



Richard L. Graves Middle School

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

Dr. Matthew C. Fraijo, Principal

mfraijo@swhittier.net

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

2016-17 School Accountability Report Card Published During the 2017-18 School Year



South Whittier School District

11200 Telechron Ave
Whittier, CA 90605
(562) 944-6231
www.swhittier.k12.ca.us

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Director, Assessment,
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, and painting class 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. Average enrollment is approximately 650 students made up of 95 percent Hispanic, three percent White and two percent other minority. Thirty percent of our students are considered English Learners, 85 percent participate in the National School Lunch Program.

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.

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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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	326
Grade 8	371
Total Enrollment	697

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	0.9
Filipino	1.4
Hispanic or Latino	92.8
Native Hawaiian or Pacific Islander	0.1
White	3.9
Two or More Races	0.1
Socioeconomically Disadvantaged	85.4
English Learners	32
Students with Disabilities	14.8
Foster Youth	0.7

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			
Richard L. Graves Middle School	15-16	16-17	17-18
With Full Credential	32	31	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
South Whittier School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Richard L. Graves Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: April, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amply 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	35	35	31	32	48	48
Math	23	21	21	21	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	40	37	46	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	24.1	21.9	17.2

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	381	372	97.6	37.4
Male	199	192	96.5	39.1
Female	182	180	98.9	35.6
Hispanic or Latino	353	344	97.5	36.1
White	12	12	100.0	41.7
Socioeconomically Disadvantaged	323	318	98.5	36.2
English Learners	118	118	100.0	13.6
Students with Disabilities	48	48	100.0	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	677	674	99.56	34.72
Male	359	358	99.72	28.49
Female	318	316	99.37	41.77
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	627	625	99.68	34.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15	36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	587	584	99.49	33.05
English Learners	353	351	99.43	26.5
Students with Disabilities	98	97	98.98	10.31
Foster Youth	--	--	--	--

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 2016-17 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	677	673	99.41	20.83
Male	359	356	99.16	17.42
Female	318	317	99.69	24.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	627	624	99.52	20.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15	16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	587	583	99.32	18.73
English Learners	353	350	99.15	16
Students with Disabilities	98	97	98.98	2.08
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 PTSA and School Site Council (SSC), volunteer in classrooms, and chaperon school-related field trips, dances, and activities. We have parent training opportunities with Spiritt Family Services, our AVID site team offers parent/family nights and other training.

Parent involvement coordinator: Dr. Matthew C. Fraijo at (562) 944-0135.

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 are 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

School	2014-15	2015-16	2016-17
Suspensions Rate	6.5	8.7	9.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.4	4.1	3.9
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2.5
Other	1.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	27	7	7	9	11	11	12	9	9	7
Mathematics	32	32	31	3	3	4	9	9	10	14	14	11
Science	35	35	35				7	7	6	14	14	15
Social Science	35	35	33			2	5	5	7	16	16	13

* 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

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, Dr. Lauren Swanson of Whittier College, WUHSD (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 to provide professional development to our staff. 90% of our core area teachers have been AVID trained. We have also been involved with Michael Fullan and the Systems Leadership Collaborative and we have learned a tremendous amount of knowledge that has really moved our school forward.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,873	\$47,034
Mid-Range Teacher Salary	\$73,817	\$73,126
Highest Teacher Salary	\$95,218	\$91,838
Average Principal Salary (ES)	\$114,877	\$116,119
Average Principal Salary (MS)	\$118,132	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$175,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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 help 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,529	\$2,410	\$4,119	\$86,303
District	♦	♦	\$3,694	\$83,024
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.