

Mill School and Technology 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	Mill School and Technology Academy
Street	4030 South Workman Mill Rd.
City, State, Zip	Whittier, CA, 90601
Phone Number	562-789-3190
Principal	Tony Garcia
Email Address	tgarcia@whittiercity.net
Website	https://msta.whittiercity.net/
County-District-School (CDS) Code	19651106023691

Entity	Contact Information
District Name	Whittier City Elementary School District
Phone Number	5627893000
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)

The Mill District was formed in 1898. Portions of this territory were added and lost until the last portion was annexed from Rowland District on July 6, 1943 at which time Mill Elementary School became a member of the Whittier City School District. In 2007, to reflect a greater influence on the innovative technology integrated into the classrooms, Mill School became Mill School and Technology Academy.

Mill School and Technology Academy (MSTA) is a beautiful school, nestled up against the hills. The small, friendly, community atmosphere is immediately apparent: trees, flowers, a tile mural and painted murals surround the school. A K-5 school, MSTa serves approximately 426 students that are known as The Mustangs. About 95% of the students at MSTa are of Hispanic/Latino ethnic origin, 4% White (Non-Hispanic), and 1% Multiple origins. MSTa is a school-wide Title I school, with approximately 68.9% of the students qualifying for the Free/Reduced Lunch Program. In addition, 16% of the current students are identified as English Language Learners (ELLs), 12.1% of the students identified as Reclassified Fluent-English-Proficient (RFEP), and 8% of students are Students with Disabilities. Every Tuesday, students and staff wear college shirts emphasizing MSTa's philosophy for every student, "I'm Going to College". The courtyard proudly waves the banner flags of universities from around the country.

At Mill School and Technology Academy, the staff, parents, and community work as a team to create an educationally rich environment that celebrates diversity, promotes character development, and nurtures a passion for life-long learning. Academic standards and high expectations form the foundation for quality instruction that continues to increase student achievement. The expectation is that all of our students will become educated, responsible, productive members of a democratic society.

MSTA has a total of 16 general education classes: two kindergarten, two 1st grade, three 2nd grade, three 3rd grade, three 4th grade, and three 5th grade classes. All classroom teachers are fully credentialed and are certified to teach English Language Learners. Additional support staff includes a 100% Special Education Resource Specialist, a Speech Team (three days a week), a Psychologist (one day per week), a School Social Worker (two days per week), a library clerk, a full time secretary, an office clerk (three and a half hours per day), a technology clerk, a community liaison (twenty hours per week), and a health clerk (five hours per day). To help us transition to the California State Standards, additional support for teachers is available and provided by an Instructional Coach and teacher leaders in the area of Technology, Curriculum and Assessment, Multi-Tiered Systems of Supports, Positive Behavior Interventions and Supports, and English Language Development. As needed, additional student support is available and provided to students by a part-time support teacher.

The MSTA staff is committed to providing a high quality instructional program and works diligently to provide equal access for all students. Opportunities for students to achieve excellence are provided through a balanced comprehensive program aligned to the California State Standards that includes daily instruction, intervention, and enrichment. All students have access to standards aligned instructional materials and there is a process in place for teachers to order materials when needed. The MSTA staff is immersed in on site training and engage in regular coaching cycles to develop a comprehensive Balanced Literacy program that includes: Reader's and Writer's Workshop, Interactive and Shared Reading and Writing, and Word Study. Each of which are differentiated based on data to support individual student needs. In addition, MSTA teachers attend district led math trainings to support the implementation of the Eureka Math program. Teachers administer benchmark and common formative assessments aligned to the California Assessment of Student Progress and Performance (CAASPP) to monitor student progress toward mastering standards. Summer time and release time throughout the academic school year is utilized by grade levels to create long range plans, to backwards plan, and prepare high quality lessons and opportunities for learning.

The MSTA staff is committed to being learners! The staff engages in whole staff book clubs to deepen their knowledge and understanding of how to best support their learners. In 2017-18 the staff read and met monthly to discuss "Teaching Reading in Small Groups" by Jennifer Serravallo. Lab study sessions were designed to practice and implement specific practices from the reading into action. Follow up was conducted through coaching cycles, while Data Reflection Sessions allowed teams time to use the data to plan for continuous conferring work. In addition, with the assistance of the Riordan Instructional Innovation Grant, some MSTA teachers were able to attend the Teachers College Reading and Writing Project's Small Group and Conferring Institute, while others attended Jennifer Serravallo's Reading and Writing Strategies Institute. Both ignited the learning on the campus, bringing more expertise and opportunities for the staff to grow from within. This year, MSTA is in it's 2nd year of the Cotsen Art of Teaching (AoT) Foundation's mentorship program. The program provides additional goal oriented staff development opportunities along with weekly coaching for each of the five participants. The Cotsen AoT partnership is invaluable, in that, it extends learning opportunities to the entire staff. MSTA teachers have participated in Cotsen AoT Annual Conference, STEAM Ahead Conference, Technology Playground and several Balanced Literacy trainings. This year, a team will be part of the Cotsen AoT first Integrated Learning Institute. This four day institute will help the MSTA staff define and develop a vision for integrated learning and a plan for funding the work that will be implemented in 2019-20.

