



# Richard Garvey Intermediate School

2720 North Jackson Ave. • Rosemead, CA 91770 • (626) 307-3385 • Grades 7-8

David Alarcon, Principal

dalarcon@gesd.us

www.garveyint.garvey.k12.ca.us/

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Garvey School District

2730 N. Del Mar Avenue  
Rosemead, CA 91770  
(626) 307-3400  
www.garvey.k12.ca.us

### District Governing Board

Henry Lo

Keilley Meng

Vinh Ngo

John Nunez

Ronald Trabanino

### District Administration

Anita Chu

**Superintendent**

Anna Molinar

**Assistant Superintendent**

**Human Resources**

Grace Garner

**Chief Business Officer**

Dr. Tiffany Rudek

**Assistant Superintendent, Learning**

**Support Services**

Rene Hernandez

**Director II, Student Support**

**Services**

### School Description

Richard Garvey Intermediate School is a public learning organization that serves students in the 7th and 8th grade. Garvey draws its student population primarily from five elementary schools within the boundaries of the Garvey School District. The staff of Garvey Intermediate School meets and exceeds professional standards, and strives to provide a rigorous educational program for all students. It is through the collective effort of parents, the community at-large and the immediate school community that the students of Garvey Intermediate continue to grow in positive directions. The mission at Garvey Intermediate School is to:

Provide a strong, standards-based, data driven program of instruction for all students across all curriculum areas

Ensure effective communication and cooperation with parents for the betterment of students

Educate students in the use of current technology and other resources as a precursor to their entrance into the global community

Encourage and provide opportunities for students, parents, faculty and staff to participate in the leadership of our school

Provide an environment that is aesthetically pleasing, welcoming, creative, ambitious and safe.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	336
Grade 8	341
<b>Total Enrollment</b>	<b>677</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	64.1
Filipino	1.6
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0.0
White	1.2
Socioeconomically Disadvantaged	79.0
English Learners	23.9
Students with Disabilities	8.0
Foster Youth	1.3

## 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			
Richard Garvey Intermediate School	16-17	17-18	18-19
With Full Credential	35	35	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Garvey School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Richard Garvey Intermediate	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* 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 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt California Collections The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin - Big Ideas Math Courses 2, 3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education - FOSS Next Generation Middle School 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt - Medieval to Early Modern Times Grade 7 Holt - United States History Grade 8  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)**

Based on recent site inspection on 6/30/2016, school grounds, classrooms, offices, cafeteria, library and restrooms were all found in good condition. No repairs are needed. On going maintenance and upgrading efforts will be made to ensure proper facility management.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 01/11/2019		
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	61.0	57.0	56.0	56.0	48.0	50.0
Math	56.0	51.0	52.0	54.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.5	26.3	28.7

\* 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.

School Year 2017-18 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	683	656	96.05	57.32
Male	353	336	95.18	50.89
Female	330	320	96.97	64.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	440	418	95.00	66.51
Filipino	11	11	100.00	72.73
Hispanic or Latino	206	203	98.54	37.93
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	554	537	96.93	53.82
English Learners	328	306	93.29	35.95
Students with Disabilities	50	50	100.00	16.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	13	10	76.92	40.00

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 2017-18 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	686	681	99.27	51.25
Male	354	351	99.15	49.57
Female	332	330	99.4	53.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	440	439	99.77	64.24
Filipino	11	11	100	72.73
Hispanic or Latino	208	206	99.04	23.79
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	556	553	99.46	48.46
English Learners	328	327	99.7	34.86
Students with Disabilities	50	50	100	10
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	12	80	25

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 2018-19)

During the 2018-2019 school year, parents of Garvey Intermediate School had the opportunity to participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night in the fall, Open House in the spring, two district-wide parent/teacher conferences, Campus Beautification Day, and the promotion preparation and promotion ceremonies for the 8th grade. The guidance counselors schedule meetings with parents and students throughout the school year to consider school achievement. Parents may also participate via the Student Study Team meetings process (SST) and individual education planning (IEP) team meetings for students identified with special needs. Parents are invited to attend the yearly 7th grade orientation day held each spring as well as the first day of school student orientation. Parents are further invited to attend the monthly parent involvement activities at the Parent Education Center, organized through the district-level school-community coordinator.

### 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

Garvey Intermediate has developed a comprehensive school safety plan. Its' priority is the safety of students, staff, and community members on the Garvey Intermediate campus. The School Safety Plan is reviewed by a school safety committee comprised of staff and parents and revised each year to include updated information. The plan is submitted to the school site council for approval and forwarded to the Garvey School District Board of Education for final approval. Teachers are trained on safety issues by district personnel, the school principal, the assistant principal, and consultants. Each teacher is assigned a binder containing emergency procedures and carries this binder to all emergency drills to ensure reference to procedures as needed.

Moreover, fire drills are called monthly; lockdown drills are called twice a year and a district-wide disaster drill is called each fall. The school employs one campus security supervisor who patrols the campus on foot throughout the instructional day. The school safety plan includes a schoolwide discipline plan that is communicated and distributed to students and staff each fall at the commencement of the school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	2.9	3.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.2	1.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.33
Social Worker	0
Nurse	.34
Speech/Language/Hearing Specialist	.33
Resource Specialist (non-teaching)	0
Other	.20
Average Number of Students per Staff Member	
Academic Counselor	315

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	28.0	24.0	19	11	31	35	17	10	9	18	9
Mathematics	8.0		23.0	4		17			20			1
Science	35.0	29.0	28.0				4	24	22	16		2
Social Science	31.0	29.0	25.0	4		4	2	23	24	18	1	

\* 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

The Learning Support Services Department provided numerous opportunities for professional development throughout 2018-2019 school year. Teachers participated in monthly district-wide collaboration meetings to address key areas identified in the district-wide Professional Development Plan. Topics included: revisions to the English language arts and mathematics curriculum guides, the Common Core State Standards, English 3D, Collaborative Lesson Planning, and Technology in the Classroom and Next Generation State Standards in 7th and 8th grade science. The staff of Garvey Intermediate identified areas of need based on student achievement data and focused teacher professional development to improve first instruction in these key areas. Professional development at Garvey was delivered via several platforms: whole group, small group, and individual with the assistance of two district TOSAs; summer workshops and scheduled staff meetings dedicated to professional development. Implementation is supported by periodic review of content at meetings held after school, during the instructional day via administrator observation, during district classroom walkthroughs, teacher-principal meetings, analysis of student performance data and meetings with two TOSAs on campus.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,285	\$48,064
Mid-Range Teacher Salary	\$80,267	\$75,417
Highest Teacher Salary	\$100,165	\$94,006
Average Principal Salary (ES)	\$115,244	\$119,037
Average Principal Salary (MS)	\$121,984	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$187,560	\$183,692
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	5.0	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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,361	\$397	\$3,964	\$61,337
District	◆	◆	\$4,597	\$83,860
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-13.8	-20.1
Percent Difference: School Site/ State			-25.9	-16.0

\* Cells with ◆ 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

The school provides a wide range of programs and supplemental services to meet the learning needs of students in order to develop their full potential. They include: 1) the standards-based core programs for all students that are supported by the district adopted curricular materials and 2) supplemental services for identified students that are funded by programs such as special education, English Language Development instruction for English Learners, Migrant Education support services for students of parents who work in migrant industries and both school-day and after-school support for low achieving learners and those of low-socioeconomic backgrounds.

## 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.