

# Nettie L. Waite Middle School

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

Adriana Nakano, Principal

anakano@nlmusd.org

<https://www.waitemiddle.org>



## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



**Norwalk-La Mirada Unified**

**School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
[www.nlmusd.org](http://www.nlmusd.org)

**District Governing Board**

Jude Cazares

**Board President**

Jesse Urquidi

**Board Vice President**

Darryl R. Adams

**Board Member**

Chris Pflanzler

**Board Member**

Karen Morrison

**Board Member**

Ana Valencia

**Board Member**

Jorge Tirado

**Board 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	181
Grade 7	173
Grade 8	213
<b>Total Enrollment</b>	<b>567</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	2.3
Filipino	1.9
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	1.1
White	3
Two or More Races	0.4
Socioeconomically Disadvantaged	90.8
English Learners	17.8
Students with Disabilities	15.7
Foster Youth	0.7
Homeless	23.6

## 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 for Nettie L. Waite Middle	17-18	18-19	19-20
With Full Credential	27	28	27
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	◆	◆	890
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	6

### Teacher Misassignments and Vacant Teacher Positions at Nettie L. Waite Middle School

Indicator	17-18	18-19	19-20
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 2019-20)**

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: 2019- September**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Grades 6-8 English Language Arts: Pearson-California My Perspectives, Adopted 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Grades 6-8 Mathematics: Cengage Learning – 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
<b>Science</b>	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
<b>History-Social Science</b>	Grades 6-8 Social Science: National Geographic Learning/ Cengage- CA World History- Ancient Civilizations, CA World History- Medieval, and CA US History- Beginnings to WW1, Adopted 2019 <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)**

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100% - Good
<b>Interior:</b> Interior Surfaces	Good	96.43% - Good
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	98.21% - Good
<b>Electrical:</b> Electrical	Good	92.86% - Good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	98% - Good
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	100%-Good
<b>Structural:</b> Structural Damage, Roofs	Good	98.21%-Good
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%-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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	30	46	47	50	50
Math	16	16	32	35	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	17.6	35.9	22.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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>
All Students	568	561	98.77	30.30
Male	303	300	99.01	27.33
Female	265	261	98.49	33.72
Black or African American	14	14	100.00	35.71
Asian	13	13	100.00	53.85
Filipino	--	--	--	--
Hispanic or Latino	502	496	98.80	27.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	522	515	98.66	28.93
English Learners	216	214	99.07	15.42
Students with Disabilities	81	79	97.53	7.59
Students Receiving Migrant Education Services	22	22	100.00	40.91
Foster Youth	--	--	--	--
Homeless	248	245	98.79	1.21

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 2018-19 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	565	559	98.94	16.10
Male	301	298	99.00	15.77
Female	264	261	98.86	16.48
Black or African American	13	13	100.00	15.38
Asian	13	13	100.00	30.77
Filipino	--	--	--	--
Hispanic or Latino	500	495	99.00	15.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	14.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	519	513	98.84	15.20
English Learners	215	213	99.07	7.04
Students with Disabilities	80	78	97.50	0.00
Students Receiving Migrant Education Services	22	22	100.00	31.82
Foster Youth	--	--	--	--
Homeless	247	245	99.19	0.81

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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.0	10.0	11.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	567.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	10	5	8	16	11	3	3	19	8	3	4
Mathematics	26	6	4	8	22	4	2	4	16	4		2
Science	28	3	5	9	18	6	3	2	24	3	4	2
Social Science	28	3	3	9	34	4	4	4	29	3	5	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	18

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

\* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13695.12	4762.57	8932.55	88921.41
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.7	0.8
School Site/ State	17.3	8.1

Note: Cells with N/A values 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.

### 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.