

Walter F. Dexter Middle 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	Walter F. Dexter Middle School
Street	11532 East Floral Drive
City, State, Zip	Whittier, CA 90601
Phone Number	562.789.3090
Principal	Dr. Robert Allard
Email Address	rallard@whittiercity.net
Website	https://dexter.whittiercity.net/
County-District-School (CDS) Code	19651106023725

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)

Dexter's Mission Statement: We are committed to motivate, empower, challenge, and inspire our students as they develop the academic and social/emotional skills they need to excel in school and thrive in life.

Dexter's Vision Statement: In partnership with our families and the community at large, we, at Dexter Middle School are committed to developing students who are literate across the curriculum, able to think critically, read deeply, and write meaningfully about their learning, both as it relates to school and the larger, global context. In our rapidly changing world, we use technology as the vehicle through which students will create, collaborate, and communicate. At the core of our work is a commitment to building lasting relationships with students and empower them to voice their opinions and be heard, as they are the cornerstone of our community.

Dexter Middle School services 875 students, in grades 6 - 8, 93% of these students are Latino/Hispanic and the remaining 7% is comprised of African American, White, and Asian students. Dexter has recently moved teachers into teams which means that in 7th and 8th grade five teachers share roughly 150 students and in 6th grade two teachers share roughly 60 students. This change has allowed our teachers to deeply know their students and designed instruction that has been crafted to meet student needs. Dexter's teachers and staff work tirelessly to improve student achievement and continually monitor student progress through the use of Smarter Balanced Assessments. The results of these assessments are used to reflect upon student progress and plan additional instruction, including remediation and extension, where appropriate.

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

Grade Level	Number of Students
Grade 6	297
Grade 7	343
Grade 8	325
Total Enrollment	965

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	0.3
Filipino	0.5
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.1
White	4.7
Two or More Races	0.5
Socioeconomically Disadvantaged	78.5
English Learners	10.9
Students with Disabilities	11.8
Foster Youth	0.6
Homeless	4.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	44	42	36	36
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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	Holt Rinehart and Winston (2006) Adoption Year 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Walter F. Dexter Middle School offers a safe and secure campus. Dexter received a new roof during the summer of 2013 using Measure Z funds. In addition, a new electronic marquee was installed in the fall of 2014. The school is fully air conditioned and provides up-to-date facilities and adequate space for students and staff. Dexter is comprised of a library, computer lab, large multipurpose room, locker rooms, activity room and 47 classrooms. The school also enjoys a spacious play area as well as grassy fields for running, sports and games. In the evenings and during the day, a team of 4 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.

In the last four years, using Bond monies, Dexter has undergone a complete remodel of classrooms and several of the outdoor spaces.

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 21, 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	36	43	47	48	50	50
Mathematics (grades 3-8 and 11)	26	30	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	953	939	98.53	1.47	43.34
Male	491	484	98.57	1.43	33.06
Female	462	455	98.48	1.52	54.29
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	832	822	98.80	1.20	43.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	43	95.56	4.44	46.51
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	743	738	99.33	0.67	40.51
English Learners	203	199	98.03	1.97	25.63
Students with Disabilities	137	134	97.81	2.19	8.21
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	44	44	100.00	0.00	45.45

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	954	939	98.43	1.57	29.93
Male	492	484	98.37	1.63	26.45
Female	462	455	98.48	1.52	33.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	833	822	98.68	1.32	30.05
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	45	43	95.56	4.44	34.88
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	744	738	99.19	0.81	27.24
English Learners	204	200	98.04	1.96	15.50
Students with Disabilities	137	133	97.08	2.92	3.01
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	44	44	100.00	0.00	38.64

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	25.6	16.4	9.5

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)

Parent involvement in the middle years is critical to a child's success at school. Dexter offers several ways parents can participate including School Site Council, Parent Faculty Organization and the English Learner Advisory Committee; PFO, SSC and ELAC meet monthly. The School Site Council is comprised of parents, teachers, and other personnel.

Dexter's website is updated regularly and provides information for to parents on a 24 hour basis. The current calendar is available and links to many resources are provided. Dexter's Facebook, Twitter, and Instagram Pages are updated regularly to provide information and pictures for parents, students, and the entire Dexter community.

Parent/Family Nights are hosted by the school which provide an opportunity for parents, students, and staff members to be actively involved. Examples of our family events are Chorus, Band, and Drama performances. Dexter also has a robust athletics program which parents support.

Additionally, in our efforts to maintain open lines of communication with parents, monthly publications are made available to parents, entitled, The Middle Years and Reading Connections.

Other methods of daily communication with parents include full implementation of the automated telephone system, student planners and telephone calls regarding student progress, 'good news' calls, absences, and tardies. In addition, through a parent portal system, parents have continuous access to their child's progress (grades and assignments).

The automated telephone system allows for broadcast calls (information such as reminders for activities/events and/or emergencies), specific student information calls (positive, need to improve, grades, upcoming test, etc.) and attendance calls.

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	6.8	5.9	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)

Dexter School provides a safe and clean facility for its students. In order to ensure the safety of students, a number of special programs have been instituted. Dexter School has a well-organized disaster preparedness program which includes emergency supplies. The entire staff is a member of a safety team which completes various tasks. 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 in case of a campus or neighborhood threat.

Monthly drills are held throughout the year to ensure that staff and students are prepared in the event of an emergency (ensuring that students know how to respond to potential emergency situations in the school setting).

A full-time health clerk, trained in first aid, assists students in the event of minor injury as well as with routine health issues.

Additionally, a strong partnership exists between Dexter School and the Whittier Police Department. The Police Department provides support to the school whenever law enforcement assistance is needed. Furthermore Whittier PD is coordinating with the school in case of a campus or neighborhood threat.

The facilities at Dexter School are in good condition. Several years ago, Dexter School received a 1.5 million dollar remodeling grant from the State of California. Presently there are 47 classrooms including a band room. Additionally, a library, computer lab, locker-rooms/weight room, and cafeteria constitute the school buildings. The school also has a blacktopped area, tennis courts, walking track, and playing fields where recreational equipment is available.

A regular supervision plan is in use whenever students are out of class. A strict graffiti removal program ensures that should graffiti occur, it is removed within a few hours of being sighted. Any vandalism repairs are completed within 24 hours.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	7	14	8	25	5	17	2	23	10	14	1
Mathematics	19	13	5	2	21	15	16		26	6	11	7
Science	33	1	4	15	33		5	10	31	1	8	6
Social Science	27	8	12	4	32		10	10	31	1	13	6

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

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

Title	Ratio
Academic Counselors*	482.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,312.98	\$183.97	\$5,129.01	\$76,845
District	N/A	N/A	\$8,763.03	\$79,117.00
Percent Difference - School Site and District	N/A	N/A	-52.3	-2.9
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-32.6	-5.2

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.