

Nettie L. Waite Middle School

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

Dr. Susan Newcomb, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Norwalk-La Mirada Unified School District

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Norwalk, CA 90650
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Ana Valencia Board Vice President

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Superintendent

Dr. Patricio Vargas
**Assistant Superintendent -
Educational Services**

Estuardo Santillan
**Assistant Superintendent, Business
Services**

John Lopez
**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. 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 2 Wednesdays 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 English Learners continue to make significant progress. 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	201
Grade 7	215
Grade 8	242
Total Enrollment	658

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0
Asian	1.1
Filipino	2.1
Hispanic or Latino	90.1
Native Hawaiian or Pacific Islander	0.2
White	3.2
Two or More Races	0.5
Socioeconomically Disadvantaged	89.1
English Learners	28
Students with Disabilities	15.5
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
With Full Credential	29	23	27
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	782
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Nettie L. Waite Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 09-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts: Grades 6-8; Pearson Education – My Perspectives The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 96.69% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			98.67% - Good
Interior: Interior Surfaces	X			92% - Good
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			96% - Good
Electrical: Electrical	X			100% - Good
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			92.86% - Good
Safety: Fire Safety, Hazardous Materials	X			100%-Good
Structural: Structural Damage, Roofs	X			96%-Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			98%-Good
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	32	26	46	44	48	48
Math	13	15	29	30	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	220	216	98.2	31.0
Male	115	112	97.4	33.0
Female	105	104	99.1	28.9
Hispanic or Latino	202	199	98.5	27.1
Socioeconomically Disadvantaged	200	196	98.0	31.1
English Learners	52	49	94.2	12.2
Students with Disabilities	37	36	97.3	25.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	44	31	52	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	25.9	26.4	25.9

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	663	643	96.98	25.63
Male	360	349	96.94	20.52
Female	303	294	97.03	31.63
Black or African American	14	11	78.57	27.27
Asian	--	--	--	--
Filipino	12	12	100	66.67
Hispanic or Latino	599	584	97.5	23.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	90.48	36.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	588	570	96.94	24.87
English Learners	278	274	98.56	13.55
Students with Disabilities	105	105	100	1.92
Students Receiving Migrant Education Services	23	23	100	31.82
Foster Youth	11	10	90.91	20

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	664	655	98.64	15.42
Male	361	356	98.61	14.89
Female	303	299	98.68	16.05
Black or African American	14	11	78.57	9.09
Asian	--	--	--	--
Filipino	12	12	100	25
Hispanic or Latino	600	595	99.17	14.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	590	582	98.64	15.12
English Learners	278	278	100	10.79
Students with Disabilities	105	105	100	1.9
Students Receiving Migrant Education Services	23	23	100	17.39
Foster Youth	11	10	90.91	20

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

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 State priority: School Climate (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. Our 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	2014-15	2015-16	2016-17
Suspensions Rate	2.5	0.1	9.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.8	2.7	2.6
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 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	88.9	

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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	27	22	12	5	10	3	3	5	11	7	8
Mathematics	25	31	26	8	3	6	1	4	4	11	10	8
Science	32	30	28	2	3	3	1		5	10	8	9
Social Science	32	34	28	3	2	3		1	3	12	11	9

* 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.

Professional Development provided for Teachers

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,411	\$48,522
Mid-Range Teacher Salary	\$78,162	\$75,065
Highest Teacher Salary	\$102,538	\$94,688
Average Principal Salary (ES)	\$130,561	\$119,876
Average Principal Salary (MS)	\$132,232	\$126,749
Average Principal Salary (HS)	\$142,956	\$135,830
Superintendent Salary	\$241,500	\$232,390
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10707.45	3218.95	7488.50	83484.67
District	◆	◆	8112.64	84898.44
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-8.0	-1.7
Percent Difference: School Site/ State			13.0	7.0

* Cells with ◆ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.