

Lydia Jackson College Preparatory 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	Lydia Jackson College Preparatory Academy
Street	8015 South Painter Ave.
City, State, Zip	Whittier, CA, 90602-2506
Phone Number	562.789.3162
Principal	Maria M. Ruiz
Email Address	mrui@Whittiercity.net
Website	https://jackson.whittiercity.net/
County-District-School (CDS) Code	19651106023683

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)

School profile

Lydia Jackson College Preparatory Academy, a Golden Bell and Top LA School award winning school, is located on the eastern edge of the Whittier City School District in the City of Whittier. Our school has 16 TK - 5th grade classrooms and additionally 5 Special Ed Classrooms that service children from Pre-K to 5th grade. We currently have 437 students enrolled. Ninety percent of our students are Latino/Hispanic. Of our 437 students, 31% are English Learners and 84% are Free/Reduced Lunch. Our staff of 21 teachers meet the criteria of being highly qualified. Lydia Jackson College Preparatory Academy has a rigorous, well-rounded curriculum that nurtures and enriches each individual learner. Students have high academic achievement and conduct that promotes a positive learning environment for all. Our well-trained staff offers differentiated instruction for our diverse learners with total commitment to the success of all students. Additionally, our students are also provided with a socio-emotional learning curriculum that promotes mental and social wellness. By providing students with the best education possible, students become a positive asset to any and all communities.

Our school has high expectations for students and staff. Our staff understands the importance of developing life long goals at an early age, therefore, we have committed to implement the philosophy of AVID (Advancement Via Individual Determination) to instill and develop college preparedness across all grade levels. Our staff has committed to develop the 4 essentials goals to achieve AVID certification: Culture, Instruction, Leadership and Systems. Students are taught academic goal setting, collaboration, note-taking, organizational skills and they are consistently provided opportunities to develop their critical thinking skills. Jackson is a certified AVID school and was named a "Showcase" school. Our school received this distinction due to our ongoing commitment to implement AVID strategies across the curriculum and across all grade levels. Jackson School among a small group of elementary schools across California to earn this distinction. As a result of our dedicated work to ensure college readiness,

our district board has granted our school permission to theme our school as a college readiness academy. Last Spring our school was recognized as one of the Top LA Schools for 2019 and most recently our school was awarded the Golden Bell Award by the California School Board Association under equity and access for all students. Our students have been making consistent academic progress.

Parents consistently monitor their child's progress and classroom activities by visiting our website at www.whittiercity.net, following our Jackson Facebook account @ Lydia Jackson Jets and through the Parent Square electronic app..

Our staff, students, and parents take a positive, active role in supporting learning in all academic areas. Our parents assist their children with their daily homework to support daily learning. Parents support all school functions with their attendance and participation in all school activities. Parents and staff positively influence our students to become life-long learners and create a productive learning environment, so that every child feels supported in every aspect possible. Parents are encouraged to be active partners in the education of their children. Monthly events and meeting are scheduled during the day and evening to inform parents about our schoolwide goals, academic progress and best practices.

Our students are motivated to attend school daily, and they are prepared to responsibly participate in their learning. Our Positive Behavior Intervention Support has provided a consistent and clear expectation of positive behavior throughout the school. Our students are respectful, actively follow the school rules, seek positive resolution to problems, and are held accountable for their actions with fair and consistent school and home discipline. Our teachers consistently acknowledge and reward our students by dispensing Jackson Jet SOAR tickets. Students are recognized daily, weekly and monthly. Our students strive to be Successful Scholars, Outstanding Citizens, AVID Achievers and to be Responsible and Respectful. Our school motto, "Jackson Jets SOAR" motivates our students and staff to do their best daily. Additionally, our students are encouraged with monthly challenges to show acts of kindness towards their peers, teachers and family.

Vision and Mission Statements

Our Purpose:

The mission of Lydia Jackson Elementary is to empower, prepare, enrich and motivate students as critical thinkers. Our students will be caring and successful leaders now and in their college and careers. We cultivate individual determination so all students can be contributing members of our 21st century global society.

