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East Whittier Middle School

14421 Whittier Blvd. • Whittier, CA 90605 • (562) 789-7220

East Whittier City School District

Richard Gebhard, Principal
Serving grades 6th-8th

2008-2009 School Accountability Report Card

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

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Members

Data in this report are reflective of the 2008-09 school year unless otherwise noted.

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Principal's Message

East Whittier Middle School is committed to the implementation of a child-centered instructional program in which:

- All students have access to the core curriculum.
- All students make progress toward meeting the District and State established standards.
- All students are challenged and expected to perform at their highest ability level.

Our school's instructional plan is part of a comprehensive effort to upgrade services to all students and supports the following District goals:

- Improving student achievement in core academic areas.
- Decreasing the achievement gap between English Learners and English-only students.
- Building positive relationships.
- Being student focused.
- Protecting and preserving the fiscal health of the District.
- Recruiting, retaining and developing qualified staff.
- Increasing student attendance.
- Providing an environment for students that is rich in the visual and performing arts.

Our school believes that it takes everyone working together to make a difference in the lives of children. An active SSC has put in place a dynamic school plan that has allowed the school to significantly improve its test scores over the last few years.

Community & School Profile

Located 12 miles southeast of Los Angeles, Whittier is considered part of the Gateway Cities. East Whittier City School District served 8,816 students during the 2008-09 school year. The district is comprised of ten elementary schools and three middle schools, with East Whittier Middle School located in the northern section of the district's boundaries.

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Operating on a traditional calendar schedule, East Whittier Middle School served 1,216 sixth through eighth grade students during the 2008-09 school year. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

| 2008-09 | |
|-------------------------|------------|
| | Percentage |
| African American | 0.7% |
| American Indian | 0.7% |
| Asian | 1.8% |
| Caucasian | 15.0% |
| Filipino | 0.5% |
| Hispanic or Latino | 80.1% |
| Pacific Islander | 0.2% |
| Multiple or No Response | 1.1% |

Discipline & Climate for Learning

Students at East Whittier Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

School rules are shared with students and parents in the student handbook and are reinforced throughout the year at assemblies, monthly newsletters, Back-To-School Night, Open House, and parent-teacher conferences.

The suspensions and expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 194 | 274 | 237 | 517 | 776 | 705 |
| Suspension Rate | 17.3% | 23.8% | 19.5% | 5.9% | 8.9% | 8.0% |
| Expulsions | 3 | 0 | 1 | 3 | 0 | 1 |
| Expulsion Rate | 0.3% | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% |

Student Recognition

Certificates, prizes, and various awards are given to students during assemblies and special presentations throughout the school year. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students are regularly rewarded for outstanding achievement in academics and citizenship.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which are an integral part of the educational program. School activities and programs include:

- Carnegie Hall Field Trip
- Science Club
- Basketball, Football, Soccer, & Volleyball
- Musicals & Band
- Lewis & Clark Trail Study Group
- Student Council

Homework

Homework is a fundamental part of the learning process that helps to develop academic and study skills, as well as promote self-reliance and self-discipline. Each teacher determines the appropriate measure of homework for his/her students and assigns tasks on a daily basis. Teachers expect students to complete assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Leadership

Leadership at East Whittier Middle School is a responsibility shared among administrators, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Richard Gebhard.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. Opportunities for involvement include:

- Leadership Team
- Student Study Teams (SST)
- Student Council Committee
- School Site Council (SSC)
- Parent Teacher Association (PTA)
- English Learner Advisory Committee (ELAC)

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. Student enrollment for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

| | 2006-07 | 2007-08 | 2008-09 |
|-----|---------|---------|---------|
| 6th | 393 | 388 | 405 |
| 7th | 349 | 407 | 397 |
| 8th | 382 | 355 | 414 |

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibility to ensure their child's punctuality and to notify the school of all absences. Independent study is available for students who require extended leaves from school.

The attendance clerk reviews absence reports regularly and advises parents of their child's absences through phone calls home. The principal meets with the parents of students who continue to exhibit a pattern of excessive absences and may refer them to the appropriate authorities, including the district's School Attendance Review Board. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Class Size

The school maintained a schoolwide average class size of 27.4 students and a pupil-to-teacher ratio of 23.2:1 during the 2008-09 school year. The chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
|--------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |
| By Grade Level | | | | | | | | | | | | |
| 6 | - | 8 | 20 | - | 5 | 2 | - | - | 6 | - | - | - |
| 4-8 | - | 6 | - | - | 6 | - | - | - | - | - | - | - |
| By Subject Area | | | | | | | | | | | | |
| English | 25 | 28 | 29 | 21 | 3 | 3 | 20 | 33 | 26 | 3 | 3 | 10 |
| Mathematics | 28 | 27 | 29 | 5 | 5 | 4 | 24 | 32 | 31 | 6 | 3 | 5 |
| Science | 29 | 28 | 30 | 3 | 5 | 3 | 28 | 30 | 27 | 6 | 7 | 9 |
| Social Science | 28 | 28 | 30 | 7 | 3 | 2 | 25 | 31 | 22 | 6 | 3 | 13 |

Library Information

The school's library, staffed by a media clerk, is stocked with hundreds of educational and recreational books available for student use. Students visit the library on a regular basis with their classes and are encouraged to visit at recess and during lunch. Seven computer workstations within the library are connected to the Internet, so students may access resources and information online.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom contains a minimum of two Internet-accessible computers. Students also have regular access to the campus computer lab which contains 34 workstations. Students receive computer-assisted instruction on a weekly schedule.

