



Serving Grades
Six through Eight

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Westminister
School District

"High Academic Achievement
for All Students"

www.wsd.k12.ca.us

Superintendent
Dr. Sharon Nordheim

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Dr. Russell Johnson Middle School

2006-2007 School Accountability Report Card

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. The main objective of the report card is to provide the community with information about the school's instructional programs, academic achievement, materials, facilities, budget, and staff. Information about the Westminster School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both the school and community in ongoing program improvement.

The staff at Johnson Middle School has made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to the task of ensuring that our school is a welcoming, stimulating environment where students are actively involved in learning academics, positive values, and civic and personal responsibility. Students are provided with a rigorous core curriculum that is delivered in a program designed to instructionally meet the needs of all learners. It is our goal that each student be challenged to reach his/her highest potential. Together, the students, staff, and parents of Johnson Middle School comprise a learning community for the success of all.

District Mission Statement

To empower students to become lifelong learners and fulfilled, productive citizens in a changing world.

Community & School Profile

Westminister School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight and is comprised of six K-5 and six K-6 elementary schools, one K-8 school, and two middle schools. Districtwide enrollment for the 2006-07 school year was 9,908 students.

Dr. Russell I. Johnson Middle School was built in 1959 and since then has continued to provide students, grades six through eight, a learning environment that emphasizes academic success. Johnson Middle School, named after Dr. Russell Johnson, a prominent local physician, operates on a traditional school schedule. Johnson Middle School had an enrollment of 865 students at the beginning of the 2006-07 school year. Student body demographics are illustrated at right.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	0.7%
American Indian	0.8%
Asian	28.3%
Caucasian	14.1%
Filipino	0.5%
Hispanic	51.3%
Pacific Islander	1.3%
Multiple or No Response	3.0%

Discipline & Climate for Learning

Students at Johnson Middle School are guided by the Cornerstones of Respect, Effort, and Pride. Parents and students are informed of school rules and policies at the beginning of each school year through classroom orientation, schoolwide discipline assemblies, and individual parent-student materials.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Johnson Middle School.

The Suspensions and Expulsions table illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	201	273	288	979	1050	1139
Suspension Rate	20.57%	28.17%	33.29%	9.79%	10.47%	11.50%
Expulsions	0	5	3	2	8	7
Expulsion Rate	0.00%	0.52%	0.35%	0.02%	0.08%	0.07%

Homework

Homework, which is known as Independent Practice at Johnson Middle School, is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher provides the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability.



Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. The school utilizes an online resource called Snapgrades.net to provide parents with current grade and homework information. Both before and after-school homework help is available for all students at Johnson Middle School.

Recognition Programs & Extracurricular Activities

It is the desire of the Johnson Middle School staff to encourage positive behavior and provide incentives and attainable goals for all children. To help accomplish this aim, Johnson Middle School offers the following recognition programs and awards: Distinguished Scholar, Honor Roll, Perfect Attendance, Principal Honor Roll, Honors Dessert, Citizenship "O" List, Success Cards, Special Passes, and Student of the Month.

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program at Johnson Middle School, including sports teams and clubs such as Yearbook. Activities and programs that promote cultural awareness at Johnson Middle School include Art Clubs, an extensive music program, Cooking Club, Travel Club, and celebrating diversity throughout the curriculum.

School Attendance & Enrollment

Regular attendance at Johnson Middle School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters will be sent home if absences become a problem. Independent study is encouraged for students that require extended leaves from school.

Students with excessive tardies, truancies or unexcused absences are subject to disciplinary action including detention, mandatory parent conferences, and/or referral to the School Attendance Review Team. When students have persistent attendance problems in school, and when the normal avenues of classroom, school and district counseling are not effective, students are referred to Westminster School District's School Attendance Review Board (SARB).

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment for the past three years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
6th	307	266	211
7th	350	347	308
8th	320	356	346

Instructional Minutes & Minimum Days

For the 2006-07 school year, Johnson Middle School offered 180 days of instruction, which consisted of 133 regular days, one minimum day, 37 modified Wednesdays, and nine Parent Conference days. Regularly scheduled shortened days are set aside for teacher collaboration time. All instructional days exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th	54,000	59,637
7th	54,000	59,637
8th	54,000	59,637

Class Size

Johnson Middle School maintained a schoolwide average class size of 28.7 students and a pupil-to-teacher ratio of 19.4:1 for the 2006-07 school year. The average class size varies by subject area taught. The following chart illustrates the average class size for each subject level for the past three years, as well as the number of classes offered in reference to their enrollment.

