

# Griffiths Middle School

9633 Tweedy Lane • Downey, CA 90240 • (562) 904-3580 • Grades 6-8

Gregg Stapp, Principal  
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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Downey Unified School District**

11627 Brookshire Ave.  
Downey, CA 90241-7017  
(562) 469-6500  
www.dusd.net

### **District Governing Board**

Tod Corrin

William A. Gutierrez

Donald E. LaPlante

D. Mark Morris

Barbara Samperi

Martha Sodetani

Nancy Swenson

### **District Administration**

John A. Garcia, Jr., Ph.D.  
**Superintendent**

Roger Brossmer  
**Assistant Superintendent,  
Certificated Human Resources**

Leslie Jones  
**Assistant Superintendent,  
Educational Services**

Nancy Nien, Ph.D.  
**Assistant Superintendent, Business  
Services**

Janice Hobson  
**Director, Instructional Support  
Programs**

Robert Jagielski, Ed.D.  
**Director, Student Services**

Ruth Valadez  
**Director, Special Education**

John Harris  
**Director, Secondary Curriculum,  
Instruction and Assessment**

### **School Description**

It is my pleasure to introduce this annual School Accountability Report Card. The data and information contained within these pages will prove useful in informing you about our school, including but not limited to academic standings, curriculum and instruction, school facilities and safety, budget, and facility enhancement.

Our goal in presenting you with this information is to keep our community well informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Gregg Stapp, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (562) 904-3580.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	430
Gr. 7	458
Gr. 8	469
<b>Total</b>	<b>1,357</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	1.9
Filipino	1.1
Hispanic or Latino	89.0
Native Hawaiian/Pacific Islander	0.0
White	5.9
Two or More Races	0.0
Socioeconomically Disadvantaged	71.7
English Learners	12.2
Students with Disabilities	11.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Griffiths Middle School	12-13	13-14	14-15
<b>Fully Credentialed</b>	59	58.4	58.4
<b>Without Full Credential</b>	0	0	0.0
<b>Teaching Outside Subject Area of Competence</b>	0	0	1.0
Downey Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Griffiths Middle School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	9	0	1.0
<b>Total Teacher Misassignments</b>	0	0	1.0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	98.62	1.38
Districtwide		
<b>All Schools</b>	97.67	2.33
<b>High-Poverty Schools</b>	97.67	2.33
<b>Low-Poverty Schools</b>	0.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials	
Year and month in which data were collected: 10/7/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Prentice Hall Literature: Timeless Voices, Timeless Themes Prentice Hall (Pearson Education) adopted in 2002</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>California Standards-Driven Mathematics Course One, CPG adopted in 2009</p> <p>California Standards-Driven Mathematics Course Two, CPG adopted in 2009</p> <p>Algebra I, CPG adopted in 2009</p> <p>Algebra Readiness, Pearson Scott Foresman adopted in 2009</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>California Earth Science, Holt adopted in 2008</p> <p>California Life Science, Holt adopted in 2008</p> <p>California Physical Science, Holt adopted in 2008</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Ancient Civilizations, McDougal Littell adopted in 2007</p> <p>Medieval to Early Modern Times, Holt adopted in 2007</p> <p>The American Journey, Glencoe adopted in 2007</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The district provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

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, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the district office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 7/11/2014

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

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
<b>Science</b>	82	83	73	65	65	66	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**STAR Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
<b>ELA</b>	56	60	60	53	56	57	54	56	55
<b>Math</b>	56	56	61	48	48	50	49	50	50
<b>HSS</b>	64	66	70	55	58	59	48	49	49

\* STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks - Three-Year Comparison**

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	8	8	8

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.1	21.8	28.9

\* 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.

**2013-14 CAASPP Results by Student Group**

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	73
Male	72
Female	74
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	72
Native Hawaiian/Pacific Islander	
White	74
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	15
Students with Disabilities	26
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**API Growth by Student Group – Three-Year Comparison**

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School		21	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		19	6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		23	4
English Learners		-31	30
Students with Disabilities		51	37

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (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**

Parents and community members are very supportive of the educational program at our school. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate on one or more of the following committees or organizations:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

The contact person for parent involvement is Principal Stapp; he can be reached at (562) 904-3580.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

Safety of students and staff is the primary concern at our school. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Monthly fire drills and disaster drop drills are conducted on a regular basis throughout the school year. A storage bin contains food, water, and other supplies for use during a disaster.

Our school is a closed campus. All visitors are required to sign-in at the school's office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is reviewed annually, was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed. The School Safety Plan was last revised in October.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	8.2	7.8	6.1
Expulsions Rate	0.3	0.1	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.8	4.0	3.5
Expulsions Rate	0.2	0.2	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### 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.

#### 2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

#### 2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		100.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution**

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		22	23		61	53		40	22		37	40
English	47.1	23	23	9	23	24	6	22	21	13	11	13
Math	54.1	27	29	4	8	7	3	10	8	11	16	17
Science	67.3	31	32	5	4	4	0	8	1	9	18	24
SS	72.4	30	29	2	5	5	0	10	12	11	16	14

\* 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.

**Academic Counselors and Other Support Staff at this School**

Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1
Other	
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.

**FY 2012-13 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,275	\$41,761
Mid-Range Teacher Salary	\$75,909	\$66,895
Highest Teacher Salary	\$94,246	\$86,565
Average Principal Salary (ES)	\$111,082	\$108,011
Average Principal Salary (MS)	\$113,147	\$113,058
Average Principal Salary (HS)	\$127,706	\$123,217
Superintendent Salary	\$223,814	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	4	5

\* 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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,978	\$2,613	\$5,365	\$80,813
District	♦	♦	\$5,424	\$79,640
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-1.1	1.5
Percent Difference: School Site/ State			14.4	14.3

**Types of Services Funded at Griffiths Middle School**

**Professional Development provided for Teachers at Griffiths Middle School**

Teachers take approximately 10 days per year for their continuing education and professional development to improve their teaching skills in the subjects they teach to support student learning.