Computer Resources

| | 06-07 | 07-08 | 08-09 |
|----------------------------------|-------|-------|-------|
| Computers | 113 | 150 | 271 |
| Students per computer | 9.9 | 7.7 | 4.5 |
| Classrooms connected to Internet | 43 | 48 | 46 |

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Whittier Public Library, which contains numerous computer workstations.

Textbooks & Instructional Materials

East Whittier City Elementary School District held a Public Hearing on October 1, 2009, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in September 2009 in regards to the textbooks in use at the school during the current year (2009-10).

District-Adopted Textbooks

| Grade Levels | Subject | Publisher | Adoption Year | Sufficient |
|--------------|------------------------------|--------------------------------|---------------|------------|
| 6th-8th | English Language Development | McDougal Littell | 2002 | Yes |
| 6th-8th | Foreign Language | McDougal Littell | 2009 | Yes |
| 6th-8th | History/Social Science | Teacher's Curriculum Institute | 2006 | Yes |
| 6th-8th | Language Arts | McDougal Littell | 2000 | Yes |
| 6th-8th | Mathematics | Holt, Rinehart & Winston | 2009 | Yes |
| 6th-8th | Science | Glencoe/McGraw Hill | 2007 | Yes |

Counseling & Support Staff

In addition to academics, the staff at the school strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:575.* The chart displays a list of support services that are offered.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|---|-----------------|----------------------|
| AB 1802 Counselor | 1 | 0.8 |
| Academic Counselor | 2 | 1.5 |
| Library Media Aide | 1 | 0.4 |
| Psychologist | 1 | 1.0 |
| Resource Specialist Program (RSP) Teacher | 3 | 3.0 |
| Special Day Class (SDC) Teacher | 2 | 2.0 |
| Speech/Language/Hearing Specialist | 1 | As Needed |

English Learners

Students are identified as English Learners (EL) through the California English Language Development Test (CELDT). EL students participate in a Structured English Immersion program, receive daily English Language Development (ELD) instruction for 30 to 45 minutes, and are aided with primary language support from CLAD- and BCLAD-certified teachers and bilingual instructional aides.

Special Education

Students with special needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a student will receive, which may include sessions with a Resource Specialist, placement in a Special Day Class, and/or further instruction at the Learning Center.

At-Risk Intervention

East Whittier Middle School offers after-school tutoring, Saturday interventions, summer school, and an Alternative Learning Center for students who are struggling to meet grade-level standards.

Gifted & Talented Education

A Gifted and Talented Education (GATE) program is offered to students in grades six through eight who have been identified by their teachers as capable of attaining high levels of achievement. GATE students receive in-class, differentiated instruction and may participate in additional after-school activities and a summer program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program within the District. These tests measure students' actual progress as well as the effectiveness of the instructional program. Additional site assessments for the school include English Language Learners Assessment, Title I and Special Education assessments, and curriculum-based assessments.

Physical Fitness

In the spring of each year, the school is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility.

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 32.5% of the school's seventh grade students either met or exceeded state fitness standards.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

| | School | District |
|---------------------------------|-----------|-----------|
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2004-2005 |
| Year in PI (2009-10) | - | Year 3 |
| # of Schools Currently in PI | - | 1 |
| % of Schools Identified for PI | - | 7.69% |

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through eleventh grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: "Advanced" (exceeds state standards), "Proficient" (meets standards), "Basic" (approaching standards), "Below Basic" (below standards), and "Far Below Basic" (well below standards). The combined percentage of students scoring at the "Proficient" and "Advanced" levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 46 | 51 | 53 | 48 | 51 | 54 | 43 | 46 | 50 |
| Mathematics | 42 | 50 | 49 | 52 | 55 | 57 | 40 | 43 | 46 |
| Science | 44 | 63 | 64 | 43 | 55 | 56 | 38 | 46 | 50 |
| History/Social Science | 34 | 37 | 44 | 34 | 39 | 43 | 33 | 36 | 41 |

| California Standards Test (CST) | | | | |
|---------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| African American | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 77 | 82 | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 50 | 46 | 60 | 41 |
| Pacific Islander | * | * | * | * |
| Caucasian | 69 | 64 | 80 | 62 |
| Males | 50 | 51 | 68 | 49 |
| Females | 57 | 47 | 61 | 40 |
| Socioeconomically Disadvantaged | 44 | 40 | 55 | 37 |
| English Learners | 9 | 18 | 23 | 11 |
| Students with Disabilities | 12 | 9 | 20 | 10 |
| Migrant Education | * | * | * | * |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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.

| API School Results | | | | |
|---------------------------------|-------|-------|-------|-----------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 6 | 6 | 7 | |
| Similar Schools Rank | 7 | 6 | 8 | |
| All Students | | | | |
| Actual Growth | 10 | 31 | 2 | 799 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 22 | 32 | 5 | 751 |
| Hispanic or Latino | | | | |
| Actual Growth | 13 | 31 | 1 | 781 |
| Caucasian | | | | |
| Actual Growth | 15 | 47 | -5 | 867 |
| Students with Disabilities | | | | |
| Actual Growth | - | - | - | - |
| English Learners | | | | |
| Actual Growth | 19 | 28 | 1 | 707 |

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (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 have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| | School | | District | |
| Made AYP Overall | No | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |

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.