Class Size By Subject														
	Average Class Size									Classrooms Containing:				
	05			06			07			1-20 Students	21-32 Students		33+ Students	
	05	06	07	05	06	07	05	06	07	05	06	07		
English	30	28	25	6	14	28	35	29	20	22	25	18		
Math	29	26	26	5	11	12	15	20	10	13	5	11		
Science	30	32	30	2	0	4	17	18	11	13	12	12		
Social Science	31	31	30	2	5	6	16	13	10	15	19	16		

Curriculum Improvement

All training and curriculum development at Johnson Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Johnson Middle School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Steering Committees for Mathematics, Language Arts/ Writing, and English Learners, consist of representatives from each school and each grade level. These committees assess the success of instructional programs, determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

Textbooks & Instructional Materials

Westminster School District held a public hearing on October 11, 2007, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table below contains a list of the most recent textbook adoptions in core curriculum areas for middle schools within the Westminster Elementary School District, as of March 2008. *Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.*

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes
6th-8th	Foreign Language	Prentice Hall	2003	Yes
6th	Mathematics	Harcourt	2001	Yes
7th-8th	Mathematics	Prentice Hall	2001	Yes
6th-8th	Science	Prentice Hall	2001	Yes
6th-8th	Social Science/ History	Teacher's Curriculum Institute	2007	Yes

Library Information

The Johnson Middle School library is stocked with 18,000 books that are available for the students to check out. The school's library also contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information online and improve their research skills.

Computer Resources

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. Johnson Middle School has its own computer lab with 37 computers and each classroom has an average of six computers and a smartboard. Johnson Middle School's students and staff also have the opportunity to utilize the Computer Tech Center at Willmore Elementary. The Computer Tech Center is staffed by a qualified Curriculum Resource Technology Teacher and is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

Computer Resources	Computer Resources		
	04-05	05-06	06-07
Computers	141	278	278
Students per computer	6.9	3.5	3.1
Classrooms connected to Internet	43	45	45

Additional Internet Access & Public Libraries

In addition to the computers at the school, students have access to the Internet and computers at the Westminster and Garden Grove branches of the Orange County Public Library system. For library hours, branch locations, and other information please call (714) 893-5057 or visit the library's website at www.ocpl.org.

Counseling & Support Staff

It is the goal of Johnson Middle School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. The psychologist is devoted to helping students deal with problems and assisting them to reach positive goals. The counselor to pupil ratio is 1:865. The chart displays the counseling and support staff available to all students at Johnson Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Community Liason	2	0.8
Computer Technician	1	0.4
Counselor	1	0.3
Health Aide	1	0.5
Outreach Concerned Counselor (Intern)	1	0.4
Psychologist	1	0.4
Resource Teacher	3	3.0
RSP Aide	3	2.3
Special Day Class Teacher	3	3.0
Special Education Aides	6	4.5
Speech/Language Specialist	2	0.8
Student Achievement Teacher	1	1.0

Students identified with special needs are provided specific services by qualified staff to enhance their success. Johnson Middle School offers a Resource Specialist Program, Special Day Classes, Speech and Language services, Title I Program (before and after school tutoring), Guided Language Acquisition Design (GLAD), and Adaptive PE.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive differentiated instruction within the classroom.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Student Achievement & Testing

Assessments of student achievement in reading, writing, and math are administered as an ongoing part of the quality instructional program. These measure students' progress as well as the effectiveness of the instructional program, and are directly tied to the state's content standards. Teams of teachers work to analyze and revise district-wide benchmark assessments to ensure compliance with state content standards. Benchmark assessments are administered to all grade levels at least three times a year in preparation for statewide STAR assessments in the spring.

