

**CALIFORNIA'S GOLDEN OPPORTUNITY**  
*District Case Studies of Professional Capital*

**EXECUTIVE SUMMARY**

**Whittier Union High School District**

*—one of five case studies of school districts—*

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## Contents

Introduction	2
The Whittier Union High School District in a Nutshell	2
Strong Foundations	3
Stable Leadership	3
Longer History of Focused School Improvement Efforts	3
Thoughtful Financing	4
Excellence Through Equity	4
Professional Capital at the Whittier Union High School District	5
Developing and Enhancing Social Capital	5
Growing Decisional Capital	6
Attracting, Retaining, and Developing Human Capital	7
System Coherence at Whittier	8
Key Lessons and Strategic Recommendations	10
Sustainability	10
Deepening Learning	10
Note	12
Endnote	13
Glossary	13

## Introduction

The Whittier Union High School District (WUHSD) offers an illustrative example of high levels of professional capital in motion. A relatively small district with most students living in conditions of high poverty, Whittier has shown sustained improvements in student performance every year at every school on multiple indicators over the past 15 years. These improvements are more remarkable taking into account that Whittier poverty rates have climbed during the same period. This case study seeks to capture the approach and strategies through which WUHSD has continuously improved student learning every year across the entire district, while providing ongoing support and professional enhancement to its teachers.

The three key concepts underpinning our analysis are professional capital, system coherence, and student success. Professional capital—comprised of human, social, and decisional capital—is the key asset that is invested, accumulated, and circulated to yield continuous growth and strong return in student and adult learning in an education system.<sup>1</sup> System coherence is about how clear the key priorities and strategies of an educational system are in the minds, hearts and hands of educators, staff or faculty at all levels of the system, especially about student success and the pathways to accomplish it. Whittier is an exemplar of a strong, coherent system that leverages professional capital to ensure that every student succeeds.

This short report begins with an overview of WUHSD, identifying some of the key conditions and strategies that underlie its success. It shares key findings from data collected in February 2015, including an analysis of over 120 documents; focus groups with the superintendent and three senior district leaders, the president of the teacher’s association, the district new teacher advisor, four curriculum assessment coaches, the superintendents of the five K-8 districts that serve as the feeder schools for Whittier high schools, and the principals of all five schools in Whittier; and observations in 12 classrooms in two high schools and in 6 sessions of cross-school course teams (teams from all schools but all teaching same subject). It concludes with a series of key lessons from Whittier and focused recommendations to further the development and circulation of professional capital in this high-performing district.

## The Whittier Union High School District in a Nutshell

Formed in 1900, the Whittier Union High School District is made up of five comprehensive high schools, one continuation school, one alternative studies program, and one adult school. It serves over 13,000 students, 83% Hispanic and 80% socioeconomically disadvantaged. Student performance in WUHSD has improved in a sustained manner for the past 15 years, with higher proportions of students graduating on time and prepared to enter college each year. Whittier is one of the few high school districts in California to show substantial and sustained academic progress over several years.

In 2011, the last year API results were available in California, WUHSD’s five comprehensive high schools ranked among the state’s top high schools with similar demographics, according to results from the 2011 Base Academic Performance Index (API) report released by the California State Department of Education (CDE). The California Assessment of Student Performance and Progress (CAASPP) was introduced in 2015

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<sup>1</sup> Andy Hargreaves & Michael Fullan (2012) *Professional Capital: Transforming Teaching in Every School*. New York/Ontario: Teachers College Press/Ontario Principals Council.

as the new state-wide measure of student performance, replacing the API. The new exams are based on more challenging academic standards and are not comparable to old scores, and although the new system of assessment is not fully implemented yet, the 2015 results are being used state-wide to provide a baseline to track progress in student learning over time. There is much to be done in the state on the new measures as they are not yet a true measure of performance at this stage; nevertheless, WUHSD seems to have a relatively solid start with its students exceeding the state average achievement in English Language Arts and approaching the state average in mathematics.

