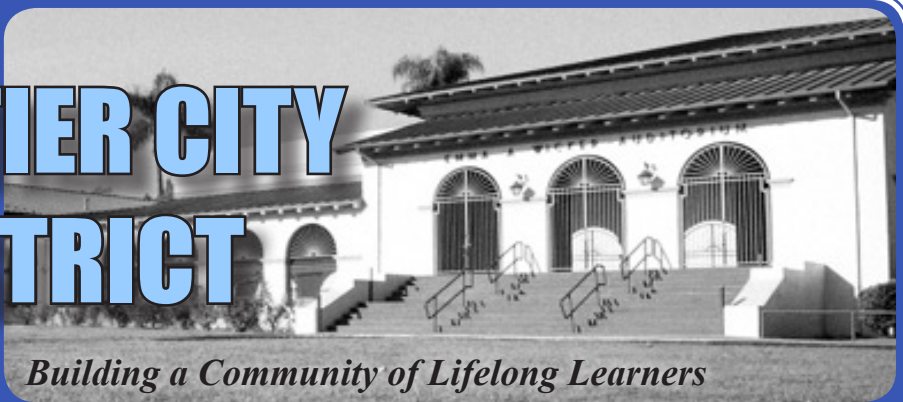


EAST WHITTIER CITY SCHOOL DISTRICT



Building a Community of Lifelong Learners

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2007-2008 District Accountability Report Card

Published in 2008-2009

Superintendent's Message

Welcome to the East Whittier City School District Accountability Report Card. We are proud of our district staff and the success of our students. We are very conscientious about utilizing our resources wisely and keeping the focus on our students.

Our certificated, classified and administrative personnel are proud to be in the profession of educating our children and youth. We consider it a privilege to partner with parents, our students' first teachers, in guiding and monitoring their development toward successful maturity.

We welcome your ongoing and direct communication with all staff that is responsible for your children's educational progress.

District Mission Statement

The East Whittier City School District is a learning organization of valued members whose mission, in partnership with the whole community, is to stimulate and support students to become lifelong learners and contributing members of a literate, skilled and responsible society.

District & Community Profile

Located 12 miles southeast of Los Angeles, Whittier is considered part of the Gateway Cities. East Whittier City School District served 8,727 kindergarten through eighth grade students during the 2007-08 school year on a traditional calendar schedule. The District is comprised of ten elementary schools and three middle schools. The adjacent chart displays demographic data for the district.

Parent involvement is an integral part of the educational programs within the District. All school sites have very active Parent Teacher Associations (PTA) or Parent Faculty Organizations (PFO), and volunteers are welcome throughout the District. Parents may also serve on leadership teams such as the School Site Council. Many of the District's programs are funded in part by the generous contributions made by local community partners.

2007-2008 District Enrollment

Total Enrollment: 8,727

	Number of Students	Percent of Enrollment
Gender		
Female	4,231	48.5%
Male	4,496	51.5%
Ethnicity		
African American	87	1.0%
American Indian or Native Alaskan	51	0.6%
Asian	149	1.7%
Filipino	111	1.3%
Hispanic or Latino	6,437	73.8%
"Multiple or No Response"	297	3.4%
Pacific Islander	24	0.3%
White (not Hispanic)	1,571	18.0%
English Learners		
English Learners (EL)	1,629	18.7%
Non EL	7,098	81.3%
Special Education		
Special Education	885	10.1%
Non Special Education	7,842	89.9%
Free or Reduced-Price Meals		
Yes	3,408	39.1%
No	5,319	60.9%

NCLB Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" by the end of the 2006-07 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. During the 2007-08 school year, 99.8% of core academic classes in the East Whittier City School District were taught by highly qualified teachers. The chart at right illustrates teacher credential statuses for the District.

Staff Education Levels 2007-2008

	Number of Staff	Percent of Staff
Doctorate	8	1.5%
Master's Degree +30*	207	39.2%
Master's Degree	124	23.5%
Bachelor's Degree +30*	157	29.7%
Bachelor's Degree	32	6.1%

* Indicates additional hours above and beyond degree.

Teacher Credential Status 2007-2008

	Number of Teachers	Percent of Teachers
Fully Credentialed	447	96.3%
University Interns	21	4.5%
Emergency Credentials	0	0.0%
Waivers	0	0.0%
Average Years Teaching	12.7	n/a
Average Years in EWCS D	10.3	n/a
First-Year Teachers	23	5.0%
Second-Year Teachers	17	3.7%

East Whittier City School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth, as well as for the benefit of the District. During the 2007-08 school year, certificated staff consisted of 464 employees including administrators. The chart at left illustrates teacher education levels in the East Whittier City School District.