California Achievement Test (CAT/6)

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	6	5	6	
Similar Schools Rank	7	6	8	
All Students				
Actual Growth	7	16	-16	709
Socioeconomically Disadvantaged				
Actual Growth	-2	18	-19	682
Asian				
Actual Growth	12	28	-30	811
Hispanic				
Actual Growth	-3	17	5	638
Caucasian				
Actual Growth	13	-2	-20	751
Students with Disabilities				
Actual Growth	-	-	7	491
English Learners				
Actual Growth	-	22	-17	643



CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	43	48	45	51	50	54
District	47	51	51	54	54	60
State	46	46	47	49	50	51
Males						
School	37	44	42	49	49	57
Females						
School	51	51	48	55	51	52
Socioeconomically Disadvantaged						
School	37	40	38	47	43	49
Asian						
School	60	65	59	74	76	71
Hispanic						
School	25	34	30	34	33	39
Caucasian						
School	60	54	54	60	52	63
Students with Disabilities						
School	3	6	18	11	12	23
English Learners						
School	13	12	22	27	17	31

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

A "Yes" in the AYP chart means the school or district was at or above the 2007 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2000-2001	-
Year in PI (2007-08)	Year 5	-
# of Schools Currently in PI	-	5
% of Schools Identified for PI	-	31.25%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/ language arts, math, science, and social science, for the most recent three-year period, is shown. Summative scores are not available for eighth grade math. Results for course specific tests are available at <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Johnson Middle School is required by the state to administer a Physical Fitness Test to all students in seventh grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). For the 2006-07 school year, 32.8% of all seventh graders at Johnson Middle School met the standards in all six fitness areas.



California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
	Language Arts						Math						Science	Social Science						
	6		7		8		6		7		8		8							
	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07			
All Students																				
School	33	38	29	41	42	44	38	41	42	37	41	28	41	44	39	35	35	31	37	34
District	40	47	43	45	47	52	39	44	47	45	50	45	39	47	45	42	48	33	36	40
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
School	32	36	28	31	36	39	35	32	36	39	45	31	34	44	36	33	39	34	35	36
District	36	43	40	39	42	46	35	37	43	45	49	46	38	47	43	44	53	36	37	43
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
School	33	39	30	52	47	48	41	51	47	35	38	25	48	45	42	38	32	28	39	33
District	44	49	46	51	52	59	44	49	50	45	51	45	41	46	47	40	44	30	35	37
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged																				
School	26	35	28	34	34	37	35	36	34	30	39	27	37	38	33	31	32	29	32	27
District	31	39	37	35	39	47	32	36	39	38	43	39	33	42	39	35	43	29	31	35
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20
Asian																				
School	53	51	61	62	63	59	48	62	57	57	61	61	69	67	58	59	53	44	57	48
District	58	56	63	61	66	68	49	64	66	67	65	63	63	68	63	63	68	45	56	58
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62
Hispanic																				
School	15	24	14	24	27	28	23	22	31	19	24	15	24	29	25	17	21	18	22	20
District	18	26	24	27	26	32	21	23	29	24	26	26	21	26	24	23	26	17	19	21
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21
Caucasian																				
School	49	52	50	47	49	56	58	56	52	49	55	39	41	45	49	48	47	42	42	50
District	53	62	53	51	54	60	53	51	52	50	66	58	38	48	51	50	57	41	41	48
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52
Students with Disabilities																				
School	6	12	8	0	9	18	4	11	7	10	12	8	3	9	8	11	7	8	8	11
District	10	12	12	5	15	12	6	7	7	10	17	11	6	9	11	12	14	7	8	7
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10
English Learners																				
School	6	8	7	16	7	22	14	5	7	12	19	8	22	11	26	12	8	10	9	5
District	11	16	20	16	15	26	11	9	10	20	27	26	20	20	26	16	17	12	9	11
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6

Teacher Assignment

Westminster School District recruits and employs only the most qualified teachers who meet all credential requirements in the State of California. For the 2006-07 school year, Johnson Middle School had 38 fully credentialed teachers.