But perhaps the most important accomplishment of the district is the development of a vibrant culture of continuous improvement that is evident across the entire system. Some of the most prominent aspects of this culture include high expectations for all students, trust and respect for teachers as professionals, collaboration, and what is termed “servant leadership.” This culture is evident in people’s talk and in their everyday actions, as well as being articulated in key district policy documents as we will explore throughout this report.

## Strong Foundations

### Stable Leadership

A homegrown educator and leader, Superintendent Sandy Thorstenson led the district for the past 15 of her 39-year career in the district. The stability of leadership has helped the district forge strong partnerships with the board, the three employee unions, and the larger community. It has enabled the development and consolidation of a strong culture of collaboration, high expectations and support for students, along with respect for the teaching profession. Such stability has also offered the opportunity to continuously shape and reshape an increasingly refined process of teacher-driven common assessments focused on continuous instructional improvement. It has offered ideal conditions for the development of system coherence.

It is not just the stability of leadership over time that accounts for success, but especially the actions taken to build a solid culture of continuous improvement. Thorstenson played a key role in shaping the highly coherent system and vibrant culture of continuous learning and improvement that characterize WUHSD today. Through our conversations with people at all levels of the system we quickly learned about her ubiquitous presence in every classroom and school, her intentional development of strong relationships of care and support with every person working at the district, her ability to surround herself with a highly talented and committed cadre of senior leaders and her talent to encourage and develop leadership in others. Thorstenson announced her retirement in January 2016 and Assistant Superintendent Martin Plourde has been selected as the next district superintendent. Whether and to what extent WUHSD is able to maintain its culture and upward trajectory of learning and improvement after Thorstenson’s departure will be an important test of her leadership, but there are many reasons to believe that WUHSD is ready to continue and enhance Thorstenson’s legacy in the coming years.

### Longer History of Focused School Improvement Efforts

The Whittier Union High School District has built its success on a long history of focused school improvement efforts even prior to Thorstenson’s appointment as superintendent. In the 1990s, WUHSD joined the Coalition of Essential Schools (CES). CES membership gave teachers, principals,

and district leaders access to leading ideas and practices to place student learning at the center of schooling. WUHSD visited CES districts and engaged in designing performance-based assessments and developing students' "habits of mind." This period created fertile soil for the work that came a decade later. The genesis of common assessments developed by teams of course-alike teachers to inform instructional practice in the district began in 1998 when the Educational Services Division enlisted the expertise of Principal's Exchange to conduct a curriculum audit and to support the development of best practices for how teachers gather and respond to student performance data to improve instructional practice. The work slowly grew over time to become a sophisticated and widespread vehicle to ensure the district's continual instructional improvement trajectory. The focus in the early 2000s on improving instructional practice included efforts to implement the principles of educational leaders whose work complement each other. According to Thorstenson, the ideas of and partnerships with thought leaders such as Doug Reeves, Rick DuFour and over the last 8 years Michael Fullan (each of whom has written about WUHSD), had a significant impact on the professional culture that is embedded across every school.

The development of professional capital and the resulting honing of instructional practice at Whittier Union has been a long journey that has required continuous learning, patience, persistence, and a commitment to staying the course. The outcome has been ongoing growth in student achievement at every school in multiple indicators in all subgroups and over time, despite the ever-increasing level of socio-economically disadvantaged students. The student results across the district are consistent with the district's mantra, "demographics do not determine destiny." The district has become a flat organization with a broad base of teacher leadership steadfastly committed to continual improvement and fostering of the healthy organizational culture of collaboration and inclusiveness that is fully student-centered.

### **Thoughtful Financing**

Although not without difficulty, thoughtful financing has kept WUHSD fiscally viable, allowing the district to successfully navigate times of financial constraints, such as the 2008 economic crisis.

