

Andrews School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Andrews School
Street	1010 South Caraway Dr.
City, State, Zip	Whittier, CA, 90601
Phone Number	562.789.3140
Principal	Monica Dominguez
Email Address	mdominguez@whittiercity.net
Website	https://andrews.whittiercity.net/
County-District-School (CDS) Code	19651106023709

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)

Mission: Andrews School's mission is to empower students through knowledge and learning to become productive, confident, and impactful leaders in the 21st Century.

Vision: Andrews vision is based in the belief that every student is respected as an individual and taught to value independence in learning, responsible use of technology, and work towards preparing to participate in a global society and workforce. It is our goal to be progressive and well-informed educators that can then provide students with a well-rounded, rigorous curriculum that allows them to experience multiple perspectives, develop critical thinking skills, collaborate in learning, and maintain social-emotional well-being. Students leave Andrews with the skills and confidence to become impactful leaders in the 21st century.

Located in the North Whittier community, Andrews School serves approximately 650 students in Transitional Kindergarten through 8th grade and includes two Moderate-Severe Special Day Classes, and one Mild-Moderate Special Day Class. Additionally, Andrews is identified as a Title I Program school. Approximately 66% of students at Andrews qualify for free or reduced lunch, and approximately 10% of students are identified as English Learners. Andrews has a dedicated staff made up of highly qualified new and veteran teachers. Our school continues to partner with education consultants to strengthen the implementation of the Balanced Literacy approach in Reading and Writing. Andrews also continues to partner with the Cotsen Foundation as an alumni school. Through Cotsen, Teacher Fellows participate in high quality professional development in Reading and Writing, Mathematics, and Technology instruction and have opportunities to collaborate with educators across the region. All students have access to Common Core aligned instructional materials as well as access to a 1:1 iPad program and technology.

Andrews has fully transitioned into a TK-8 learning academy. Our 6th-8th Grade students are offered a well-rounded and rigorous academic program to prepare them for the high school transition. Included in the instructional day are learning opportunities that include Accelerated Math, separate period classes dedicated to Reading and Writing, and elective courses that include Science Olympiad, Chorus, Guitar, Spanish as a Second Language, and Art. Students with diverse learning needs are provided reading interventions, English Language Development, and Special Education within the school day, and an after-school intervention program is offered throughout the school year. Additionally, Andrews implements units of study within the narrative, informational, and argumentative/opinion writing genres. The Writer's Workshop approach is utilized to deepened our knowledge of effective teaching practices within writing. Andrews continues to implement the Common Core State Standards in Mathematics through the Eureka Math curriculum in grades K-5 and CPM (College Preparatory Mathematics) curriculum in grades 6-8.

Our school motto, "Learn Today, Lead Tomorrow" captures what we envision for our students' futures. We believe it is our responsibility to prepare children for the 21st century and for productivity in school and life. At Andrews, we provide children with the strong academic foundation to ensure future success. Regardless of curriculum mandates, high stakes testing or changing standards, teachers at Andrews have stayed true to the belief that we truly shape the futures of our students and have made instructional decisions that support high academic achievement in all students. Andrews School was named a 2014 National Blue Ribbon School, a 2014 California Distinguished School, and a 2014 California Title I Academic Achievement School. Additionally, Andrews was recognized as a GOLD PBIS school, which celebrates our accomplishments in creating and maintaining a positive school climate with strong Tier 1 and Tier 2 supports in place. Andrews continues to grow and succeed as a result of the dedication and perseverance of our students, families, and staff.

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	71
Grade 2	54
Grade 3	60
Grade 4	77
Grade 5	86
Grade 6	64
Grade 7	79
Grade 8	82
Total Enrollment	641

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.6
Asian	2.5
Filipino	2.2
Hispanic or Latino	86.1
White	3.6
Two or More Races	1.4
Socioeconomically Disadvantaged	66.5
English Learners	10.6
Students with Disabilities	7.8
Foster Youth	1.2
Homeless	10

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	31		31	31
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, WCSSD 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, WCSSD 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	Harcourt Reflections (2007) Adoption Year 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Andrews School offers a safe and secure campus where students, staff and visitors are free from physical and psychological harm. Andrews School was built in 1966 on more than 13 acres of land. The open space is occupied by playground with swings, a slide and play bars, as well as grassy fields for running, sports and games. Andrews School has a separate kindergarten area, library, large multipurpose room, and 29 classrooms.

Our school's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In the evenings and during the day, 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. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

In 2014, a new roof was installed at Andrews School. New fencing was also installed to ensure a single point of entry and the front office was modernized to accommodate better service to families and visitors. A joint use project is currently underway in which the playground will be renovated with county funds to add a walking track and a park horse.