Central to the mission of MSTA is the effective integration of technology across the curriculum. The Cotsen AoT Integrated Learning Institute will assist in layer on the already technology enhanced environment that is used to effectively engage students. All classrooms are equipped with an Instructional HDTV Monitor, Apple TV and a surround sound system. Teachers use their laptop, internet resources, and iPad applications to design their lessons, which are mirrored using the iPad and HDTV with Apple TV. Information and new learning is accessed and displayed in a variety of ways by both teacher and students. The Apple TVs allow teachers to be able to immediately display student work as a model for classroom discussion, including 3-D items as well. Response systems allows students to key in their answer with immediate feedback in graph form, giving teachers on-the-spot assessment of student learning. Kindergarten, 1st grade and 2nd grade students use iPads in a 1-1 model classroom cart, while 3rd-5th grade students have the option to have 24/7 access through a check out take home system. Our 1-1 iPad Learning Program is in its 9th year of implementation with all students Kindergarten - 5th grade students participating in the program. We are very proud to note that MSTA's 1-1 program is recognized as an Apple Distinguished School and serves as a model visitation site for school districts wishing to observe in a successful technology integration program.

MSTA strives to function as a Professional Learning Community (PLC) and the framework of a PLC drives the collaborative work of the staff. Teachers meet weekly to develop their instructional plans to meet the needs of our diverse learners. The primary focus of our PLC work is the implementation of the new California State Standards and refining our technology integration practices. School-wide technology integration is focused around the research of Dr. Ruben Puentedura's SAMR (Substitution, Augmentation, Modification, Redefinition) model, which encourages educators to move beyond simply using technology as a substitute for traditional methodologies and instead using technology to transform the learning experiences for students to enhance academic achievement. Teachers learn together how to best implement the use of technology while utilizing best instructional practices. In addition, our work as a PLC has developed into a systematic approach to Response to Intervention (RtI). All students are given Universal Assessments that provide specific data as to their learning needs. With the support of our Intervention and Assessment Lead Teacher, students are placed in appropriate interventions/enrichment classes for thirty minutes four times per week. Formative data is reviewed on a bi-weekly basis during Data Reflections Sessions, which include the principal and grade level teams, at regular intervals to check in on student progress.

We believe that reading is essential to the success of our students. To support our implementation of Reader's Workshop and provide our students with a greater array of reading experiences, MSTA uses a web-based program called RAZkids, the later is sponsored by MSTA's Parent Teacher Corporation (PTC), to encourage students to read appropriately leveled texts for comprehension. Students earn points as they successfully read and complete a quiz. MSTA students are motivated to achieve their personal reading goals. Students are also encouraged to read during the summer by participating in the Whittier Public Library's Summer Reading Program and MSTA's very own Summer Reading Program hosted by the school's library aide.

The PTC also funds the Mind Institute's ST Math and RAZKids reading supplemental programs for all grades K-5. The ST Math program helps students to develop conceptual understandings of mathematical procedures, while developing perseverance and problem solving skills. RAZKids provides online leveled reading materials to assist in ensuring all students have books to read at the appropriate levels. These supplemental program provides teachers with another data point to track the progress of our learners. Both programs allow for individualized instructional support.

MSTA provides a variety of school programs to enhance a positive learning environment and sense of school community. This is the fourth year of the Positive Behavior Interventions and Supports (PBIS) implementation, led by the PBIS Leadership Team which is made up of both teaching and classified staff. The goal of PBIS is to create a positive environment where behavior is explicitly taught, retaught and recognized. At MSTA it is called "The Mustang Way". Mustang tickets provide the principal, teachers and support staff a tangible way for recognizing positive behavior choices. Weekly and monthly raffles and a menu of choices for redeeming tickets help keep positive behavior at the forefront. We recognize that students need continuous support in developing as individuals. Social Emotional Learning is integrated into our Tier I PBIS Practices, 2nd Step Social Emotional program and Mindfulness practices, assist students in learning self monitoring and self regulatory practices. The MSTA staff regularly studies the 8 Best Classroom practices. The PBIS Tier II team, which includes the School Social Worker, uses data to make decisions to provide additional supports to students that may need more time to learn behaviors, more frequent feedback or social-emotional support. MSTA is proud to be recognized by the California PBIS Coalition as a GOLD Level School for its successful implementation of PBIS!

