



# Washington Middle School

716 East La Habra Blvd. • La Habra, CA 90631 • (562) 690-2374 • Grades 7-8

Dr. Edward Resnick, Principal

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<http://www.lahabraschools.org/washington>

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



### La Habra City Elementary School District

500 North Walnut St.

La Habra, CA 90631

(562) 690-2305

[www.lahabraschools.org](http://www.lahabraschools.org)

#### District Governing Board

Sandi Baltes, President

John Dobson, Clerk/Vice-President

Cynthia Aguirre, Member

Ida MacMurray, Member

Adam Rogers, Member

#### District Administration

Dr. Joanne Culverhouse

**Superintendent**

Dr. Teresa Egan

**Associate Superintendent of  
Human Resources**

Dr. Sheryl Tecker

**Assistant Superintendent of  
Educational Services**

Dr. Cammie Nguyen

**Administrative Director, Special  
Education and Student Services**

Dr. Mario A. Carlos

**Director of Communications and  
Special Programs**

Dear Parents and Community Members,

The Washington Middle School mission is to prepare all students for 21st century college and careers. We are continuously implementing 21st century technology to enhance learning within all content areas. We model and require all students to demonstrate behavior that is ready, responsible, and respectful. Through a united collaboration of staff, parents, and the community, we are fostering strong foundations that empower our students to become responsible and productive citizens. We are empowering students to be creative thinkers and problem solvers.

We are proud to offer a comprehensive Science, Technology, Engineering, Arts, and Math (STEAM) program on our campus, including five sections of STEM-based Project Lead The Way (PLTW). Our PLTW program offers classes in Electrical Engineering, Design and Modeling, Automation and Vex Robotics, and Introduction to Computer Science. We are proud to offer an elective class in Model United Nations which will allow students an opportunity to learn global perspectives and collaborate with neighboring Middle Schools. Washington also offers elective classes in technology, AVID, PALs, ASB, Art, Band, Choir, and Theater.

Students in all grades utilize a personalized Apple iPad during all classes to enhance learning. This year, every student will bring their iPad to and from school to continue learning through technology during after school hours. Read 180, System 44, and NewsELA programs integrate state-of-the-art technology to ensure proficiency in Language Arts for all our students.

During the 2019-20 academic school year we will continue our Positive Behavior Interventions and Support (PBIS) program in addition to an emphasis on Social Emotional Learning (SEL) for both students and adults. These emphases promote positive interactions and work to improve the culture and climate across campus. At the home of the Patriots both academic excellence and creating socially well-rounded and involved students are of the utmost importance.

We offer a wide collection of highly engaging after school programs, such as homework assistance, co-ed sports, Italian, student clubs, Art, math tutorials, computers, Model United Nations, Femineers, and Boys and Girls Club (an After School Education and Safety program).

Our staff continues to work in the Professional Learning Community (PLC) model, which is research-based and supports highly effective teaching strategies. This year our focus is to continue to implement research-based instructional strategies that incorporate critical thinking, creativity, collaboration, and communication among students. Mastering these skills will ensure that all Patriots are prepared for future educational and career endeavors.

We look forward to collaborating with all our parents and other community members to ensure the most successful year possible.

Respectfully,

Ed Resnick Ph.D

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Principal

Elizabeth Maldonado

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Assistant Principal

## 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 7	284
Grade 8	303
<b>Total Enrollment</b>	<b>587</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	1
Hispanic or Latino	87.7
White	6.6
Two or More Races	1.4
Socioeconomically Disadvantaged	78.5
English Learners	22
Students with Disabilities	13.5
Foster Youth	0.7
Homeless	0.9

## 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 for Washington Middle	17-18	18-19	19-20
With Full Credential	34	27.66	28.33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Habra City	17-18	18-19	19-20
With Full Credential	♦	♦	2.51
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Washington 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.

### Types of Services Funded

Washington is a Title I school and receives funds from the federal government to help us improve our students' achievement. Title I also supports our after school tutoring program to assist students who have difficulty completing homework or who lack the support at home to complete daily assignments. After-school programs are free to Washington students. They are offered Monday, Tuesday, and Thursday from 3:02-4:02 p.m. by Washington Middle School credentialed teachers. In addition to academic supports, after school enrichment programs are also offered in athletics, art, music, and academic enrichment such as robotics, Project Lead the Way (PLTW), Model United Nations, and Academic Pentathlon.

State and federal funds are also used to employ our Information Services Technician, instructional support paraprofessionals, and to purchase supplemental books for student instruction. PTSA raises funds for field trips, technology implementation, and school assemblies.

