

# West Whittier Elementary 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	West Whittier Elementary School
Street	6411 Norwalk Blvd.
City, State, Zip	Whittier, CA 90606
Phone Number	562.789.3242
Principal	Michelle Aceves
Email Address	maceves@whittiercity.net
Website	<a href="https://westwhittier.whittiercity.net/">https://westwhittier.whittiercity.net/</a>
County-District-School (CDS) Code	19651106023733

Entity	Contact Information
<b>District Name</b>	Whittier City School District
<b>Phone Number</b>	562.789.3000
<b>Superintendent</b>	Dr. Martinez-Poulin
<b>Email Address</b>	mmartinez-poulin@whittiercity.net
<b>Website</b>	<a href="http://www.whittiercity.net">http://www.whittiercity.net</a>

## School Description and Mission Statement (School Year 2019-20)

The mission of West Whittier Elementary is to cultivate a positive learning environment by collaboratively teaching a rigorous, enriched curriculum that educates and prepares all students to become life- long learners who are critical thinkers, problem solvers, and socially responsible citizens. West Whittier Elementary serves 389 students in grades TK-5. Our school community is comprised of 96% Hispanic with 86% participating in free and reduced lunch. 32% of our students are English Learners and 29% are Reclassified as Fluent-English Proficient. In addition, 20% of our population receives special education services. West Whittier has a 8.6% chronic absenteeism rate and a suspension rate of 1.2%.

West Whittier Elementary provides a high quality instructional program to inspire and instill a love for learning in students. Our staff consists of highly qualified teachers who are fully implementing the California State Standards for English Language Arts and Mathematics. All students have access to Common Core aligned instructional materials. Teachers are continuously improving their craft of teaching through collaboration and ongoing professional development offered by the district and school site. Our teachers regularly collaborate to share effective strategies, analyze student work, and plan instruction. Students' academic progress is measured and analyzed on an ongoing basis. Teachers meet regularly in grade-level teams do discuss assessment results and create plans for effectively responding to students' needs and improving student achievement.

West Whittier Elementary utilizes a multi-tiered system of support to close the achievement gap and support higher levels of learning. Students are provided varying levels of interventions based on needs. A variety of data is used to determine which students are in need of interventions. Universal screening assessments are administered in the first few weeks of school to immediately assess students' reading skills. Based on this information, students are strategically placed in reading groups based on common needs. All students receive reading intervention or reading enrichment 4 times a week for 35 minutes a day. Students who are in need of our most intensive support are placed in small groups of up to 6 students. The progress of all students is monitored throughout the year and adjustments to groups and interventions are made based on needs.

West Whittier Elementary strives for the academic and social success of all students by providing a safe and respectful environment where students take responsibility for their learning and behavior. Positive Behavior Interventions and Supports (P.B.I.S.) is a framework utilized to create positive and supportive learning environments that foster academic and social success. West Whittier is focused on prevention of misbehavior by defining and explicitly teaching positive social expectations. Our behavior matrix establishes school-wide expectations in all areas and supports students demonstrating P.A.W. expectations by Practicing responsibility, Always being respectful, and Working and playing safely. We believe these core values are essential to school success as well as being a good citizen. We are dedicated to helping all students be successful in school and in life. We provide regular feedback to students to help positively shape their behaviors. All adults acknowledge positive behaviors throughout the day and misbehaviors are discussed and retaught. In addition, our P.B.I.S. Leadership team meets regularly to analyze behavior data and use it for decision-making.

Technology is used in meaningful ways to support teaching and learning. It is thoughtfully integrated into our curriculum to support problem solving, decision-making, collaboration, and innovation. We are incredibly fortunate that every student has access to 1:1 iPad technology throughout the day. All classrooms are equipped with voice amplifiers, instructional monitors, and document cameras to support instruction and learning. Teachers use technology to promote further research on key topics, deepen students' understanding of content knowledge, as well as address the different learning modalities in the classroom. Technology is also used to showcase student learning. Through the use of technology, students are able to demonstrate creativity and problem-solving skills by displaying their understanding in meaningful ways.

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

Grade Level	Number of Students
Kindergarten	102
Grade 1	46
Grade 2	54
Grade 3	63
Grade 4	57
Grade 5	68
Total Enrollment	390

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	0.3
Filipino	0.3
Hispanic or Latino	95.1
White	1.3
Two or More Races	0.5
Socioeconomically Disadvantaged	84.1
English Learners	30
Students with Disabilities	16.2
Foster Youth	0.8
Homeless	2.3

## 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		17	17
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, WUSD 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, WUSD 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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Kinder - Grade 5: Eureka Math Grades 6 - 8: College Preparatory Mathematics	Yes	0
<b>Science</b>	K-6: Delta Education Foss Science - 2008 Adoption Year 2008 Grades 7-8: Amplify Science Curriculum	Yes	0
<b>History-Social Science</b>	Houghton Mifflin Harcourt Reflections (2007) Adoption Year 2006	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

West Whittier School was rebuilt in 1936. The school resides in the county section of Los Angeles, bordering Pico Rivera. The original architecture gives the school a unique, charming and historical appearance. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. In 2013 a new roof was installed.