California Standards Test

East Whittier City School District participates in California's mandatory Standardized Testing and Reporting (STAR) Program which includes the California Standards Tests (CST) administered each spring to students in grades two through eight. The California Standards Test administers exams in the subject areas of Language Arts, Mathematics, Science, and Social Science. Scores are used to assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include:

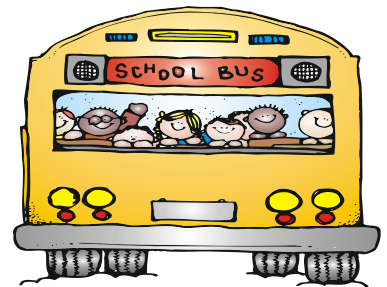
- "Advanced" (A)
- "Proficient" (P)
- "Basic" (B)
- "Below Basic" (BB)
- "Far Below Basic" (FBB)

The State target for every student is to score at the "Advanced" or "Proficient" level. The chart at right reflects scores for English/Language Arts and Social Science. Mathematics and Science scores are displayed on page three (3).



How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the State average. In this report, the percentage of students achieving "Advanced" and "Proficient" levels is reported. Data is broken down by gender, participation in special programs, and ethnicity. More information about STAR testing and the CST is available at the California Department of Education's website: <http://www.cde.ca.gov>.



California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/ Language Arts														Social Science									
	2nd			3rd			4th			5th			6th			7th			8th			8th		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																								
EWCS D	49	54	51	41	40	41	51	56	57	44	46	49	45	47	50	46	51	55	43	45	49	31	34	38
California	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	43	46	49	41	41	45	34	35	36
Females																								
EWCS D	55	57	57	46	47	40	49	62	61	47	44	54	47	49	50	52	57	57	48	50	51	30	30	34
California	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	48	51	54	45	46	50	31	33	35
Males																								
EWCS D	43	52	45	36	33	43	53	50	53	40	49	44	42	45	49	41	46	52	39	41	47	31	36	44
California	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	38	42	44	37	37	41	36	36	39
Socioeconomically Disadvantaged																								
EWCS D	32	42	42	25	27	29	37	39	41	31	33	32	31	33	37	30	39	44	25	31	36	18	22	27
California	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	28	31	34	25	26	30	19	20	22
English Learners																								
EWCS D	28	28	33	15	16	15	23	24	21	15	16	15	12	12	14	10	17	12	7	11	7	4	6	5
California	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	9	10	10	6	6	8	6	6	6
Special Education																								
EWCS D	24	20	19	20	14	20	15	28	24	5	14	20	6	10	9	4	7	11	10	9	7	7	10	6
California	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	11	12	12	9	10	11	10	10	11
Caucasian																								
EWCS D	64	71	60	58	54	58	64	70	72	57	64	71	64	63	67	62	66	65	60	59	66	40	46	59
California	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	63	66	68	62	62	63	51	52	53
Hispanic																								
EWCS D	44	50	48	35	33	38	47	51	52	39	41	43	38	42	45	40	47	52	35	41	44	25	29	33
California	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	28	32	34	25	26	31	20	21	23

Subgroups

Socioeconomically Disadvantaged: According to the State Board of Education, students may be categorized as Socioeconomically Disadvantaged (SED) if neither of the student's parents received a high school diploma, or if the students participate in the Free or Reduced-Price Lunch Program.

English Learners: English Learners (EL) are students whose primary language is not English, and who have low proficiency in the English language. Students are identified as English Learners through the California English Language Development Test (CELDT). In East Whittier City School District, English Learners are supported by a variety of programs including English Language Development (ELD) classes, in-class support by bilingual aides, and after-school assistance. Many teachers within the District also possess Cross-Cultural Language and Academic Development (CLAD), or Bilingual Cross-Cultural Language and Academic Development (BCLAD) certification.

Special Education: As defined by the state, a student is considered Special Education when one or more disabilities have been identified: Mental Retardation (MR), Hard of Hearing (HH), Deaf (DEAF), Speech and Language Impairment (SLI), Visual Impairment, Emotional Disturbance (ED), Orthopedic Impairment (OI), Other Health Impairment (OHI), Specific Learning Disability (SLD), Deaf-Blindness (DB), Multiple Disability (MD), Autism (AUT), and/or Traumatic Brain Injury (TBI).