Thorstenson and her senior team describe the WUHSD as fiscally conservative, but socially progressive. The budget is openly shared with the Unions, so everybody knows how much goes into payroll and how much needs to be saved to maintain fiscal stability. What is doable in terms of salary is always considered after these two basic areas are covered. Additionally, the WUHSD has a self-funded medical benefits program, which allows the district to offer high quality medical benefits to employees for a much lower cost than those offered by external providers.

### **Excellence Through Equity**

A fundamental aspect of WUHSD's strategy is the anchoring of its moral purpose through the deep theme of integrating '*Excellence through Equity*.' The district has done intentional work to level the playing field in a district where high percentages of Hispanic students are students living in poverty. There are three non-negotiables in WUHSD: collaboration, common assessment, and '*directed, not invited, intervention*.'

In this case, we see the powerful combination of professional capital, coherence, and a relentless focus on student success. Directed intervention means that the '*system*' insists on action involving affected students and those that can help them. For us, this is the sophisticated form of '*internal accountability*' in which individual and collective responsibility is deeply fostered in the culture and reinforced by selective external intervention when necessary—with the latter becoming less and less frequent as internal

accountability develops.<sup>2</sup> The reasoning behind the insistence on directed intervention is that students who are struggling may be the least comfortable about taking up an invitation or offer of extra resources or instruction. The fine line of success for such visible intervention is how it can be carried out with a constructive, growth mindset and not a judgmental one. WUHSD has managed to do the former: combine transparency and immediate action with a sense of developmental support. In WUHSD, proactive intervention is the responsibility of the school, not the individual student.

As we learned on our first visit to the district, the new California Local Control Funding Formula (LCFF) has enormously benefited the excellence through equity agenda of the district; the high percentages of Hispanic and socio-economically disadvantaged students have meant a significant flow of new funding to strengthen and expand the pyramid of prevention and intervention deployed at Whittier high schools. Although the introduction of LCFF and its associated Local Control Accountability Plan has become an unduly bureaucratic process in some school districts, we heard mostly positive comments about LCFF and LCAP, especially in terms of the additional resources it has brought to the district. Enabling conditions are only one part of the story. A second critical component is strategy, and professional capital and system coherence inform WUHSD's strategy for improving student achievement across the district.

## Professional Capital at the Whittier Union High School District

Here we consider how WUHSD develops and circulates professional capital in support of its district improvement agenda.

### Developing and Enhancing Social Capital

Collaboration is one of the three non-negotiables at Whittier. The investment in teacher collaboration within and among schools and the creation of teacher leadership roles have been key to WUHSD's strategy to develop social capital across the district. Indeed, according to Thorstenson, "everything we do is the result of our collaborative teams." Specific collaboration focused on effective pedagogy and results is a *systemness* strategy in Whittier. It 'uses the group to change the group' in a way that strengthens relationships and trust, builds skills and the individual and collective identities with the fortunes of the district as a whole as well as each of its subparts. Time for teacher collaboration within Whittier high schools is embedded within the structure of the district (e.g., teachers' contracts, alternative bell schedules, dedicated collaboration time) and WUHSD invests heavily on teacher collaboration between schools even through the lean budget years following the 2008 financial crisis, pointing to the priority given to teacher collaboration at Whittier.

The district has developed an effective structure to support collaboration within teacher teams and across schools, consisting of Course Leads, Department Chairs, and Curriculum and Assessment Coaches. These teacher leaders are responsible for creating a culture of effective collaboration within their subject areas, offering guidance on curriculum and instruction to colleagues, providing crucial input to the school on master scheduling and the hiring of high quality teachers, and developing common assessments with their colleagues. They meet with school and district administration throughout the year and attend PD sessions

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<sup>2</sup> See Fullan, M., Rincon-Gallardo, S. & Hargreaves, A. (2015) "Professional Capital as Accountability", Education Policy Analysis Archives, 23(15): 1-22.

that are deliberately designed to encourage collaboration and cross-pollination of good practice through lateral networks of teachers and provide a structure of constant communication and collaboration between schools. More importantly, they have been instrumental in developing a coherent set of mindsets around the key priorities, practices, and strategies of the district, and they serve as mechanisms to spread effective practice across schools.