	Teacher Credential Status			District
	School			
	04-05	05-06	06-07	06-07
Fully Credentialed	41	41	38	489
Without Full Credentials	0	0	1	5
Working Outside Subject	0	5	9	36

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2007-08 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	2	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	2	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. California was granted an extension by the U.S. Department of Education to ensure that all teachers be considered "Highly Qualified" by the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	93.1%	6.9%
District	94.9%	5.1%
High-Poverty Schools in District	95.4%	4.6%
Low-Poverty Schools in District	100.0%	0.0%

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Staff development topics during the 2006-07 school year for grades six through eight included:

- Prentice Hall Science SDAIE
- Prentice Hall Math Intervention Kit
- Holt Universal Access
- History/Social Science Technology Adoption Requirements
- Arts/Performing Arts Framework and Standards
- READ 180
- Holt
- 6-Minute Solution

The staff development topic at the site level included beginning the Professional Learning Communities.

School Leadership

Leadership at Johnson Middle School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Mrs. Heidi DeBritton for the past two years. Prior to her position as principal at Johnson Middle School, Mrs. DeBritton was principal at Schroeder Elementary for six and a half years, assistant principal at Warner Middle School for one and a half years, a teacher at the middle school and elementary levels for 12 years, a school-based coordinator, and a dance team coordinator.

Grade-Level Teams or Professional Learning Communities concentrate on curriculum planning, enrichment activities, and student assessment. Their focus is centered on school-wide programs such as reading and math interventions, ELD instruction, and assessment of student work. Representatives from each team meet regularly with school administration to share ideas, goals, and information. An on-going evaluation of student achievement and data analysis is in place to help improve instruction for all students.



Parent Involvement

Westminster School District is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students.

Johnson Middle School encourages all parents to become involved in the school. Parent conferences, Open House, and Back to School nights are designed to welcome parents, solicit input, and answer questions. The school also has an active Parent Teacher Student Association (PTSA) and publishes a monthly newsletter to provide parents with updates on the school's classrooms. Parents are encouraged to make an appointment with their child's teacher or principal at any time.

Contact Information

Parents who wish to participate in Johnson Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 894-7244 or visit the school's website at www.wsd.k12.ca.us.

School Facilities & Safety

Johnson Middle School offers a safe and secure campus for students, staff, and visitors. The school was built in 1959 and provides up-to-date facilities and adequate space for students and staff. Johnson Middle School is comprised of a library media center, computer lab, woodshop, music room, large multipurpose room, and 38 classrooms. The school also enjoys a spacious quad as well as grassy fields for running, sports, and games.

Johnson Middle School's Comprehensive School Site Safety Plan is revised each spring to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up at the side of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills and fire drills are held on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time and one part-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order. The following chart displays the results of the most recent facility inspection collected in March 2008.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage		X		P-1 to P-3 Modular - Damaged Siding. P-9 to P-11 Modular - Repair ramp at P-10. Boys/Girls P.E. - Damaged fascia front side of Boys P.E.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			P-1 to P-3 Modular - Gutters (front & back) rotten; missing downspout.
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The multipurpose room/cafeteria, P.E. facilities, and all restrooms are cleaned daily.

Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2006-07 school year, the district budgeted \$372,705 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2006-07 school year, the district's governing board did not schedule any deferred maintenance projects for this school.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having more than 5,000 Average Daily Attendance (ADA). At the time of publication, the most recent salary comparison data from the State of California was for the 2005-06 school year. The Average Teacher Salary table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$59,073
District	\$60,550
Percentage of Variation	2.44%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	3.17%

Average Teacher & Administrative Salaries

The table below displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education web site www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$34,664	\$39,984
Mid-Range Teachers	\$66,902	\$63,798
Highest Teachers	\$82,444	\$79,204
Elementary School Principals	\$92,761	\$99,820
Middle School Principals	\$95,185	\$102,340
Superintendent	\$154,355	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.4%	43.0%
Administrative Salaries	4.5%	5.4%

Expenditures & Services Funded

Westminster School District spent an average of \$6,995 to educate each student (based on 2005-06 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$413
From Restricted Sources	\$217
From Unrestricted Sources	\$196
District	
From Unrestricted Sources	\$3,906
Percentage of Variation between School & District	94.98%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	96.03%

In addition to general fund state funding, Westminster School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Gifted and Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Educational Technology Assistance Grants
- Class Size Reduction K-2
- Peer Assistance and Review