California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	Mathematics						Science																	
	2nd			3rd			4th			5th			6th			7th			8th					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																								
EWCS	63	64	60	62	63	65	56	61	62	51	52	53	38	38	43	42	45	48	34	41	49	35	45	60
California	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	41	39	41	32	37	46	38	42	52
Females																								
EWCS	63	61	59	62	64	63	52	64	65	51	50	53	38	36	38	42	43	45	31	32	50	33	42	54
California	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	41	38	41	30	35	45	34	41	50
Males																								
EWCS	63	66	61	63	62	68	59	60	60	52	54	52	38	40	47	42	48	49	37	48	49	36	47	64
California	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	41	39	42	34	38	48	41	45	54
Socioeconomically Disadvantaged																								
EWCS	53	52	52	50	54	54	44	47	49	40	42	37	27	27	34	30	36	37	21	28	33	21	37	48
California	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	27	27	30	18	22	32	23	29	39
English Learners																								
EWCS	46	42	41	45	49	43	35	35	35	24	31	26	16	12	15	12	20	20	8	11	17	10	15	22
California	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	13	13	14	7	11	17	9	12	18
Special Education																								
EWCS	37	30	28	34	36	36	16	38	41	12	16	24	5	6	8	7	9	9	4	16	30	9	6	17
California	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	10	9	12	14	16	26	11	13	17
Caucasian																								
EWCS	72	74	70	75	76	73	67	74	76	62	72	69	53	52	57	52	63	60	56	62	69	51	58	77
California	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	58	54	57	52	58	68	55	60	70
Hispanic																								
EWCS	60	61	57	58	58	63	52	59	57	47	46	47	33	33	38	37	41	43	27	35	44	27	40	55
California	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	28	27	30	18	23	32	23	28	38

* Due to the moderate number of students tested, scores are not disclosed.

Summative scores for eighth grade Math are not shown. For results on course-specific tests, please visit <http://star.cde.ca.gov>.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools, within their district, that made their AYP and the former school would be required to provide the transportation to the new site. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Data Sources

Data within this report was provided by the District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the State. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Results of District performance are displayed at right. AYP information by school site can be found in each school's annual School Accountability Report Card.

Adequate Yearly Progress 2008

EWCS D



Title I Funding & No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school.

Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

NCLB requires an annual evaluation of student performance, both schoolwide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Accountability Report Card (SARC).

Met AYP Criteria		English/Language Arts
Participation Rate		Yes
Percent Proficient		No
Met AYP Criteria		Mathematics
Participation Rate		Yes
Percent Proficient		No
API		Yes
Graduation Rate		n/a
Made Overall AYP		No

Program Improvement (PI) Status Report

East Whittier City School District

School	PI Status	PI Placement (2008-09)	First Year of PI Implementation	Made 2008 AYP
Ceres Elementary School	Not in PI	n/a	n/a	Yes
East Whittier Middle School	Not in PI	n/a	n/a	No
Evergreen Elementary School	In PI	Year 3	2005-06	Yes
Granada Middle School	Not in PI	n/a	n/a	No
Hillview Middle School	Not in PI	n/a	n/a	No
La Colima Elementary School	Not in PI	n/a	n/a	Yes
Laurel Elementary School	Not in PI	n/a	n/a	No
Leffingwell Elementary School	Not in PI	n/a	n/a	Yes
Mulberry Elementary School	Not in PI	n/a	n/a	No
Murphy Ranch Elementary School	Not in PI	n/a	n/a	Yes
Ocean View Elementary School	Not in PI	n/a	n/a	Yes
Orchard Dale Elementary School	Not in PI	n/a	n/a	Yes
Scott Avenue Elementary School	Not in PI	n/a	n/a	Yes

EWCS D Philosophy

It is the aim of the East Whittier City School District to provide students with the knowledge of those academic skills and concepts which they must learn and apply to function effectively in our society. The District, in partnership with parents, endeavors to motivate, inspire, and encourage all students to use their unique potentials to reach their highest level of academic achievement and emotional and physical well-being.

Contact Information

Parents who wish to participate in East Whittier City School District's committees and activities, or become a volunteer may contact the district office at (562) 907-5900. The district website (www.ewcsd.k12.ca.us) also provides a variety of helpful resources and information for parents, students, and community members.