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)	56	57	47	48	50	50
Mathematics (grades 3-8 and 11)	43	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	435	428	98.39	1.61	57.24
Male	235	231	98.30	1.70	50.65
Female	200	197	98.50	1.50	64.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	60.00
Filipino	--	--	--	--	--
Hispanic or Latino	376	373	99.20	0.80	56.30
Native Hawaiian or Pacific Islander					
White	14	13	92.86	7.14	46.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	295	291	98.64	1.36	52.92
English Learners	69	67	97.10	2.90	46.27
Students with Disabilities	32	31	96.88	3.12	22.58
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	43	42	97.67	2.33	52.38

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	435	428	98.39	1.61	47.20
Male	235	231	98.30	1.70	44.16
Female	200	197	98.50	1.50	50.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	376	372	98.94	1.06	45.70
Native Hawaiian or Pacific Islander					
White	14	13	92.86	7.14	38.46
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	295	292	98.98	1.02	42.81
English Learners	69	68	98.55	1.45	36.76
Students with Disabilities	32	31	96.88	3.12	12.90
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	43	42	97.67	2.33	30.95

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	28.6	33.3	25.0
7	27.3	10.4	6.5

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)

Research shows that those children whose parents are involved in their education outperform and have a more positive school experience than those children whose parents do not actively participate in school. Our PTA support in efforts to cultivate parent leaders and involve parents in classroom and school activities. Parents are welcomed partners in every classroom and throughout the school.

Andrews works continuously to engage families in their child's educational trajectory. Through various parent meetings and forums, parents study expectations for student learning across the curriculum. To further connect parents to our academic instruction, Science, Math, and other curricular content Family Nights are planned throughout the year. Parents are also provided with weekly communication about school events and classroom news.

Additionally, various opportunities for parents to attend and participate in informational forums in which their input is solicited. Parents are given the opportunity to exercise decision making through various advisory meetings during School Site Council, English Learner Advisory Committee, and Parent Teacher Association meetings; each take place on a monthly basis. These standing committees also inform our parents about the school mandates, state initiatives, school funding and school accountability. Parents involved in School Site Council, ELAC, and those at large are able to provide input in our school plan development, monitoring process, and other programs to implement throughout the school year using categorical funds. Additionally, an evaluation template is utilized to evaluate the previous year's SPSA. Goals and the funding for those goals are monitored, analyzed, and revised as needed to keep the school's achievement trajectory on an upward course. A survey is sent home each year so that all parents can provide us with feedback regarding various initiatives that are offered at our school. Andrews is very fortunate to have parents who take an active role in our decision making and school community. It is their support of school initiatives and their partnership that contributes greatly to our continuous improvement.

We are fortunate to have strong community support through the PTA and active parent involvement in the classroom. Throughout the year Andrews School regularly invites parent participation. At the beginning of the school year, every teacher is assigned a room parent who coordinates the involvement of other parents in support of school programs. All of our parent volunteers enhance student success by working with small groups and individuals in the classroom, participating in fundraising activities, donating materials for classroom use, and sharing their expertise with the entire school community. Along with other community members, they provide positive role models and support for children. PTA extends the partnership to parents by sponsoring many family-centered activities, Grandparents' Day, Mother and Father events, and after school sports. These events encourage parent participation in our academic programs.

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	1.7	1.4	0.9	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)

Andrews 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. **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. Training on Child Abuse Reporting and the resources available are given to staff each year.
2. **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.
3. **School Discipline:** The staff at Andrews School has created a school-wide discipline referral system to teach and maintain high standards for student behavior. In addition, the Andrews staff implements a Positive Behavior Interventions and Supports (PBIS) system, to maintain consistent behavior expectations throughout the school.
4. **Sexual Harassment Policy:** The staff at Andrews 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.
5. **Safe and Orderly Environment:** The staff at Andrews 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.
6. The safety plan was reviewed, updated and discussed with the faculty at the Opening Staff Meeting, as well as shared with stakeholder groups SSC and ELAC. We continuously revisit and update our school plan as we practice our drills throughout the year.

Lastly, a strong partnership exists between our local law enforcement. Local law enforcement agencies provide ongoing support to the school, and work with school site and district personnel in cases of campus or neighborhood threats.

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	27		2		21	1	2		22	1	3	
1	31		2		28		1		28		2	
2	25		3		28		2		26		2	
3	26		3		28		3		30		2	
4	33			2	29	1	2	1	25		3	
5	25	1		2	34			2	28		3	
6	24	9	7	11	20	8	8	1	19	10	4	
Other**	5	1							5	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.

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)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.3
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	\$4,885.59	\$130.67	\$4,754.93	\$70,275.55
District	N/A	N/A	\$8,763.03	\$79,117.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-59.3	-11.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-39.9	-14.1

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
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.