But it is not only the *frequency* of teacher collaboration that explains the trajectory of sustained improvement at WUHSD, but rather *what they do* when they meet and what happens in between meetings that really makes a difference. In this district, common assessments are designed by teams of lead teachers or Course Leads. To repeat, at the WUHSD, *teachers design the district's common assessments*. When Course Leads meet as a team, they review the State Standards,<sup>3</sup> design common assessments, create, test and review rubrics to score the assessments, analyze evidence of student performance, and use this evidence to share, design and reshape instructional approaches to enhance student learning. In between meetings, Course Leads support collaboration within subject teams in their schools. Teachers in these teams, in turn, incorporate the assessments, instructional approaches or other strategies designed in their team, and collect relevant evidence of impact on student learning, which then serves as input for the next round of teacher and Course Lead meetings.

Collaboration in WUHSD is about *doing* things together to directly enhance student learning rather than simply talking to each other. It is specific, precise, focused on the student achievement agenda.

Principals also play a key role in developing and circulating social capital in their schools and throughout the district. They keep constant communication with Department Chairs and Course Leads regarding teacher collaboration meetings and provide any assistance that is needed by the teams. This constant interaction with department chairs and teacher teams allows them to stay up-to-date with key areas of progress and identify areas that require additional support or intervention. All high school principals also meet as a group with the superintendent every Monday. These meetings often include a book study session, time to discuss and make decisions on the district's regular affairs, and space to share updates and discuss key dilemmas experienced in their schools. Principals stay in constant communication with each other and with Sandy Thorstenson by phone or text messages, which creates an informal and active network for rapid information sharing and problem solving. Whittier's approach to improving teaching and learning includes focused attention on developing positive and strong relationships that are imbued with trust across the system. Social capital is a comprehensive and cumulative strategy that accounts for a good deal of this district's success.

### **Growing Decisional Capital**

Social capital and decisional capital are highly integrated in WUHSD; they permeate the culture of the whole district, not only with school leaders but powerfully with teacher leaders throughout the system. No specific pedagogical model is promoted district-wide. Instead, common assessments, continuous examination of data on student performance, and teacher collaboration are seen as the main vehicles through which instructional approaches are designed, tested, and refined. The tight connection between assessment and instruction developed through teachers' constant shaping, testing, and reshaping of common assessments creates multiple opportunities for teachers to examine their classroom practice and student work, thus growing their decisional capital.

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<sup>3</sup> In the past, the California Standards were the main reference point to create common assessments. Since 2010, Course Leads and teacher teams have been shifting their attention toward the Common Core Standards.

The introduction of the Common Core Standards at WUHSD offered the district an important opportunity to further examine and refine pedagogical practice in classrooms. While the transition from the California State Standards to the Common Core has reportedly presented its challenges and difficulties, the combination of agile leadership of senior leaders and the existence of an already robust culture of teacher collaboration focused on improving student performance has allowed teachers and leaders alike to learn about, try out, and incorporate the Common Core State Standards to their team work and classroom practice without dramatically disrupting the work of schools and the district.

Different subject teams are at different stages in their development as collaborative teams and as well as in their progress transitioning into CCSS. Nevertheless, the strong collaborative culture thoughtfully and intentionally developed over several years at WUHSD has offered a highly fertile ground for the new standards to take root in schools and across the district. Teachers and leaders alike acknowledge the new standards represent a significant shift as to how they think about and enact pedagogical practice. While this shift sometimes proves messy and confusing, no one seems too stressed about the necessary uncertainty. On the contrary, we noticed a widely shared sense that no matter how profound the shift, they'll be able to handle it collectively.

