



# Richard L. Graves Middle School

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

Dr. Trena Salcedo-Gonzalez, Principal

[tgonzalez@swhittier.net](mailto:tgonzalez@swhittier.net)

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

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### South Whittier School District

11200 Telechron Ave  
Whittier, CA 90605  
(562) 944-6231  
[www.swhittier.k12.ca.us](http://www.swhittier.k12.ca.us)

#### District Governing Board

Jan Baird  
President

Natalia Barajas  
Vice President

Deborah Pacheco  
Clerk

Elias Alvarado  
Member

Sylvia Macias  
Member

#### District Administration

Dr. Gary Gonzales  
Superintendent

Martha Mestanza-Rojas  
Associate Superintendent,  
Educational Services

Mark Keriakous  
Chief Business Officer, Business  
Services

Dr. Marti Ayala  
Associate Superintendent, Human  
Resources

Diana Huizar  
Director, Special Education &  
Student Services

Dr. Stacy Ayers-Escarcega  
Director, Assessment,  
Accountability & Parent  
Engagement

### School Description

Graves Middle School is nestled in an Urban Community filled with bright and aspiring scholars. These scholars are faced with several obstacles that impact academic progress including, but not limited to poverty, language barriers, and the digital divide. There is ninety-six percent of our scholars that participate and qualify for free and/or reduced lunch, sixty-six come from families in which English is their second language, and accessibility to technology in the home is limited. Knowing and embracing these difficulties, Graves Middle School is devoted to turning these obstacles into fuel for their learning. We are devoted to providing additional resources and support by any means possible.

Our school offers a Three Tiered Intervention Plan, an After School Program, Meal programs (including breakfast, lunch, and supper), one to one technology devices for home use, a comprehensive SEL program, PBIS Program, Parent Education, Enrichment Opportunities, and a schoolwide AVID program. We pride ourselves in putting scholars first and continually meet with our scholars, families, and teachers to improve our services to meet the needs of the community in the context we are in.

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 middle school. We want to prepare students academically and socially for success in college and to prepare students for independent and lifelong learning. We encourage our scholars to set individual goals and make positive choices to improve their lives and their community.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	288
Grade 8	334
Total Enrollment	622

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Filipino	0.8
Hispanic or Latino	95.3
White	3.1
Socioeconomically Disadvantaged	90.8
English Learners	31.2
Students with Disabilities	10
Foster Youth	0.6
Homeless	2.3

## 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	18-19	19-20	20-21
With Full Credential	30	32	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	18-19	19-20	20-21
With Full Credential	♦	♦	133
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
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 2020-21)

### 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	33	N/A	37	N/A	50	N/A
Math	19	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	9	N/A	12	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

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 (School Year 2020-2021)

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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.2	5.4	1.7	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	311

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	31	6	8	28	34	4	4	32	25	8	17	5
Mathematics	31	6	16	20	34	4	6	30	24	13	11	4
Science	32		10	11	33	1	8	12	30		15	6
Social Science	34		6	12	36		2	16	27	2	19	2

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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, 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 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,550	\$50,574
Mid-Range Teacher Salary	\$76,457	\$76,649
Highest Teacher Salary	\$98,624	\$98,993
Average Principal Salary (ES)	\$120,510	\$125,150
Average Principal Salary (MS)	\$123,924	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$232,723	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 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	\$84,220
State	N/A	N/A	\$7,750	\$80,565

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

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

## 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-classified 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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://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.