

Washington Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Washington Middle School
Street	716 East La Habra Blvd.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2374
Principal	Greg White
Email Address	gwhite@lahabraschools.org
School Website	https://www.lahabraschools.org/washington/
County-District-School (CDS) Code	30665636029037

2021-22 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Joanne Culverhouse
Email Address	district@lahabraschools.org
District Website Address	www.lahabraschools.org

2021-22 School Overview

Dear Parents and Community Members,

The Washington Middle School mission is to help all students achieve academically and continue to develop as responsible and respectful citizens here at WMS. 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 sections of STEM-based Project Lead The Way (PLTW). 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. We are also proud to add our Dual Immersion strand to our campus this year. 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. 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 2021-22 academic school year we will continue our Positive Behavior Interventions and Supports (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 fostering respectful and personally responsible students are of the utmost importance.

We offer a wide collection of highly engaging after-school programs, such as homework assistance, co-ed sports, student clubs, Art, math tutorials, computers, and Model United Nations.

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

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	331
Grade 8	307
Total Enrollment	638

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
Asian	0.9
Black or African American	0.3
Filipino	0.9
Hispanic or Latino	90.3
Two or More Races	0.8
White	6.3
English Learners	20.8
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	69
Students with Disabilities	14.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	28

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 14, 2021, 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 #7-2021 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 October 2021.

Year and month in which the data were collected	October 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, 2017	Yes	0
Mathematics	The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Prentice Hall, 2002	Yes	0
History-Social Science	Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Principal, Greg White and Head Custodian

Year and month of the most recent FIT report	October 2021
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School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	636	NT	NT	NT	NT
Female	313	NT	NT	NT	NT
Male	323	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	574	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	40	NT	NT	NT	NT
English Learners	114	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	441	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	636	NT	NT	NT	NT
Female	313	NT	NT	NT	NT
Male	323	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	574	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	40	NT	NT	NT	NT
English Learners	114	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	441	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IReady Student Groups	IReady Total Enrollment	IReady Number Tested	IReady Percent Tested	IReady Percent Not Tested	IReady Percent At or Above Grade Level
All Students	633	561	89	11	47
Female	310	276	89	11	51
Male	323	285	88	12	44
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	6	5	83	17	*

Black or African American	2	2	100	0	*
Filipino	6	6	100	0	*
Hispanic or Latino	571	506	89	11	46
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	6	5	83	17	*
White	41	37	90	10	62
English Learners	130	110	85	15	17
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	339	299	88	12	39
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	93	86	92	8	19

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IReady Student Groups	IReady Total Enrollment	IReady Number Tested	IReady Percent Tested	IReady Percent Not Tested	IReady Percent At or Above Grade Level
All Students	633	544	86	14	31
Female	310	265	85	15	30
Male	323	279	86	14	32
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	6	5	83	17	*
Black or African American	2	2	100	0	*
Filipino	6	6	100	0	*
Hispanic or Latino	571	488	85	15	28
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	6	5	83	17	*
White	41	38	93	7	50
English Learners	130	103	79	21	9
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	339	296	87	13	24
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	93	86	92	8	9
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	157	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	267	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	210	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, Regina Cuadra. For more information on all parental involvement programs please contact us at school (562) 690-2374.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	654	652	112	17.2
Female	322	321	50	15.6
Male	332	331	62	18.7
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	0	0.0
Black or African American	2	2	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	590	589	104	17.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	42	41	7	17.1
English Learners	140	140	35	25.0
Foster Youth	1	1	1	100.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	459	457	81	17.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	96	17	17.7

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.70	0.31	1.82	0.04	3.47	0.20
Expulsions	0.16	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.04	2.12	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0.00
Female	0.00	0.00
Male	0.60	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.71	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.04	0.00

2021-22 School Safety Plan

One of the most important goals at Washington Middle School is to establish and maintain a safe, healthy, positive school environment, and a safe action plan. In compliance with SB 187, Washington Middle School has designed a comprehensive Site Safety Plan, which was approved by the School Site Council in the Spring of 2021. The goals for the safety plan are:

- Secure campus with gates that are locked during the day 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 is instructed to report any unauthorized individuals immediately.
- Emergency drills are practiced regularly to ensure student safety in the event of an emergency. All rooms have clearly posted emergency evacuation maps for students and staff to follow.

In March of 2020, due to the COVID19 Pandemic, we developed a Safe School Reopening Plan to support student and staff safety when students return to campus for instruction.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	5	30	4
Mathematics	20	15	16	
Science	25	4	16	3
Social Science	27	3	14	5

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	4	24	12
Mathematics	23	11	12	2
Science	25	15	16	
Social Science	24	4	18	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	26	32	1
Mathematics	21	12	17	1
Science	25	10	12	
Social Science	25	8	18	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	319

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,139	\$3,855	\$9,284	\$72,526
District	N/A	N/A	\$9,213	\$95,985
Percent Difference - School Site and District	N/A	N/A	0.8	-27.8
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	9.5	-12.8

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,499	\$51,450
Mid-Range Teacher Salary	\$84,975	\$80,263
Highest Teacher Salary	\$114,003	\$101,012
Average Principal Salary (Elementary)	\$144,862	\$128,082
Average Principal Salary (Middle)	\$145,579	\$132,453
Average Principal Salary (High)	N/A	\$134,792
Superintendent Salary	\$265,871	\$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we will continue focusing on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic.

MTSS 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 the implementation of the strategic focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

La Habra City Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Joanne Culverhouse
Email Address	district@lahabraschools.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2932	24	0.82	99.18	4.17
Female	1432	14	0.98	99.02	7.14
Male	1500	10	0.67	99.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	52	2	3.85	96.15	--
Black or African American	22	0	0.00	100.00	--
Filipino	30	0	0.00	100.00	--
Hispanic or Latino	2628	21	0.80	99.20	4.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	0	0.00	100.00	--
White	161	1	0.62	99.38	--
English Learners	639	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	76	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2025	17	0.84	99.16	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	400	24	6.00	94.00	4.17

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2932	24	0.82	99.18	0.00
Female	1432	14	0.98	99.02	0.00
Male	1500	10	0.67	99.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	52	2	3.85	96.15	--
Black or African American	22	0	0.00	100.00	--
Filipino	30	0	0.00	100.00	--
Hispanic or Latino	2628	21	0.80	99.20	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	0	0.00	100.00	--
White	161	1	0.62		--
English Learners	639	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	76	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2025	17	0.84	99.16	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	400	24	6.00	94.00	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