The perfect attendance award celebrates students for being present at school every day. Monthly and Trimester awards acknowledge students for good citizenship and academic success. In addition, MSTA prides itself for offering a variety of enrichment programs such as Mad Science, Moving Mindz STEM Enrichment, Chorus, Coding Club, Run Club, Drama and Art after school programs that are wonderful opportunities for enrichment. Reach for the Stars, a separate program, offers after school care during which time students have a snack and play time before they do homework and participate in enrichment activities such as music, choir, art, dance, and sports.

We strongly believe that the Visual and Performing Arts are an important component of a child's education. All students grade K-5 are provided with bi-weekly instruction in art and physical educational, while 3rd-5th grade receive bi-weekly instruction in music. MSTA hosts two school-wide musical performances for its families, one in December and another in May.

Parents are actively involved in our Parent Teacher Corporation (PTC), School Site Council (SSC) and English Language Advisory Committee (ELAC). The PTC hosts several family activities that are enthusiastically supported throughout the year, building a strong family community at MSTA. Parents are continually finding new ways to support MSTA and its families. We are very thankful that the ELAC group and others are well attended and continue to grow. A Community Liaison works 4 hours a day to assist with communication, coordinate needed assistance and publicize our parent activities.

MSTA's Student Council plans monthly school spirit activities. The Student Council also provides opportunities for volunteerism and charity work to support needy families within our community. Students host a Canned Food and Toy Drive during the holiday season and raise funds to support American Heart Associations Jump Rope for Heart event every February.

Mill School and Technology Academy is a home away from home for 426 students. Our parents trust us with the responsibility to educate each child to achieve grade level standards. Our educational program encourages the development of good citizenship, personal responsibility, self-respect and the respect of others. We will continue to build a strong academic program, to raise student achievement, and to actively involve our school community in the ongoing process of improvement.

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

Grade Level	Number of Students
Kindergarten	52
Grade 1	75
Grade 2	81
Grade 3	79
Grade 4	85
Grade 5	66
Total Enrollment	438

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	0.7
Filipino	0.5
Hispanic or Latino	93.6
White	2.3
Two or More Races	0.7
Socioeconomically Disadvantaged	68.9
English Learners	16
Students with Disabilities	5.7
Foster Youth	0.2
Homeless	13.7

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	18		16	16
Without Full Credential	0		0	0
Teaching Outside Subject Area of Competence (with full credential)	0		0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2018

Whittier City School District's policy and practices are designed to ensure that each student has access to standards based instructional materials. California's approval of Common Core State standards led to our decision to purchase instructional materials aligned with the State Standards. Currently, all teachers in grades K-8 have access to math curriculum that supports teaching the CA Common Core Math Standards. Elementary grades use Eureka Math curriculum, which includes student workbooks for all students and Teacher's Editions, while Middle School is using College Preparatory Math (CPM). CPM curriculum includes student textbooks, online textbooks and a Teacher's Edition. The District also purchased the Reading and Writing Units of Study to support reading and writing instruction for all teachers in grades K-8. The Reading and Writing Units of Study are aligned to the standards and were designed to match the rigor of the new CA Reading and Writing Common Core Standards. The District also purchased classroom libraries for each grade level to support the diverse reading abilities in each classroom. Curriculum was purchased to ensure students acquire the foundational reading skills needed for early literacy skills. Phonics, Spelling, & Word Study System by Fountas & Pinnell was purchased for grades K-3 to help students attend to, learn about, and efficiently use sounds, letters, and words. In addition, Classroom Shared Reading materials by Fountas & Pinnell were purchased for grades K-2 to help build a strong early reading foundation. A process is in place for schools to order materials at the beginning of each school year for all students. In addition, there is a process to order additional materials throughout the year to address the changing needs of a schools student population, and on an "as needed" basis. Each school site is responsible for notifying district staff when new students register for classes so appropriate materials can be ordered. Our school complies with the Williams Law; every child has an appropriate textbook for all academic subjects requiring textbooks. Students are allowed to take textbooks home to study after school when needed. The school uses district and categorical funds to provide supplemental materials for classrooms including classroom library books, as well as materials for intervention and ELD. Finally, WCSD has an established a thorough process for examining new instructional materials as they become available. With the full implementation of the California State Standards, the District will use the process to examine, explore, pilot and adopt new curriculum materials aligned with the CCSS, with input and feedback from teachers, administrators and parents. Based on the recommendation from the Department of Education, WCSD plans to carefully examine "Open Source" materials as well to ensure that the most appropriate materials are identified for our students.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8: Reading Units of Study K-8: Writing Units of Study Kinder-Grade 3: Phonics, Spelling, & Word Study System, Fountas & Pinnell, 2018 Kinder- Grade 2: Shared Reading Collection, Fountas & Pinnell, 2018	Yes	0
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 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Mill School and Technology Academy (MSTA) offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. In the summer of 2014, MSTA received a new roof and a new electronic marquee was installed in the fall of 2014. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Mill Elementary is comprised of a kindergarten play area, Wonder of Reading library, a memorial garden, a large multipurpose room and 17 classrooms. All buildings have wireless access to the internet. All classrooms in grades K-5 have HDTV screens and a connecting Apple TV and document camera to enhance a rich instructional program. Every classroom is equipped with surround sound. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games. In the evenings and during the day, a team of 2 custodians ensure that classrooms, restrooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Whittier City School District to ensure that all classrooms and facilities are maintained appropriately.