West Whittier Elementary School offers a safe and secure campus. For the safety of our students and to ensure the school day runs without interruption, West Whittier is a secure campus. Parents, volunteers and visitors are required to enter through the office to ensure that every adult on campus is identified with a visitor's pass and has been checked in by office staff. In 2014 the front office was renovated to provide handicapped access. In addition, new fencing was installed to ensure a single point of entry. A new entry was installed for the Head Start program on campus. The Safe Drop-off and Pick-up System is another way we ensure children's safety.

West Whittier Elementary is identified as a William's School and has been inspected to ensure that the school complies with the William's requirements. West Whittier has successfully passed this inspection each year. 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.

West Whittier is comprised of a kindergarten area, a Wonder of Reading library, computer lab, large multipurpose room and 22 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports and games. Teachers and aides are assigned supervision duties before and after school, during recesses, and during lunch. All parents visiting the campus are asked to stop by the office to obtain a visitor's pass before entering the school. Once school begins, all exterior gates are locked. Access to the school is through the main office.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** January 4, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	45	44	47	48	50	50
Mathematics (grades 3-8 and 11)	42	54	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	183	171	93.44	6.56	44.44
Male	104	95	91.35	8.65	41.05
Female	79	76	96.20	3.80	48.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	176	166	94.32	5.68	43.98
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
<b>Socioeconomically Disadvantaged</b>	157	149	94.90	5.10	44.30
<b>English Learners</b>	77	72	93.51	6.49	40.28
<b>Students with Disabilities</b>	52	42	80.77	19.23	9.52
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	183	171	93.44	6.56	53.80
<b>Male</b>	104	95	91.35	8.65	51.58
<b>Female</b>	79	76	96.20	3.80	56.58
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	176	166	94.32	5.68	54.22
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	157	149	94.90	5.10	54.36
<b>English Learners</b>	77	72	93.51	6.49	48.61
<b>Students with Disabilities</b>	52	42	80.77	19.23	14.29
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--



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	12.5	15.6	17.2

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)

West Whittier is dedicated to partnering with parents to strengthen our educational program and the success of every child. Parents are encouraged to take part in committees such as English Learner Advisory Council (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC). These committees aim to keep parents informed about our school as well as seek parent support and recommendations for enhancing our programs.

West Whittier is also dedicated to supporting parents through education. Therefore, we provide a variety of learning opportunities for families. Parent Classes, Reading with Relatives, Coffee with the Principal, Family Math and Literacy Nights along with other informational meetings are offered throughout the school year to provide parents with skills and strategies to support their child's success. In addition, fun family events such as Family Movie Nights, Family Bingo Nights, Pumpkin Carving Night, and Lunch with Loved Ones offer additional opportunities to strengthen relationships between the school and home and build long lasting memories.

### 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
<b>Suspensions</b>	0.0	1.6	1.0	1.1	2.4	1.9	3.6	3.5	3.5
<b>Expulsions</b>	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)

**Secure Campus:** West Whittier strives to create a safe and healthy environment for our staff members, students, and visitors. Therefore all volunteers and visitors on campus are required to enter through the office. This ensures that every adult on campus is identified with a visitor's pass and has been approved by office staff. Staff members are instructed to send parents to the office if they do not have a pass. Once school begins, all exterior gates are locked. Access to the school is through the main office.

**Safe Drop Off and Pick System:** Children's safety is a priority at West Whittier. The Safe Drop-off and Pick-up System was established to promote safety. Students being dropped off and picked up by car will utilize our valet system to ensure students arrive and depart from school safely.

The staff at West Whittier strives to maintain a safe and orderly environment for our students. Staff members are assigned supervision duties before and after school, during recesses, and during lunch. Drills for fires, earthquakes, and lock downs are held throughout the year so that students and staff can practice these safety routines. Each staff member is assigned a specific task in the event of an earthquake. The site custodian checks the school grounds and equipment for safety issues on a daily basis. The goal is to ensure that all of the school facilities are safe and clean for the students and staff. We are in accordance with the grounds expectations of the William's Law. Parent cooperation and involvement is essential in helping the school maintain a safe learning environment for all children. Staff meetings are used to review the safety plan, teacher handbook, school policies, and rules. Parents are asked to also provided with the school rules and policies and are required to sign acknowledging that they have received and reviewed them.

The safety plan was reviewed, updated and discussed with the faculty at the Opening Staff Meeting in August. 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	18	3	1		25		3		21	2	3	
1	25		2		28		1		22		2	
2	28		2		28		2		16	1	2	
3	25		2		25		2		26		2	
4	23		2		20	1	2		23	1	1	
5	21	1	2		19	1	2		28	1		2
Other**	12	2			10	2			11	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	
Resource Specialist (non-teaching)	.5

\*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	\$5,257.64	\$83.68	\$5,173.95	\$77,834.02
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
<b>Percent Difference - School Site and District</b>	N/A	N/A	-51.5	-1.6
<b>State</b>	N/A	N/A	\$7,506.64	\$82,663.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-31.7	-3.9

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
<b>Beginning Teacher Salary</b>	\$41,321	\$45,741
<b>Mid-Range Teacher Salary</b>	\$76,651	\$81,840
<b>Highest Teacher Salary</b>	\$97,658	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$122,620	\$129,221
<b>Average Principal Salary (Middle)</b>	\$123,490	\$132,874
<b>Average Principal Salary (High)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$258,398	\$224,581
<b>Percent of Budget for Teacher Salaries</b>	33%	36%
<b>Percent of Budget for Administrative Salaries</b>	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.