

Archie F. Hutchinson Middle School

13900 Estero Road • La Mirada, CA 90638 • (562) 944-3268 • 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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District Governing Board

Margarita L. Rios Board President
Jesse Urquidi Board Vice President
Darryl R. Adams Board Member
Karen Morrison Board Member
Chris Pflanzner Board Member
Sean M. Reagan Board Member
Ana Valencia Board Member

District Administration

Dr. Ruth Perez
Superintendent
Dr. Albert Clegg
Assistant Superintendent -
Educational Services
Estuardo Santillan
Assistant Superintendent, Business
Services
Wayne Shannon
Assistant Superintendent, Human
Resources

School Description

Hutchinson Math, Science Technology Magnet is a small, close-knit school located in a residential neighborhood in La Mirada, California. Recently awarded the California Distinguished School status as well as a School of Excellence by the California Business for Education Excellence, Hutchinson continues to raise student achievement and close the achievement gap between our subgroups. Our motto, Hawks, Soaring with Pride, reminds us of our College Bound focus for all students.

The focus at Hutchinson Middle School is student achievement, the guiding purpose for all of our actions. Our Math, Science, Technology Magnet provides a project-based learning environment for students interested in excelling in STEM (Science, Technology, Engineering, Math). Sixth graders study Environmental Engineering, researching and building projects around alternative forms of energy. Seventh graders study Structural Engineering, researching bridges, ferris wheels, catapults, and utilizing simulation software. Eighth graders study robotics, aeronautics and electrical engineering. Field trips, competitions, and guests from the field of engineering assist students in broadening their awareness of the career opportunities in the fields of STEM.

Over 300 of our students participate in our 1 to 1 iPad Academy, utilizing iPads for researching, creating, collaborating, organization, and text access. Schoology, an online classroom management platform supports instruction and learning. Our Pre-AP and Honors Academy supports those students who are looking for a more rigorous learning environment. Our Honors Academy prepares students for the academic rigor of high school honors and AP classes while our most advanced students have access to high school classes through a computer-based curriculum while attending middle school.

In addition to our STEM Magnet and Honors Academy, Hutchinson offers three levels of band, from beginning through our award winning performance band. We offer guitar classes, world percussion classes, and Film and Music Technology classes. Students can join our Leadership class, Yearbook, AVID, or one of our many math and reading support classes. Students with an interest in the legal system join Mock Trial, competing in a courtroom setting in the LA County courthouse. Students may also participate in Academic Pentathlon, Running Club, or one of our many sports teams. 6th and 7th graders may attend Science Camp while 8th graders may join American Heritage and travel to the East Coast to explore historical landmarks and government institutions.

Whenever a student identifies an academic need, before and after school tutoring is available for all grade levels as well as intervention classes providing even greater support. In addition to our strong academic programs, Hutchinson is committed to the development of the social and emotional qualities of our students. Through our WEB, (Where Everybody Belongs), we support our students in making a successful transition from elementary to middle school. We believe that positive relationships between staff and students will help students become connected and contributing members of our school community. A full time counselor provides our students with additional supports.

Knowledgeable and caring teachers engage students in rich and relevant learning experiences and prepare them to meet the challenges of their future. We maintain high standards for student learning and behavior and value positive communication between school and home.

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) 944-3268.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	170
Gr. 7	168
Gr. 8	180
Total	518

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	4.4
Filipino	2.1
Hispanic or Latino	72.2
Native Hawaiian/Pacific Islander	1.2
White	16.6
Two or More Races	1.0
Socioeconomically Disadvantaged	60.8
English Learners	5.8
Students with Disabilities	13.7

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			
Arlie F. Hutchinson Middle School	12-13	13-14	14-15
Fully Credentialed	20	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	4	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			
Arlie F. Hutchinson Middle	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	98.77	1.23
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	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

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	71	75	56	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	66	68	64	52	54	54	54	56	55
Math	54	54	66	46	47	48	49	50	50
HSS	53	60	59	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	7	7	8
Similar Schools	9	5	8

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

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	8.6	20.9	53.4

* 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	56	
Male	63	
Female	47	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	51	
Native Hawaiian/Pacific Islander		
White	69	
Two or More Races		
Socioeconomically Disadvantaged	44	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* 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	9	18	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	28	6
Native Hawaiian/Pacific Islander			
White	24	17	1
Two or More Races			
Socioeconomically Disadvantaged	24	14	5
English Learners			
Students with Disabilities			

* "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

Parents are partners with the school in educating our students. Parents support our teachers by attending conferences, monitoring homework, and encouraging students to get involved in school activities. The student planner/agenda, school website, email access, school Facebook page, phone dialer and our Internet based Parent Portal is designed to support home-school communication by enabling parents and teachers to communicate about homework assignments, due dates, upcoming tests and quizzes and student grades.