### **Attracting, Retaining, and Developing Human Capital**

Teachers become more and more effective through their cumulative opportunities to get better. Good teachers want to come to work at Whittier and good teachers want to stay at Whittier. A senior district leader told us that teachers in this district are likely working harder than teachers in other districts, but they are also more satisfied. When asked what makes it attractive to work at WUHSD, system leaders, principals and teachers alike talked about the culture of collaboration, trust, support, respect to teachers and school leaders as professionals, and success with students of all backgrounds. Whittier's strong culture of high expectations, collaboration and continuous improvement makes it very unlikely that teachers who should not be in the profession are hired, or the few times where they are, stay in the district for long.

In addition to the strong culture of continuous improvement, WUHSD offers their employees very competitive salaries and an excellent benefits plan—although salary and benefits often came as an afterthought to teachers, often mentioned only in response to direct questions. While senior leaders describe WUHSD as fiscally conservative, senior leaders, the Board, and the union alike see the salaries of employees as an expression of genuine gratitude for their excellent work. The culture of respect towards teachers as professionals, their autonomy to make the most important decisions about the work they do, and the high expectations and support offered by the district to continuously get better are reportedly the most important reasons why good teachers stay at Whittier. WUHSD drives its improvement agenda through social and decisional capital with human capital strategies playing a supporting rather than a leading role.

The district has rigorous selection criteria and processes to decide who will be hired. For every teacher vacancy, there's a large pool of talented candidates available (75-100 applications per position).

Department representatives serve on hiring panels and have a very strong say in who gets selected and retained in the school. Newly hired teachers receive additional professional learning supports and mentoring; they must meet very high standards around their work with students and collaboration with colleagues in order to be granted tenure at the end of a two-year probationary period. These high expectations for teachers are matched with multiple opportunities for new and expert teachers to learn and refine the crafts of teaching, collaborating and leading.



Tenured teachers are evaluated every other year and, although a formal Peer Assistance and Review (PAR) program is available to provide mentoring and support, the district relies more heavily on its larger culture and practice of peer learning than on PAR for the improvement of the professional practice of its teachers. When you have a focused learning culture, by definition feedback is built in—what we call ‘learning is the work’. Teachers who don’t thrive in these conditions are more likely to leave voluntarily. Overall the system is so effective that there is less need for relying on formal evaluation.

With a robust culture of collaboration and continuous learning across the system, WUHSD has also built a rich pool of talent for leadership positions. It is significant that *two in every five* teachers had a leadership role in 2015, developing a very large cadre of teacher leaders who not only spread their influence beyond their classrooms and to the larger system, but also form a strong pool of future school and district leaders. At this time, all principals had served as teachers within the district. Senior leaders have a deep knowledge of system needs gained through constant interaction with the field which gives them confidence to make good and timely decisions to keep and capitalize on existing talent. There is widespread recognition across WUHSD that Superintendent Thorstenson is skilled at creating and keeping a highly functional, coherent, and strong executive cabinet who are viewed by their colleagues as top talent with a deep commitment to student achievement and well-being.

The development of a robust culture of collaboration and shared leadership (social capital) where common assessments are used to continuously shape and reshape instruction, growing the ability of everyone to make good decisions based on professional judgment (decisional capital), are complemented and supported with deliberate strategies to attract, identify, develop and deploy talent in the district (human capital). We can see the synergy of the ‘capitals’ at work. Professional capital is most powerful when it *circulates*. In this respect WUHSD is exemplary.

## System Coherence at Whittier

System coherence is apparent in WUHSD in multiple ways. There is a widely shared narrative about the district’s priorities, its culture and strategies at all levels of the system. We noticed remarkably consistent messages: “if you’re not good at collaborating, you won’t do well here”, “a culture of trust and respect”, “servant leadership”, were some of the principles we heard over and over again. People also spoke about their work with pride and a clear sense of belonging; WUHSD was often talked about as a family. The sense of camaraderie and joint work across the district is palpable, and staff members had no difficulty in articulating how their role connects with and supports district priorities. There is a transparency of communication that builds collective knowledge and commitment. WUHSD is perhaps the most highly coherent education system we’ve seen in a long time.

