted on social media, flyers are mailed home and various ParentSquare messages are sent prior to the dates.

Parent Teacher Organization (PTO)

Edwards has a PTO chapter that meets monthly. Fundraisers are held to support student services, such as field trips, assemblies, student recognition programs and to extend our library selection for students. Notification: It is listed on the school calendar, posted on social media, and ParentSquare messages are sent prior to the dates.

Open House

Parents are provided with an evening event to visit their child's classroom to see various projects/work samples that their child has completed related to the particular subject area. Notification: It is listed on the school calendar, posted on social media, flyers are mailed home and various ParentSquare messages are sent prior to the dates.

Visual and Performing Arts (VAPA) Performances

Students in art, chorus, guitar and band are provided with several opportunities throughout the year to perform for their parents at evening events. Notification: It is listed on the school calendar, posted on social media, and various ParentSquare messages are sent prior to the dates.

Dual Immersion Nights

Students in our Dual Immersion Program are provided with several opportunities throughout the year to practice bilingualism for their parents at evening events. Notification: It is listed on the school calendar, posted on social media, and various ParentSquare messages are sent prior to the dates.

Family Math Nights

Families are provided the opportunity to learn math concepts that are being taught at Edwards. Math Nights are run by our math coach and math teachers. Notification: It is listed on the school calendar, posted on social media, and various ParentSquare messages are sent prior to the dates.

Outside District Opportunities

Parents are invited to attend professional conferences such as the Hispanic Outreach Taskforce (HOT), GATE Conference, Parent Academy, and Regional CABE to extend their learning and understanding of educational opportunities for their child and State expectations. Notification: It is listed on the school calendar, posted on social media, flyers and ParentSquare messages are sent prior to the dates.

Counselor Appointments

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

Technology Outreach

ParentSquare, Social Media (Facebook, Twitter, Instagram), Edwards website, and Parent Portal are used to inform parents of school events, meetings and information regarding their child’s academic progress.

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	2.8	3.2	3.4	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 safety plan is revised each summer at the first staff meeting. This year it was reviewed and updated on August 12th and has been revisited as needed during the school year to reflect staff changes. Staff input is sought after each drill to evaluate its effectiveness and changes to the plan are made as needed to reflect the recommendations (reviewed and discussed on September 9th, October 17th, and December 4th). Additionally, the site Leadership Team reviewed the procedures after the drills on October 22nd. The school is prepared for the two basic types of major emergencies: building evacuation during a fire or earthquake and lockdown/shelter in place. Each type is designated by a different alarm and procedures. Each room and office has a red emergency folder clearly visible as well as an emergency supply bucket for lock down situations. The emergency folder contains evacuation routes, field positions, staff assignments and student release procedures. It also contains emergency information on each student, emergency organization phone numbers, and a prioritized staff release list to ensure adequate coverage until parent notification and/or pick up can occur. One of the district kitchens is located on the Edwards campus, ensuring adequate food and water for several days. The district received a copy of our School Safety Plan on November 22nd. Emergency drills are held monthly and the staff is trained several times throughout the year. Finally, a strong partnership exists between our school and local law enforcement. Local law enforcement agencies provide ongoing support to the school and coordinates with school and district personnel to ensure students safety in case of a campus or neighborhood threat.

Average Class Size and Class Size Distribution (Secondary)

Subject	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* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	29	3	4	10	26	3	10	3	26	4	8	2
Mathematics	30		4	1	30	1	10	4	31		9	6
Science	34		2	9	36			11	33	1	6	8
Social Science	34		5	8	35		3	7	36		1	12

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

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

Title	Ratio
Academic Counselors*	259.7

*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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	

*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	\$5,197.39	\$111.79	\$5,085.60	\$77,119.74
District	N/A	N/A	\$8,763.03	\$79,117.00
Percent Difference - School Site and District	N/A	N/A	-53.1	-2.5
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-33.4	-4.8

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 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
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

Category	District Amount	State Average For Districts In Same Category
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.