



Richard L. Graves Middle School

13243 E. Los Nietos Road • Whittier, CA 90605 • (562) 944-0135 • Grades 7-8

Dr. Trena Salcedo-Gonzalez, Principal

tgonzalez@swhittier.net

<http://graves.swhittier.k12.ca.us/apps/album/index.jsp?dir=departments/237572>

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

South Whittier School District

11200 Telechron Ave

Whittier, CA 90605

(562) 944-6231

www.swhittier.k12.ca.us

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Accountability & Parent

Engagement

Principal's Message

Our goal is to provide students with a supportive environment, which includes parents and the community, as they make the transition from elementary school to high school. We want to prepare students academically and socially for success in high school and to prepare students for independent and lifelong learning. We encourage our kids to set individual goals and make positive choices.

We also have a drama club, a STEM (Science, Technology, Engineering, and Math) class, AVID and AVID Excel classes, a Student Government class, band class, art, Study Skills, Mentors, Culinary Arts class, Coding class, a painting class and a concurrent enrollment STEM class with East Los Angeles College so our students have the opportunity to enjoy electives and receive the full middle school experience.

Richard L. Graves Middle School (GMS) is a two-year middle school serving grades seven and eight. GMS is the only middle school in the South Whittier Elementary School District serving this unincorporated area of Los Angeles County. The school is located on one of the community's main thoroughfares, near two commercial shopping centers in the city of Santa Fe Springs. The neighborhood's main housing consists of single-family homes and some apartment complexes. The school operates on a traditional year calendar.

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	336
Grade 8	342
Total Enrollment	678

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	1.2
Hispanic or Latino	95.4
White	2.9
Socioeconomically Disadvantaged	88.9
English Learners	33.6
Students with Disabilities	17.4
Foster Youth	0.9
Homeless	3.5

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 Richard L. Graves	17-18	18-19	19-20
With Full Credential	32	30	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Richard L. Graves Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials

Year and month in which data were collected: April, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Ample ELA: California Edition 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 32 classrooms (including 13 new classrooms), a field house, a student union building, a library/ learning resource center, and an administration building. The school contains one original building, housing two classrooms that were constructed in 1926 and modernized in 2005. Other classroom buildings were constructed in 1950 and 1960. The new classrooms, the field house, and the administrative building were constructed in 2002–2003. The student union building was modernized in 2003.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A district safety consultant inspects each site annually and provides a written report. In addition, the district's membership in a Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The district's Board of Trustees has adopted cleaning standards for all schools. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Williams' facilities inspections focusing on campus cleanliness and safety have all been rated satisfactory. We plan to touch up paint, improve our classroom lighting, repair the roof as needed, repair ceiling tiles, and other improvements as needed.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 01/09/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	37	33	36	37	50	50
Math	23	19	24	25	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	15.8	17.7	20.3

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	671	659	98.21	33.38
Male	329	324	98.48	27.78
Female	342	335	97.95	38.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	636	625	98.27	32.96
White	22	21	95.45	28.57
Socioeconomically Disadvantaged	598	589	98.49	32.09
English Learners	356	346	97.19	25.72
Students with Disabilities	113	111	98.23	8.11
Foster Youth	--	--	--	--
Homeless	29	27	93.10	6.90

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	671	667	99.40	19.19
Male	329	327	99.39	16.21
Female	342	340	99.42	22.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	636	633	99.53	18.64
White	22	21	95.45	14.29
Socioeconomically Disadvantaged	598	596	99.67	17.28
English Learners	356	354	99.44	11.58
Students with Disabilities	113	111	98.23	4.50
Foster Youth	--	--	--	--
Homeless	28	28	100.00	0.00

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)

Each school site has parent representatives who get involved in various district-level advisory committees. District-level parent involvement opportunities include participation on the District Advisory Committee and the District English Language Learner Advisory Committee. At GMS, parents can become active in our School Site Council (SSC), Coffee with the Principal, Back to School and Open House, Road to College, and several other Parent workshops and activities. We have parent training opportunities with PIQE Spiritt Family Services, and our AVID site team offers parent/family nights.

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

As required by state law, each school maintains a detailed safety plan which is updated each year. All personnel is trained in emergency procedures and students take part in regularly scheduled emergency drills. We have created sweep teams comprised of trained staff members who know what to do in the event of an emergency. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster.

Our campus is diligently guarded by administrators, our counselor, our teachers, campus supervisors, and other school personnel. Our school is secured with security fencing. Check-in and check-out procedures are also strictly enforced in our front office. Our school and district maintain constructive relationships with local law enforcement agencies to ensure the safety of all campuses. Furthermore, through Measure W funding (a general obligation bond passed by area voters to upgrade school facilities) our school has upgraded communication systems and radio communication at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.8	4.2	5.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.9	1.7	2.1
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*	339.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	8	12	8	31	6	8	28	34	4	4	32
Mathematics	27	8	7	13	31	6	16	20	34	4	6	30
Science	31	3	10	10	32		10	11	33	1	8	12
Social Science	29	4	12	7	34		6	12	36		2	16

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

Professional Development provided for Teachers

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

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. We have partnered with AVID and AVID Excel, UCLA for NGSS science, WUHS (Whittier Union High School District), Amplify ELA/ELD and Amplify Science, and DBQ (Document Based Question) to support our staff with CCSS professional development. We also use our site based district coach and GMS teachers to provide professional development to our staff in the areas of PBIS/MTSS, ELD, and professional collaboration/PDAR. About 90% of our core area teachers have been AVID trained. We have also been involved with training from UC Irvine's Irvine Math Project.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,598	\$49,378
Mid-Range Teacher Salary	\$74,958	\$77,190
Highest Teacher Salary	\$96,690	\$96,607
Average Principal Salary (ES)	\$118,147	\$122,074
Average Principal Salary (MS)	\$121,494	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$219,300	\$189,346

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

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	\$6,529	\$2,410	\$4,119	\$86,303
District	N/A	N/A	\$3,694	\$82,569.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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.

Types of Services Funded

We use our funds to support our AVID and AVID Excel program. These programs help students become prepared for high school and college. AVID Excel is intended for Long-Term English Learners (LTEL) so they can become re-designated and do well in middle school, high school, college, and career. We also use our funds to support our Intervention Program. We offer tutoring/intervention for our students as well as "remediation" when they do fail. This has helped with our 8th Grade Promotion Policy and it has helped to improve our school culture of not letting in any student fail without a significant amount of intervention and support. This has caused us to change our practices so we can focus on every student who needs additional support. We also offer all scholars the opportunity to visit a college campus.

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.