

Nettie L. Waite Middle School

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

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



Norwalk-La Mirada Unified School District

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District Governing Board

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

District Administration

Dr. Hasmik Danielian
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 and Common Core alignment. Within Professional Learning Communities, 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 mainstreaming students with special needs into the Least Restrictive Environments (LRE). English Language Learner (ELL’s) develop their skills using 1:1 iPads in the classroom and through teacher implementation of targeted strategies for listening, speaking, reading, and writing. Current focus on academic discourse is focused on “Every Student, Every Day, Every Classroom.”

Waite is a Comprehensive Middle School providing all students every opportunity to reach their potential or peak their interest in these future career fields, especially in the realm of leadership. Technology is used school wide to support our “Digital Natives,” with 1:1 iPads and teacher training to keep lesson design and delivery on the cutting edge for maximum student engagement. Our science classes use a project based curriculum which includes standards based instruction that allows our students to take responsibility for their learning and supports higher level thinking skills.

Teachers receive training during the summer and on 2 Wednesdays of each month. Math and ELA classrooms incorporate technology (i-Ready) to provide intervention for struggling students. We offer a Read 180 as an intensive support for our students reading 2 years or more below grade level. Our library/Media center is filled 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, as well as enrichment after school and through off-campus field trips.

RTI support includes enrichment classes for Reading, Social Science, Science, and Math. Other supports include Saturday Academy, Saturday school, AVID tutors, and Bilingual Aides. Waite Middle School’s Advisory program exposes students to a curriculum created by teachers and taught school-wide for PBIS. AVID essentials are used to focus on WICOR strategies. The WEB Program supports our new 6th grade students by pairing them with 8th grade leaders and mentoring them throughout their first year in middle school. 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.

Through data analysis, 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 highly qualified adult in each class. Waite Leadership Program (WLP) provides a zero period class that supports academic achievement and social development for approximately 10% of our total students.

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 <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	179
Grade 7	208
Grade 8	203
Total Enrollment	590

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	1.0
Filipino	2.0
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.3
White	4.1
Socioeconomically Disadvantaged	93.2
English Learners	32.4
Students with Disabilities	13.6
Foster Youth	1.9

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	16-17	17-18	18-19
With Full Credential	23	27	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	898
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Nettie L. Waite Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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: 09-2018	
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 97.96% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/22/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% - Good
Interior: Interior Surfaces	Good	96.43% - Good
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	98.21% - Good
Electrical: Electrical	Good	92.86% - Good
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	98% - Good
Safety: Fire Safety, Hazardous Materials	Good	100%-Good
Structural: Structural Damage, Roofs	Good	98.21%-Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%-Good
Overall Rating	Good	

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	26.0	28.0	44.0	46.0	48.0	50.0
Math	15.0	16.0	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	15.0	31.9	31.9

* 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 2017-18 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	595	586	98.49	27.92
Male	316	312	98.73	22.55
Female	279	274	98.21	34.08
Black or African American	13	12	92.31	25.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	534	529	99.06	26.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	19	86.36	38.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	559	553	98.93	27.54
English Learners	225	224	99.56	17.05
Students with Disabilities	76	76	100.00	5.33
Students Receiving Migrant Education Services	25	25	100.00	40.00
Foster Youth	12	12	100.00	18.18

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	593	583	98.31	16.3
Male	315	311	98.73	16.72
Female	278	272	97.84	15.81
Black or African American	13	12	92.31	16.67
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	532	526	98.87	15.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	19	86.36	21.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	557	550	98.74	15.82
English Learners	225	224	99.56	9.82
Students with Disabilities	76	76	100	2.63
Students Receiving Migrant Education Services	25	25	100	24
Foster Youth	12	11	91.67	18.18

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)

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. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.1	9.0	10.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.6	3.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	560

* 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	27.0	22.0	16.0	5	10	11	3	5	3	7	8	3
Mathematics	31.0	26.0	22.0	3	6	4	4	4	2	10	8	4
Science	30.0	28.0	18.0	3	3	6		5	3	8	9	2
Social Science	34.0	28.0	34.0	2	3	4	1	3	4	11	9	4

* 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 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/.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12329.02	3829.71	8499.31	79641.15
District	◆	◆	8958.82	85790.09
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-5.3	-7.4
Percent Difference: School Site/ State			17.6	0.0

* 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.