System coherence at WUHSD is the result of deliberate and relentless efforts of educators, staff or faculty at all levels of the system to keep a common direction and to constantly communicate, discuss, collaborate, and learn with each other, laterally among peers and vertically with their immediate authorities and the people under their leadership. Here are some of the key structures and practices that have turned WUHSD into such a highly coherent educational system.

**Common measurable targets** (rates of A-G requirements completion, rate of students on target for graduation, API growth for all schools and subgroups, passing rates of the California High School Exit Exam in Language and Mathematics, Common Assessment results in all core subjects, and student attendance) are used in common at the school and district levels to assess progress at WUHSD. More

important, there is an impressive infrastructure and set of practices to make data readily available to everyone in the system and to support continuous collaboration for teams to make sense of the data, design, try out, and reshape instructional solutions.

**Common instructional materials and standards** facilitate collaboration between schools, giving teachers and school and district leaders concrete material to focus their collective efforts in examining and refining instructional practice. The district follows a thorough process of review and selection of instructional materials with heavy involvement from teachers and schools. Once standards-based textbooks are selected, subject teams develop district pacing guides and common assessments with input from schools.

**Common assessments** are one of the core enablers of system coherence at WUHSD. The design of the assessments involves a careful review of the California State standards that appear most frequently in high-stakes assessments, as well as constant review of data on student performance. The active participation of teachers in developing and using common assessments ensures a close alignment between school and district priorities. The constant review of common assessment results enables an ongoing process of design, trial, and refinement of classroom practice in a direction consistent with the overall direction of the district.

**Timely and transparent data on student progress** are quickly fed back into the system (i.e., to schools and anyone else interested in the data) by district and school leaders. We were told that results of common assessments are usually available within one week of the administration of the assessment.

**Constant collaboration and communication laterally and vertically** ensure everyone is on the same page and moving in a shared direction at WUHSD. At the school level, Course Leads and Department Chairs ensure constant teacher teamwork focused on examining and refining instructional practice based on site-based and district-wide assessments. There are also several structures and practices in place to develop vertical coherence across the district, including the participation of district leaders in subject team meetings, weekly meetings between the district superintendent and all school principals, and communication between schools and the district in terms of needs, dilemmas, achievements, new directions and priorities.

The **flat leadership structure** in WUHSD is critical to its success; there is minimal distance between classroom teachers and senior leaders. Leadership is intentionally encouraged at all levels of the system, especially in terms of teacher leadership. The development of leadership at all levels expands the influence of teachers and principals beyond their own classrooms and schools. A flattened leadership structure strengthens system coherence and makes WUHSD a highly functional learning organization, where senior leaders are constantly feeling the pulse of the system, where employees learn about key priorities in the system and are able to communicate concerns and achievements, and where district administrators and educators constantly shape and reshape ideas and learn from each other.

And last, **intentional forging of strong relationships across the entire district** develops trust, enables open communication and collaboration with multiple stakeholders including the District School Board, the Union, and the larger community. The overall climate of trust, collaboration, and respect for the teaching profession at WUHSD, equally evident in district policies and in the everyday activities of

teachers and leaders, is present in the district's relationships among the Board, the Unions, and its feeder elementary and middle schools. The quality of relationships between people—social capital— makes it easier to navigate through challenging times such as the economic crisis of 2008 and the transition to the Common Core. The collective willingness of employees to make personal sacrifices for the benefit of the entire system speaks to the strength of the relationships within this district.

## Key Lessons and Strategic Recommendations

WUHSD is a high performing district that has been going from strength to strength over the past decade. The main question now facing the district is what lies ahead. Here we present two key areas we believe will be crucial to maintain WUHSD's upward trajectory: sustainability and deepening learning.