Our Vision, Our future:

Lydia Jackson Elementary is committed to welcoming all community members to our high performing school. Our school is dedicated to the following:

- Preparing our students for college and career readiness using AVID strategies
- Teaching a rigorous academic program enhanced with state of the art technology
- Working collaboratively as a committed staff to continuously develop and increase our professional knowledge and skills

WELCOME TO THE PARTNERSHIP!

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

Grade Level	Number of Students
Kindergarten	98
Grade 1	66
Grade 2	77
Grade 3	67
Grade 4	67
Grade 5	54
Total Enrollment	429

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.2
Hispanic or Latino	87.6
White	5.8
Socioeconomically Disadvantaged	88.8
English Learners	25.6
Students with Disabilities	9.1
Foster Youth	2.6
Homeless	7.5

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	22		20	20
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	K-6: Delta Education Foss Science - 2008 Adoption Year 2008 Grades 7-8: Amplify Science Curriculum	Yes	0
History-Social Science	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lydia Jackson Elementary School offers a safe and secure campus where students, staff and visitors are free from harm. The school's exterior was painted during the 2015 summer which enhanced the school's appearance. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Jackson Elementary is comprised of a kindergarten area, library, a multipurpose room and 25 classrooms. The school also enjoys a spacious playground with a playground apparatus, as well as grassy fields for running, sports and games. In the evenings and during the day, a team of 2 custodians ensures 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. Jackson has been inspected to insure that the school complies with the William's requirements.

Lydia Jackson is well maintained by our two custodians and the WCSD maintenance department. Our students and teachers support our campus cleanliness and safety. A staff member represents our school on the district safety committee and she reports any campus safety concerns that have been reported to her. The custodians and staff also alert the office staff of any areas that need to be maintained by the district maintenance department.

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 18, 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	49	48	47	48	50	50
Mathematics (grades 3-8 and 11)	31	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	187	183	97.86	2.14	47.54
Male	92	90	97.83	2.17	52.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	95	93	97.89	2.11	43.01
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	171	168	98.25	1.75	47.02
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	170	168	98.82	1.18	48.21
English Learners	77	76	98.70	1.30	46.05
Students with Disabilities	29	28	96.55	3.45	25.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	37.50

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	187	183	97.86	2.14	37.70
Male	92	89	96.74	3.26	44.94
Female	95	94	98.95	1.05	30.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	171	168	98.25	1.75	36.31
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	170	168	98.82	1.18	37.50
English Learners	77	77	100.00	0.00	37.66
Students with Disabilities	29	28	96.55	3.45	17.86
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	43.75

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	16.7	14.8	5.6

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)

Our school has a very supportive and strong ELAC, SSC and Parent Teacher Organization. parent groups. These groups support fundraising, family events, school academic progress review, student discipline monitoring, and the monitoring of completion of school plan goals. Our ELAC group meets monthly, on the 3rd Wednesday at 8:15 a.m. The focus of our English Language Learner Advisory Council is to inform parents about educational policies and practices that affect our English Language Learners. Our SSC group meets on the third Wednesday of the month at 2:45 p.m. The School Site Council is composed of elected staff and parent representatives. The Council is responsible for approving and overseeing the implementation of the school plan. They also review the data regarding academic progress of all students, approve the school categorical budgets, monitor the implementation of the school plan goals and review and approve the school's comprehensive safety plan. Our Parent Teacher Organization meets monthly and they sponsor events to raise funds to provide assemblies for our students.

Community Liaison - Our community Liaison plays a very important role in informing our parents of our school events. She meets with all the district's liaisons monthly to share best practices and to share events across the district. She also processes all parent volunteer applications, clears applicants using the Meghan's Law website and she provides community resources to our families that need additional support.

Volunteers:

Parents are invited and encouraged to apply to volunteer in the classroom and for school events. Parent support is critical to the success of all school events, and parents will be asked to donate time and ideas to promote fundraisers that provide assemblies, school equipment, and 5th Grade events. Our parents are always welcome. We value their suggestions, contributions and presence to ensure our student safety and positive school experience.

