

Nettie L. Waite Middle School

14320 South Norwalk Blvd. • Norwalk, CA 90650 • (562) 921-7981 • Grades 6-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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**Assistant Superintendent, Human
Resources**

School Description

Waite Middle School is about collaborative teaching, Common Core preparation (Language Arts, Math, Social Science and Science). As a Professional Learning Community, teachers establish lesson sharing and lesson planning across the content areas.

Waite has established "Blended Learning" in language Arts, Social Science, and Science, with an emphasis on English Language Learner classes. ELL's develop their skills using a Chrome Book lab in the classroom to advance skills in listen, speaking, reading, and writing.

Waite is a Comprehensive Middle School Magnet using career path education such as Art, Graphic Design, Robotics, Video Production, Video Game Design, Project Based Science classes, Introduction to Technology, Keyboarding, Music, and Community Service to provide opportunities for all students. We will provide all students every opportunity to reach their potential or peak their interest in these fields.

Cal State Fullerton Master Teacher Fellows continues to support Waite by augmenting math and Science classes with student teachers. CSUF provides up to 6 potential mathematics and Science teachers with an early field experience at Waite Middle. Combining CSUF and the current staff at Waite have strengthened the department that has shown consistent improvement over the last 5 years.

Technology is used school wide to support our "Digital Natives", students interested in advancing their skills using the computer and internet services. 1:1 I-Pad cohorts are in place and service over 70 students. Our science classes use a project based curriculum in the 7th and 8th grade, this includes standards based instruction that allows our students to take responsibility for their learning and supports higher level thinking skills.

Smart boards are currently used in 12 classrooms across campus. Teachers are receiving training during the summer and on 2Wednesdays of each month. Math has moved forward by incorporating technology (i-Pass and i-ready) to provide intervention for struggling students. We offer a Web-based program to improve the skills of students in math in a lab environment. Our library / Media center is second to none with current materials and novels for student check out. Our gifted and talented population has increased and we are providing higher levels of rigor and class programs to support their needs

RTI support includes enrichment classes for Reading, Social Science, Science, and Math. Also supporting the need for interventions includes Saturday Academy, Saturday school, tutors, after school GATE program and Bilingual Aides.

Waite Middle School's "House" program provides all 6th, 7th, and 8th grade students the opportunity to benefit from each other by joining each other in class to mentor and support an increase in student achievement. In the "House Program", students are taught a designed curriculum created by teachers and taught school wide. AVID essentials are used to focus on good teaching strategies in the "House" program. The WEB Program supports our new 6th grade students by pairing them with the 8th grade and mentoring them throughout their school day. When needed the Peer Mediation program is used for students to feel comfortable with each other and willing to resolve social problems in a designed and structured way.

We are excited because our API continues to grow and our English Learners continue to make academic progress. Our challenges are to continue the high level of support for all students and translate it into academic achievement. We continue to support our English Learners by leveling classes to support their growth and provide a trained highly qualified adult in each class. We continue to have a zero period of classes that support academic achievement and social development for all students. This includes I-Pass, I Ready Math and Reading, chorus, and band. We plan to continue to expand zero periods in the coming year to include the arts and sciences. It is a Great day to be a Panther!

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 921-7981.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	218
Gr. 7	225
Gr. 8	257
Total	700

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	1.0
Hispanic or Latino	91.5
Native Hawaiian/Pacific Islander	1.3
White	1.7
Two or More Races	0.7
Socioeconomically Disadvantaged	94.3
English Learners	20.3
Students with Disabilities	19.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Nettie L. Waite Middle School	12-13	13-14	14-15
Fully Credentialed	30	26	24
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	2	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Nettie L. Waite Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.38	6.62
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 6-8 English-language Arts: California Holt McDougal Literature & Language Arts, adopted 2003 and Common Core aligned supplemental materials: Houghton Mifflin Harcourt Collections Close Reader
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	47	50	48	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	34	40	41	52	54	54	54	56	55
Math	36	41	31	46	47	48	49	50	50
HSS	33	34	29	41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	2	3	2
Similar Schools	6	5	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.5	30.4	34.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	48
Male	47
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	46
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	13
Students with Disabilities	33
Students Receiving Migrant Education Services	62

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	24	13	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	28	10	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	24	21	-11
English Learners	24	51	-36
Students with Disabilities	32		

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. We house a CBET class Monday through Thursday. Parents join our SSC, ELAC, and PTSA which works with administration to make Title I decisions and support decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families.

Our PTSA works with teachers to support Back-to-School Night in the fall and Open House in the spring. We expect all parents to attend these events. Parent events with guest speakers are offered monthly to assist parents with their students' work. Parents help organize the eighth grade field trip, dance, and graduation party. They also help with dramatic and musical performances, sponsor yearly fund-raisers, and sell snacks and T-shirts at athletic events to help pay for uniforms. Parents are critical in making our parent seminars so successful. We always need new volunteers!

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

School safety is an important aspect of our learning environment. We have a supervision team of six adults that monitors all activity on and around the school grounds, with a total of 20 hours per day of adult supervision. Our administrative team walks the campus frequently during the day to ensure that all students are safe.

All entrance gates are secure to limit entrance onto school grounds. However, the front gate is open to visitors and the community. All visitors are required to report to the main office prior to entering the campus to secure a visitor's pass. Visitors are not permitted to enter the school grounds without authorization.

Our safety committee surveys the campus to identify safety issues, to develop emergencies routines and procedures, and to order needed emergency supplies. Or safety plan is revised yearly and communicated to staff, students, and parents in meetings and assemblies. The plan is located at the school site and in the front office of the school. We hold drills monthly to practice safety procedures in case of an emergency in conjunction with the drills that are hosted by the district office.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	10.1	4.5	3.8
Expulsions Rate	0.2	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	94.1	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		19	19		47	53		17	27		25	14
English	28.5	29	28	5	7	4	19	6	13	8	14	9
Math	29.9	29	28	2	5	6	16	7	10	10	9	8
Science	28.9	27	31	4	7	4	20	10	10	9	11	11
SS	27.6	29	31	6	3	1	8	8	10	8	7	8

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8878.59	3072.39	5806.19	71593.96
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-4.1	-1.8
Percent Difference: School Site/ State			23.8	3.2

Types of Services Funded at Nettie L. Waite Middle School

Professional Development provided for Teachers at Nettie L. Waite Middle School
 Project READ 5 year grant (Year 2 during 2014-2015).