School Facility Good Repair Status (Most Recent Year)

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

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)	54	53	47	48	50	50
Mathematics (grades 3-8 and 11)	51	47	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	236	233	98.73	1.27	53.22
Male	122	120	98.36	1.64	53.33
Female	114	113	99.12	0.88	53.10
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	226	223	98.67	1.33	52.91
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	165	164	99.39	0.61	50.00
English Learners	47	47	100.00	0.00	38.30
Students with Disabilities	23	21	91.30	8.70	19.05
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56	2.44	57.50

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	236	233	98.73	1.27	47.21
Male	122	120	98.36	1.64	55.83
Female	114	113	99.12	0.88	38.05
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	226	223	98.67	1.33	47.09
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	165	164	99.39	0.61	45.12
English Learners	47	47	100.00	0.00	44.68
Students with Disabilities	23	21	91.30	8.70	14.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56	2.44	55.00

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.9	25.0	31.2

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)

It is a high priority at Mill School and Technology Academy (MSTA) to welcome and to encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. All notices for parent meetings are sent home in Spanish and English. Parents are involved as partners seeing that their children have good attendance, get to school on time, and complete all homework in a timely manner. We are fortunate to have strong community support through the Parent Teacher Corporation (PTC), School Site Council, ELAC and active parent involvement in the classroom. PTC fundraisers provide additional funds for programs that support instruction as well as school-wide community events. Yearly, parents spend hundreds of hours assisting on our campus. The addition of a Community Liaison provides opportunity to reach out and make personal phone calls for school-wide events. Area businesses support the school by providing donations for technology, library books, certificates for student recognition, and school enhancement projects.

MSTA parents demonstrate their involvement in their child's education by their attendance at Back-to-School Night, Open House, and fall and/or spring Parent Conferences. Most parents attend the Holiday Musical, Family Education Nights, the Family Fun Night and Silent Auction, the Spring Musical, Moms and Muffins, and Dads and Donuts. Parents are also invited to participate in ELAC (English Learners Advisory Committee), SSC (School Site Council), and PTC (Parent and Teacher Corporation) meetings. These are announced in the weekly updates through the Sangha application as well as on the school's website and Facebook page.

For contact information, please call the school office at 562-789-3192.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.2	0.0	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)

Mill School and Technology Academy (MSTA) is committed to the safety and security of each student. The School Safety Plan is reviewed and revised annually. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** MSTA provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are 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 student and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.
4. **School Discipline:** MSTA has implemented a school-wide Behavior Matrix as part of the Positive Behavior Interventions and Supports (PBIS) implementation. This communicates the high standards and expectations that all are accountable for their behavior. This is reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide expectations.
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: MSTA 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. Schoolwide Dress Code: MSTA believes that a clearly defined dress code contributes to a positive school environment. Parents support a school uniform policy. The primary standards for student dress and grooming include that the student should be neat and clean at school; the student should not wear clothing that compromises safety or modesty or is disruptive to the educational process.
8. Safe and Orderly Environment: MSTA 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, administrator, campus supervisors and parent volunteers supervise and interact with students to reinforce behavioral expectations and safety standards.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	1	3		48		2	1	26		2	
1	41		1	1	26		3		25		3	
2	28		3		28		2		27		3	
3	31		2		27		3		26		3	
4	30		2		33			1	28		3	
5	28		3		30		2		33			2
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,873.14	\$314.75	\$4,558.40	\$68,822.42
District	N/A	N/A	\$8,763.03	\$79,117.00
Percent Difference - School Site and District	N/A	N/A	-63.1	-13.9
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-43.9	-16.1

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

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

Types of Services Funded (Fiscal Year 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

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$122,620	\$129,221
Average Principal Salary (Middle)	\$123,490	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$258,398	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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

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

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

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