### 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

On October 10, 2019 the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #15-2019 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of August, 2019.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Amplify, Imagine Learning, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	The Center for Mathematics and Teaching Math Links, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	Prentice Hall, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	History Alive! TCI-Teacher's Curriculum Institute, 2007 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)**

Facilities were reviewed on 9/5/2019 with Mr. Tom Velazquez, Daytime Custodian. The team utilized the Facilities Inspection Tool to inspect all areas and systems on-campus. During that inspection, all areas and facilities and systems were found to be in good repair. Many Washington facilities are newly renovated, including the Science Labs and classrooms 412 - 414, rooms 201-203, 510-515, 401-402, room 613 (PLTW lab), and the Library / Media Center and Computer Lab.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: September, 2019**

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	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	There is one drinking fountain outside of Room 201 that is in need of repair.
<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>Exemplary</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	39	47	36	40	50	50
Math	23	23	28	31	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	22.1	20.7	8.9

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.

### 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

Washington Middle School has collaborated with district officials and School Resource Officer Nathaniel Garcia from the La Habra Police Department to design a comprehensive Site Safety Plan, which was approved by the School Site Council and reviewed with staff annually. The goals for the Safety Plan are:

- We are pleased to announce that we have added gates with safety push out hardware all around campus for student safety and campus security.
- Provide all students and staff members with a safe teaching and learning environment.
- Keep all students safe and secure at school, traveling to and from school, and at school-related activities.
- Provide district programs and community resources to students and parents.
- Washington Middle School provides an educational environment where students, parents, staff, and community members participate respectfully without regard to race, culture, or religious background.
- Staff and administration monitor the campus from 7:40 a.m. to 4:00 p.m. Our campus is closed, with clearly posted and communicated rules for visitors. All guests are to report to the office and get a visitor's pass if entering the campus. All staff are instructed to report any unauthorized individuals immediately.
- Emergency drills are practiced monthly to ensure student safety in the event of an emergency. All rooms have clearly posted emergency evacuation maps for students and staff to follow.
- We also have a School Resource Officer (SRO) on campus during the school day to provide additional support to students and staff and to provide assistance in the event of an emergency.

**School Year 2018-19 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	589	581	98.64	46.55
Male	326	322	98.77	39.25
Female	263	259	98.48	55.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00	71.43
Filipino	--	--	--	--
Hispanic or Latino	521	515	98.85	43.97
White	37	36	97.30	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	463	458	98.92	41.58
English Learners	238	236	99.16	29.79
Students with Disabilities	84	81	96.43	15.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Each year the District looks at student achievement data along with teacher requests for specific trainings to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on new English Language Arts adoptions, Wonders and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges and Math Links. In 2019-2020, training focused on developing Multi-Tiered System of Supports (MTSS).

In addition to the Districtwide trainings, each site works with a consultant from InnovateEd to develop Cycles of Inquiry around their strategic focus. Teacher leaders attend seven days of training to analyze student data, develop a strategic focus for the year, implement evidence based lessons, and analyze student work. Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support implementation of the strategic focus.

**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	588	580	98.64	22.97
Male	326	322	98.77	22.12
Female	262	258	98.47	24.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00	50.00
Filipino	--	--	--	--
Hispanic or Latino	520	514	98.85	21.25
White	37	36	97.30	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	462	457	98.92	19.52
English Learners	237	235	99.16	7.23
Students with Disabilities	84	81	96.43	9.88
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Washington Middle School recognizes how crucial parent involvement is to student success. A successful school is one in which parents are active members of the school community. We strongly encourage parents to get involved and participate in all Washington Middle School activities.

We have many ways for parents to participate in the life of our school and we depend on parents to keep many of our programs running smoothly. Some of the activities designed to increase parent involvement include: PTSA, English Language Advisory Committee, Parent Advisory and Information Team, School Site Council, Family Nights, Student-Led Conferences, Back-to-School Night, Open House, Red Ribbon Week, and eighth grade end-of-the-year activities. In addition, many opportunities are available for parents to volunteer at school, either in classrooms, in the library, as an assistant for a group of teachers, helping to supervise field trips, or through the PTSA and the activities they sponsor. In addition we offer a Parent Institute of Quality Education (PIQE) program, in which parents are able to participate in educational courses designed to support the academic achievement of their child. To volunteer at Washington Middle School, please contact us at Washington Middle School (562-690-2374) and we will put you in touch with our PTSA President, Ashley Avila. For more information on all parental involvement programs please contact us at school (562) 690-2374.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	4.9	5.7
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.7	1.8
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*	293.5

\* 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3
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	26	10	28	6	30	2	30	6	28	5	30	4
Mathematics	21	10	20	1	22	12	17	1	20	15	16	
Science	26	4	15	3	27	2	18	1	25	4	16	3
Social Science	27	3	17	2	27	2	20		27	3	14	5

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,980	\$49,378
Mid-Range Teacher Salary	\$82,563	\$77,190
Highest Teacher Salary	\$109,041	\$96,607
Average Principal Salary (ES)	\$136,256	\$122,074
Average Principal Salary (MS)	\$136,512	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$238,772	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	6%

\* 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	10442	2589	7853	83439
District	N/A	N/A	8200	\$91,713.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.3	-8.3
School Site/ State	-38.1	9.3

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.