Parent representatives are elected to our School Site Council each fall, which is made up of administrators, teachers, parents, and students. Our SSC addresses issues affecting the school budget, school climate, supplemental instructional materials, school attendance and discipline issues. Parents of English Learners are also vital to our ELAC and to our outreach efforts on behalf of new families. The ELAC committee meets four times per year to support the needs of our English Language Learners.

Our active PTSA supports teachers and students by supporting our incentive programs, Hawk of the Month Breakfasts, Gold Card Raffles, field trips as well as other enrichment activities. We encourage all parents to attend these events. Parents also participate on district level committees and forums, and volunteer to chaperone field trips, dances, band performances, and end-of-year activities. Parents also support our Academic Pentathlon teams, sports teams, and field trip opportunities. Student Study Teams are scheduled regularly to support parent involvement in their child's education. Our Back To School Night, fall and winter Parent Conferences and spring Open House encourage the participation of parents in their children's education. PIQE (Parent Institute for Quality Education) and other Parent Education opportunities encourage the involvement of parents in the school as well as student's educational experience. The district as well as the PTA offers parenting classes, seminars on Common Core standards, use of technology, and language classes in order to support parent involvement in the lives of their children.

For more information about volunteering at Hutchinson Middle School, please contact our principal, Sara Siemens, at (562) 944-3268 for more information.

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

Hutchinson is a closed campus, where visitors must enter the school through the main security gate and sign in at the office. Students are not allowed off campus during the school day.

Our campus supervision aides monitor the school grounds for 30 minutes before and 15 minutes after school and during break and at lunchtime. Additional staff and administration help monitor the campus before and after school, Nutrition and Lunch breaks, and passing periods. Teachers regularly review the school rules for safe, responsible behavior in school and on the school grounds with their students on an ongoing basis.

Our School Safety Plan is revised annually and includes procedures for school crime and safety assessments, our child abuse policy, disaster and emergency procedures, ingress and egress routes, inventories of emergency supplies, our suspension and expulsion policy and data, our sexual harassment as well as bullying policy, and our procedures for ensuring a safe and orderly learning environment. The plan is submitted to our School Site Council for approval and then made available in the school office for parents and community members to review. The strategic elements of the School Safety Plan are shared with all staff members during a school wide staff meeting. Fire drills are practiced quarterly, and earthquake and lockdown drills are conducted three times a year.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	12.9	11.5	15.9
Expulsions Rate	0	0	0.4
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
First Year of Program Improvement		2009-2010
Year in Program Improvement		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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	562

* 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		24	23		16	21		3	5		16	17
English	29.4	22	24	3	10	8	2		1	9	9	7
Math	29.4	26	28	5	6	5	2	3	5	12	10	7
Science	32.8	24	27	2	5	3	2	1	3	7	7	4
SS	30.8	28	27	2	4	3	1	2	2	9	7	5

* 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	8322.51	2506.62	5815.90	73892.87
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-4.0	1.4
Percent Difference: School Site/ State			24.0	6.5

Types of Services Funded at Arlie F. Hutchinson Middle School

Professional Development provided for Teachers at Arlie F. Hutchinson Middle School

Hutchinson Middle School provides regular professional development that is focused on the implementation of Common Core Standards as well as effective instructional strategies. Teachers focus on strategies for Close Reading as well as the Launch-Explore-Summarize lesson structure for math. Teachers also focus on Argumentative Writing as well justification of mathematical reasoning. School site professional development is supported through professional learning communities where analysis of formative assessment data is conducted and adjustments to instruction are implemented accordingly.

Ongoing professional development for teachers is also provided throughout the school year by the district's Curriculum and Instruction Department. Implementation of Common Core Standards within each content area is addressed as well as the integration of technology. Common Core Leads are provided professional development, who then serve as "experts" when they return to the school site and support their content area team.

On-going instructional support is provided by site administration, common core district coaches, and intervention coaches. Side by side coaching, modeling of lessons, and common planning time is provided to teachers.