### Sustainability

WUHSD has built leaders at all levels: a) to have greater impact in the short run, and b) to establish a cadre of leaders who can move up and carry on. Thorstenson's legacy will be a function of whether she has made herself *dispensable*. Because there is widespread and deep leadership, the chances of continuity and deepening of performance are greatly enhanced. Yet maintaining the strong culture of collaboration and learning developed throughout Thorstenson's tenure and leading the district to its next stage of improvement will require deliberate and continuous focus and effort. The appointment of the new superintendent from internal ranks has created a domino effect with changes in high school principalship—significant in such a small district. Continuity and further development will be essential in this new phase.

### Deepening Learning

Having seen variation in the quality of instruction and student work across classrooms and subjects, we're left wondering whether common assessments are in the driver seat, leaving pedagogy as a co-pilot. It makes sense to expect that students will do well when they are taught what they will be assessed on and when these assessments, in turn, are aligned with the State Standards. But can common assessments produce the pedagogies required for deep student learning? We suggest a couple of potentially high yielding strategies to accelerate the development of decisional capital across the district and move it to its next level of system-wide improvement:

1. Identifying and making powerful pedagogy for deep learning visible across the system. Fleshing out the core features of powerful pedagogy and providing multiple opportunities for teachers to observe, question, reflect, practice, shape and adapt their practice can help put pedagogy, rather than common assessments, in the driver seat. [See for example the works advanced through New Pedagogies for Deep Learning: <https://app.box.com/s/c70iid2xbsyzqh84qo3h3tt5r9lso7vo>]
2. Redefining the role of technology so that digital tools are used intentionally to accelerate and deepen student learning. While the traditional site Technology Support Teachers who assist their colleagues in uploading and downloading student achievement data and using the web based student information system still exist, the advent of LCFF/LCAP funds has allowed the district to expand the capacity of technological support. Site based Ed Tech teacher leaders that were added three years ago provide support to teachers in the classroom with the purpose of promoting the seamless integration of technology that enhances, accelerates and disseminates pedagogy. While still in its infancy, this support has made an important impact and holds great promise for the future.

In sum, over the past decade Whittier has been remarkably successful under difficult circumstances: a steady influx of disadvantaged students and less than helpful state policies. They can use this capacity to both consolidate and innovate in a new era that has even more challenges, but also one that is more amenable to deep learning and impact. Whittier provides a superb example of mobilizing professional capital to ensure that every student succeeds.

## Note

This is one of five district case studies of Professional Capital under the title of *California's Golden Opportunity*.

The five case studies are:

1. Corona Norco Unified School District
2. Fresno Unified School District
3. Long Beach Unified School District
4. Twin Rivers Unified School District
5. Whittier Unified School District

In addition, there are three supporting documents:

1. California's Golden Opportunity: A Status Note  
Michael Fullan & Team  
November 2014
2. A Golden Opportunity: The California Collaborative for Educational Excellence as a Force for Positive Change  
Michael Fullan & Team and California Forward  
January 2015
3. California's Golden Opportunity: LCAP's Theory of Action—Problems and Corrections  
Michael Fullan & Team  
July 2015

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## \*Endnote

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Our Professional Capital group who contributed to the case studies consists of: Andy Hargreaves, Santiago Rincón-Gallardo, Joelle Rodway, Nancy Watson, Claudia Cuttress, Eleanor Adam, Mary Jean Gallagher, and Joanne Quinn.

## Glossary

ACSA: Association of California School Administrators

API: Academic Performance Index (former California student assessment program)

CaEdpartners: California Education Partners

CCEE: California Collaborative for Educational Excellence

CCSEA: California County Superintendents Educational Services Association

CDE: California Department of Education

COE: County Office of Education

CORE: California Office to Reform Education

CSBA: California School Boards Association

CSEA: California School Employees Association

CTA: California Teachers Association

CFT: California Federation of Teachers

LASSO: Local Agency System Support Office

LCFF/LCAP: Local Control Funding Formula/Local Control and Accountability Plan

SBE: State Board of Education