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.

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.

| 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 |

| 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 |

Training & Curriculum Improvement

All curriculum development in the East Whittier City School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. East Whittier City School District realizes the importance of a customized educational experience, addressing the specific needs of its students.

For the past three years, the District has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers and administrators review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, and build teaching skills and concepts.

Teacher Assignment

East Whittier City School District recruits and employs only the most qualified credentialed teachers. During the 2008-09 school year, East Whittier Middle School staffed 50 fully credentialed teachers.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 42 | 50 | 50 | 461 |
| Without Full Credentials | 2 | 2 | 3 | 16 |
| Working Outside Subject | 0 | 0 | 5 | 18 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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 as "Highly Qualified" no later than 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.

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 99.8% | 0.2% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

School Facilities & Safety

Situated on 21 acres, East Whittier Middle School was originally constructed in 1930 and has been thoroughly renovated over the past several decades. The campus is currently comprised of 38 classrooms, a cafeteria, an auditorium, administrative offices, a library, one computer lab, a gymnasium, and an athletic field. Facility information is current as of October 2009.

School Safety

The safety of students and staff is a primary concern of East Whittier Middle School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The School Site Safety Plan was most recently revised in March 2009 by the Safety Committee and the principal. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by East Whittier City School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the restrooms were in working condition. The chart illustrates the results of the most recent facilities inspection.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 09/03/2009 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | |
| Interior | | X | | School - Painting will be done as time permits. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | | X | | School - Routine monitoring of squirrel problems. |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | | X | | School - Windows etched. Cosmetic only. |

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2007-08 | | |
| | District | State |
| Beginning Teachers | \$44,391 | \$41,866 |
| Mid-Range Teachers | \$70,777 | \$68,220 |
| Highest Teachers | \$91,498 | \$86,536 |
| Elementary School Principals | \$114,696 | \$107,858 |
| Middle School Principals | \$120,562 | \$111,405 |
| High School Principals | - | \$112,732 |
| Superintendent | \$188,021 | \$178,938 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 45.0% | 42.0% |
| Administrative Salaries | 5.0% | 6.0% |

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from California was for the 2007-08 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at district and state levels.

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$69,714 |
| District | \$71,413 |
| Percentage of Variation | 2.38% |
| School & State | |
| All Elementary School Districts | \$67,082 |
| Percentage of Variation | 3.92% |

Data Sources

Data within the SARC was provided by East Whittier City School District, retrieved from the 2008-09 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

Contact Information

Parents or community members who wish to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the school office at (562) 789-7220. The district website (www.ewcsd.k12.ca.us) also provides a variety of resources and helpful information for parents, students, and the community.

District Expenditures & Revenue Sources

Based on 2007-08 audited financial statements, East Whittier City School District spent an average of \$8,959 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$6,515 |
| From Restricted Sources | \$1,493 |
| From Unrestricted Sources | \$5,022 |
| District | |
| From Unrestricted Sources | \$4,990 |
| Percentage of Variation between School & District | 0.64% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 8.89% |

In addition to general state funding, East Whittier City School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid
- Gifted & Talented Education
- School Improvement Program
- Class Size Reduction
- School Based Coordination Program
- Peer Assistance & Review
- Educational Technology Assistance Grants

Parent & Community Involvement

Parents and the community are very supportive of the educational program at East Whittier Middle School. Numerous programs and activities are enriched by the generous contributions made by Lion's Club and Whittier Assistance League.

East Whittier Middle School offers a variety of events, programs, and activities throughout the school year for parents to become actively involved in their child's school and education. Parents are encouraged to participate in the following activities and events held at East Whittier Middle School: Back-to-School-Night, Open House, Family Math Night, Portfolio Night, PTA events, and the winter and spring programs.

The district takes advantage of all available resources in the community to assist students in their emotional and academic development. Some of the community resources available include, but are not limited to, the following:

- Intercommunity Child Guidance Center
- Boys' & Girls' Club
- California State University, Fullerton
- YMCA
- Whittier Public Library
- SKILLS Foundation
- Help-line Youth Counseling
- Options Family Center
- Whittier Assistance League
- Presbyterian Hospital
- Whittier Community Center
- Lion's Club
- Whittier Police Department
- University of California
- Los Angeles Probation Department
- Kiwanis Club
- Los Angeles Center for Alcohol & Drug Abuse
- Los Angeles County District Attorney's Office