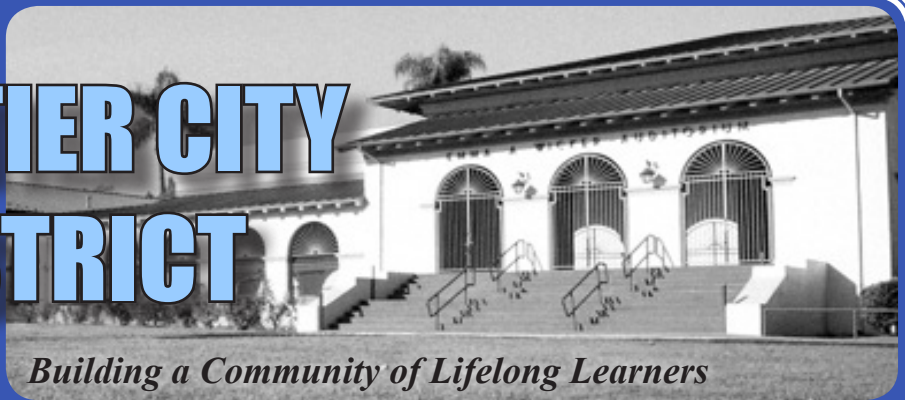


EAST WHITTIER CITY SCHOOL DISTRICT



Building a Community of Lifelong Learners

District Office

14535 E. Whittier Blvd.
Whittier, CA 90605
(562) 907-5900

District Administration

Joe Gillentine, Ed.D.
Superintendent

Dorka Duron, Ph.D.
Assistant Superintendent
Educational Support Services

Mary Branca
Assistant Superintendent
Personnel Services

Linda Low
Assistant Superintendent
Student Services

Board of Education

Paul Gardiner
President

Armando Urteaga
Vice President

Christine Sullivan
Clerk

Carlos Aparicio
Dimitri Elbling
Members

www.ewcsd.k12.ca.us

2008-2009 District Accountability Report Card

Published in 2009-2010

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 8,816 kindergarten through eighth grade students during the 2008-09 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.

2008-2009 District Enrollment

Total Enrollment: 8,816

	Number of Students	Percent of Enrollment
Gender		
Female	4,288	48.6%
Male	4,528	51.4%
Ethnicity		
African American	91	1.0%
American Indian or Native Alaskan	53	0.6%
Asian	153	1.7%
Filipino	119	1.3%
Hispanic or Latino	6,553	74.3%
"Multiple or No Response"	342	3.9%
Pacific Islander	27	0.3%
White (not Hispanic)	1,478	16.8%
English Learners		
English Learners (EL)	1,550	17.6%
Non EL	7,266	82.4%
Special Education		
Special Education	916	10.4%
Non Special Education	7,900	89.6%
Free or Reduced-Price Meals		
Yes	4,416	50.1%
No	4,400	49.9%

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 2008-09 school year, 99.8% of core academic classes in the East Whittier City School District were taught by highly qualified teachers. The chart illustrates teacher credential statuses for the District.

Teacher Credential Status 2008-2009

	Number of Teachers	Percent of Teachers
Fully Credentialed	461	96.0%
University Interns	17	3.5%
District Intern	1	0.2%
Emergency Credentials	1	0.2%
Waivers	0	0.0%
Average Years Teaching	12.1	n/a
Average Years in EWCSO	9.8	n/a
First-Year Teachers	24	5.0%
Second-Year Teachers	26	5.4%

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 2008-09 school year, certificated staff consisted of 549 employees including administrators. The chart illustrates teacher education levels in the East Whittier City School District.



Staff Education Levels 2008-2009

	Number of Staff	Percent of Staff
Doctorate	9	1.6%
Master's Degree +30*	215	39.2%
Master's Degree	131	23.9%
Bachelor's Degree +30*	149	27.1%
Bachelor's Degree	45	8.2%

* Indicates additional hours above and beyond degree.

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 reflects scores for English/Language Arts, Social Science, Mathematics and Science.

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)

Subject	District			State		
	2007	2008	2009	2007	2008	2009
English/Language Arts	48	51	54	43	46	50
Mathematics	52	55	57	40	43	46
Science	43	55	56	38	46	50
History/Social Science	34	39	43	33	36	41

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

Adequate Yearly Progress 2009	
EWCS D	
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

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).

Program Improvement (PI) Status Report

East Whittier City School District

School	PI Status	PI Placement (2009-10)	First Year of PI Implementation	Made 2009 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	Not in PI	n/a	n/a	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	Yes
Leffingwell Elementary School	Not in PI	n/a	n/a	Yes
Mulberry Elementary School	In PI	Year 1	2009-10	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	No
Scott Avenue Elementary School	Not in PI	n/a	n/a	Yes

Data Sources

Data within this report was provided by the District, retrieved from the 2008-09 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.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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.