Staff Commitment"

Our school provides various events to promote parent and student participation throughout the school year. Aside from Back To School Night, Open House and Parent - Teacher Conferences, our teachers sponsor several evening Family nights to inform parents about our school curriculum in a fun and hands on approach. We hold an AVID Night, Math Night, Literacy Night and Science Night. Our events are well attended and both parents and their children are able to learn together.

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	0.0	1.8	0.8	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)

Our school is committed to providing students with a safe environment on regular days as well as days when emergencies occur. We have regular fire, earthquake, and lock down drills. These drills help our staff and students prepare for any emergency situation. On campus we have an emergency container with supplies for all students for approximately 3 days. We update our School's Comprehensive Safety Plan yearly and seek the input of local agencies (Whittier Police Department and Whittier Fire Station) on our plan.

As part of our commitment to safety we have implemented a Positive Behavior Intervention and Supports system. The Staff has developed a behavior matrix that identifies the expected behavior across the school. All teachers have made a commitment to directly teach the expected behaviors. A greater emphasis is placed on rewarding students for positive behavior. Our students are encouraged and reminded of our four guiding principles to work towards at all times - As Jackson Jets we encourage our students to SOAR...

S - Successful Scholars

O - outstanding citizens

A - AVID achievers

R- Respectful and responsible students will be powerful problem solvers.

The School Safety Plan is updated and reviewed by both the certificated and classified staff on a yearly basis. It may have additional modifications if the need arises.

At every staff meeting, the staff addresses safety concerns.

Our earthquake bin contains necessities such as blankets, flashlights, water, and food items. An inventory of the bin is completed yearly. In our earthquake bin, every classroom has a supply of earthquake kits for their students. Every classroom has a lock down bucket that contains needed supplies and materials in the event a lock down takes place and the students must remain in their classrooms for a period of time.

Jackson School is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Jackson School 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 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.
4. 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.
5. Sexual Harassment Policy: Jackson 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.
6. Student Release Procedures: Jackson School strictly follows our student release procedures, which includes releasing students only to individuals identified on students' emergency release cards and verifying these individuals by photo ID.
7. Visitors and Volunteers: All visitors and volunteers must report to the school office, sign in and sign out, and wear a pass for identification while on campus. Parent volunteers need to complete an application and be approved prior to volunteering for school events or in the classroom. The Meghan's Law website is accessed to ensure all applicants are cleared.
8. School Wide Dress Code: Jackson School believes that a clearly defined dress code contributes to a positive learning environment. Students at Jackson School follow the district dress code. The primary standards for student dress and grooming include that the student should be neat and clean at school, and the student should not wear clothing that compromises safety, modesty, or disrupts school activities.
9. Safe and Orderly Environment: Jackson 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, aides, and the administrator consistently supervise and interact with students to reinforce good behavior and safety standards. All students and teachers follow the school wide positive behavior intervention support matrix (PBIS). A PBIS team meets monthly to review student discipline data to address areas or behaviors that need to be addressed and monitored.
10. The site custodians walk the campus daily and submit work orders as needed to ensure that the facilities are safe for our students.

In addition, Fire, Earthquake or Lockdown Drills are held monthly to ensure that all teachers and students can respond appropriately to an emergency.

The safety plan was reviewed, updated and discussed with the faculty at the Opening Staff Meeting on August 12, 2019. We continuously revisit and update our school plan as we practice our drills throughout the year.

Finally, a strong partnership exists between our school and local law enforcement. Local law enforcement agencies provide ongoing support to the school and coordinates with school and district personnel to ensure students safety in case of a campus or neighborhood threat.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	20	1	4		20	1	4		20	1	4	
1	22		3		24		3		21	1	2	
2	22		3		21	1	2		26		3	
3	25		3		26		2		26		2	
4	33		1	1	26		2		27		3	
5	27		2		30	1	1	1	27		2	
Other**	4	1							4	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	1.0
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	3.0

*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	\$5,629.62	\$140.07	\$5,489.55	\$79,894.52
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	-45.9	1.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-25.9	-1.3

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.