

# Arlie F. Hutchinson Middle School

13900 Estero Road • La Mirada, CA 90638 • (562) 944-3268 • Grades 6-8

Robin Padget, Principal

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Norwalk-La Mirada Unified School District

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### District Governing Board

Ana Valencia Board President  
Jude Cazares Board Vice President  
Darryl R. Adams Member  
Chris Pflanzner Member  
Karen Morrison Board Member  
Jesse Urquidí Member  
Jorge Tirado Member

#### District Administration

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Patricio Vargas  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
Dr. John Lopez  
**Assistant Superintendent, Human  
Resources**

### School Description

Hutchinson Math, Science Technology Magnet is 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 for all students as well close the achievement gap for students who are below grade level. 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). Our coursework integrates Science, Technology, Engineering and Math (STEM) principles while focusing on career exploration within the field of engineering. Through classroom activities, project-based learning, collaboration, digital simulations and multimedia presentations, students develop communication, leadership and interpersonal skills. Students explore Environmental Science, Structural Design, Med-Tech, Aeronautics, Computer Science, Robotics and Electronics. 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.

Our 1 to 1 iPad Academy, utilizes iPads for researching, creating, collaborating, organization, and text access. Schoology, an online classroom management platform, supports instruction and learning. Our Pre-AP, Accelerated, and Honors courses support those students who are looking for a more rigorous learning environment.

In addition to our STEM Magnet and Honors program, Hutchinson offers a variety of enrichment opportunities, including orchestra and three levels of band, ranging from beginning through our award winning performance band. We also offer guitar classes, world percussion classes, and music technology classes. Students can join our Leadership class, Yearbook, Speech and Debate, 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, NJHS, Builder's Club, Running Club, or one of our many sports teams. A variety of field trips enhance student learning, including Knott's Physics Fun Day, the Getty Museum, the Holocaust Museum, JPL, and a variety of local universities. 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.

When a student is identified with 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 program, (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. In addition, two full time counselors provide 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

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	236
Grade 7	248
Grade 8	219
<b>Total Enrollment</b>	<b>703</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.1
Asian	6.7
Filipino	2.0
Hispanic or Latino	68.0
Native Hawaiian or Pacific Islander	0.6
White	17.1
Socioeconomically Disadvantaged	55.2
English Learners	2.7
Students with Disabilities	10.7
Foster Youth	0.0

## 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			
Arlie F. Hutchinson Middle School	16-17	17-18	18-19
<b>With Full Credential</b>	29	29	32
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	898
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Arlie F. Hutchinson Middle	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "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 2018-19)

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### 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: 10/29/2012		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	53.0	53.0	44.0	46.0	48.0	50.0
Math	43.0	46.0	30.0	32.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.7	24.9	49.8

\* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	693	691	99.71	52.53
<b>Male</b>	388	386	99.48	46.89
<b>Female</b>	305	305	100.00	59.67
<b>Black or African American</b>	18	18	100.00	38.89
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	47	47	100.00	72.34
<b>Filipino</b>	14	14	100.00	64.29
<b>Hispanic or Latino</b>	471	469	99.58	48.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	117	117	100.00	60.68
<b>Two or More Races</b>	19	19	100.00	47.37
<b>Socioeconomically Disadvantaged</b>	406	404	99.51	41.09
<b>English Learners</b>	62	62	100.00	30.65
<b>Students with Disabilities</b>	68	67	98.53	16.42
<b>Students Receiving Migrant Education Services</b>	16	15	93.75	60.00
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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	693	691	99.71	45.59
Male	388	386	99.48	48.19
Female	305	305	100	42.3
Black or African American	18	18	100	22.22
American Indian or Alaska Native	--	--	--	--
Asian	47	47	100	80.85
Filipino	14	14	100	71.43
Hispanic or Latino	471	469	99.58	40.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	117	100	53.85
Two or More Races	19	19	100	47.37
Socioeconomically Disadvantaged	406	404	99.51	33.42
English Learners	62	62	100	30.65
Students with Disabilities	68	67	98.53	22.39
Students Receiving Migrant Education Services	16	15	93.75	66.67
Foster Youth	--	--	--	--

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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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, Robin Padgett, at (562) 944-3268 for more information.

**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**

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.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	8.4	6.3	7.2
<b>Expulsions Rate</b>	0.0	0.0	0.0
<b>District</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	2.7	2.6	3.7
<b>Expulsions Rate</b>	0.0	0.0	0.0
<b>State</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	3.7	3.7	3.5
<b>Expulsions Rate</b>	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.

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

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	29.0	29.0	29.0	4	4	4	1	3	5	9	9	8
Mathematics	31.0	30.0	29.0	4	6	6	2	2	2	11	12	10
Science	32.0	32.0	36.0	2	3	4	2	2	7	10	12	6
Social Science	26.0	31.0	31.0	3	3	2	1	4	4	4	7	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**

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 to support reading and writing as well as effective instructional strategies for teaching mathematics. 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 provide professional development, and serve as resources, supporting 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,923	\$49,512
Mid-Range Teacher Salary	\$80,506	\$77,880
Highest Teacher Salary	\$105,611	\$96,387
Average Principal Salary (ES)	\$119,859	\$123,139
Average Principal Salary (MS)	\$125,277	\$129,919
Average Principal Salary (HS)	\$145,806	\$140,111
Superintendent Salary	\$257,268	\$238,324
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10443.21	2404.52	8038.69	79781.32
District	◆	◆	8958.82	85790.09
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-10.8	-7.3
Percent Difference: School Site/ State			12.1	0.1

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.