



Serving Grades
Six through Eight

CDS: 43-69591-6047989

District Address

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Mountain View
Whisman
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Isaac Newton Graham Middle School

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Mountain View Whisman School District

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2017-18 School Accountability Report Card

Published in 2018-19 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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, the county, and the state. 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).

Principal's Message

The essence of culture at Graham Middle School is defined and formed by the following Five Essential Elements: I Belong, Do No Harm, Pursue Knowledge, Together We Can, and Take Pride. We received the California Gold Ribbon Project Cornerstone Caring School Climate Award in the 2014 – 2015 school year. We work diligently to ensure that everyone feels, believes, and acts as part of our caring learning community. Our social emotional learning program consists of training for our students and staff to affirm, model, and reward positive behavior and to recognize and not harm anyone physically, verbally, emotionally, or academically. We provide training to staff, students and parents on what bullying is and how to identify it. Bullying of any form is not tolerated.

Our staff models high expectations and believes that all students will grow in all academic areas. We endeavor our students to pursue learning in areas that interest them by providing them two elective periods. We collaborate and work as a team to achieve our goals and experience success. We have an active parent community that supports our work and partners with us to ensure success for all. We are diligent in our efforts to inspire all students to take pride in their school, their work, themselves, each other, and their community.



Community & School Profile (School Year 2018-19)

Graham Middle School is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools. The school receives students from all elementary schools in the district, but the major feeder schools are Bubbs, Castro, Huff, and Landels. Graham Middle School students represent the diversity of the city of Mountain View; preparing them for a successful transition to high school, college, and life. The school is also a Project Cornerstone school.

School Attendance & Enrollment (School Year 2017-18)

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The charts display school enrollment broken down by grade or student group.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 |
| 6th | 301 | 289 | 293 |
| 7th | 268 | 290 | 284 |
| 8th | 253 | 266 | 296 |
| Total | 822 | 845 | 873 |

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2017-18 | |
| | Percentage |
| Black or African American | 1.3 |
| Asian | 14.2 |
| Filipino | 1.9 |
| Hispanic or Latino | 39.5 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 32.6 |
| Two or More Races | 10.0 |
| EL Students | 16.4 |
| Socioeconomically Disadvantaged | 34.9 |
| Students with Disabilities | 11.1 |

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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

| | Teacher Credential Status | | | |
|--|---------------------------|-------|-------|----------|
| | School | | | District |
| | 16-17 | 17-18 | 18-19 | 18-19 |
| Fully Credentialed | 44 | 45 | 48 | 279 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 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. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 16-17 | 17-18 | 18-19 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

School Facilities (School Year 2018-19)

The Graham Middle School campus occupies 19 acres. The campus recently completed a major three-year renovation. Our classrooms are fully remodeled to include a 72 inch wireless monitor with external speakers and front row amplification system. The walls were designed with more whiteboard space to enhance the 21st century skills of critical thinking, communication, collaboration, and creativity.

The performing arts classrooms were remodeled to include acoustical tiles to enhance music production. Plenty of instrument storage facilities were included.

We have a new Innovation Center which houses six classrooms including our new STEM elective and our Robotics club. The campus is now home to a state-of-the-art multi-use theater. The newly redesigned multi-purpose room hosts our school dances, lunch, and many other community events. The library was redesigned to be used in flexible ways also.

The theater courtyard was redone to include an amphitheater and landscaping in the summer of 2018.

Cleaning Process

The principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Maintenance & Repair

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 with emergency repairs given the highest priority. At the time of publication, 100% of the school's restrooms were fully functioning.

The chart shows the results of the most recent school facilities inspection (as of September 2018). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 09/15/2018 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | Administrative Offices: HVAC unit on roof is making a loud whining sound. |
| Interior | | X | | Nurse's room: Ceiling tile by the light fixture is stained. Innovation center main room: Ceiling tile is hanging, needs to be adjusted. Storage rm 48: House cleaning needed, cluttered. Storage closet 911: Hole in ceiling patch. Library: Ceiling tile water stained by vent. CR 9: Ceiling tiles with a water stain. CR 10: Ceiling tiles with water damage stained. Storage 13 A: Water stained ceiling tile. CR 16: Ceiling tile missing. Outside Boys Restrooms: Boys RR by RM 38 peeling paint, need to repaint. CR 34: Peeling paint door/casing. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | CR 2: 2 lights out, bulbs or ballast replace. CR 13: 2 lights out, bulbs or ballast replace. CR 11: 2 lights out, bulbs or ballast replace. CR 13: 2 lights out, bulbs or ballast replace. CR 16: 2 lights out, bulbs or ballast replace. CR 13: 1 light out, bulb or ballast replace. |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | CR 7: Back door needs adjustment. CR 23: Upper window cracked. CR 24: 2 upper windows cracked. CR 25: 2 upper windows cracked. Playground by portables: Soft surface is damaged, need to fix. Parking lots: Some cracking and holes in the front asphalt parking lot need to patch and slurry seal. CR 30: 2 upper windows cracked. CR 28: 1 cracked upper window. CR 43: Door handle loose, need to tighten. CR 41: Missing floor tile by threshold front door. |

Instructional Materials (School Year 2018-19)

The school district held a public hearing on September 20, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|---------------------------|--------------------------------|---------------|---------------------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | From Most Recent Adoption | % Lacking |
| 6th-8th | English Language Arts/ELD | McGraw-Hill/StudySync | 2016 | Yes | 0.0% |
| 6th-8th | Mathematics | Eureka Math | 2015 | Yes | 0.0% |
| 6th-8th | Science | Prentice Hall | 2007 | Yes | 0.0% |
| 6th-8th | Social Science/History | Holt | 2006 | Yes | 0.0% |
| 6th-8th | Social Science/History | Teacher's Curriculum Institute | 2006 | Yes | 0.0% |

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. **The CAST will be administered operationally during the 2018–19 school year.**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

| California Assessment of Student Performance and Progress | | | | | | | | | |
|--|--------|------|------|----------|------|------|-------|------|------|
| Percent of Students Meeting or Exceeding the State Standards | | | | | | | | | |
| Subject | School | | | District | | | State | | |
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 67 | 66 | 68 | 66 | 66 | 68 | 48 | 48 | 50 |
| Mathematics (Grades 3-8 and 11) | 63 | 65 | 66 | 60 | 62 | 64 | 36 | 37 | 38 |
| Science (Grades 5, 8, and 10) | 83 | -- | -- | 73 | -- | -- | 54 | -- | -- |

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

| California Assessment of Student Performance and Progress | | | | | | | |
|---|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| Student Groups | English-Language Arts | | | | Mathematics | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 872 | 857 | 98.28 | 67.68 | 867 | 99.31 | 65.7 |
| Male | 462 | 454 | 98.27 | 63.22 | 460 | 99.35 | 65.43 |
| Female | 410 | 403 | 98.29 | 72.7 | 407 | 99.27 | 66.01 |
| Black or African American | 11 | 11 | 100.00 | 72.73 | 11 | 100.00 | 81.82 |
| Hispanic or Latino | 341 | 333 | 97.65 | 37.24 | 340 | 99.42 | 31.27 |
| White | 290 | 284 | 97.93 | 87.68 | 286 | 98.62 | 87.41 |
| Two or More Races | 89 | 88 | 98.88 | 89.77 | 89 | 100.00 | 92.13 |
| Socioeconomically Disadvantaged | 308 | 299 | 97.08 | 35.45 | 307 | 99.35 | 30.94 |
| English Learners | 343 | 332 | 96.79 | 37.05 | 342 | 99.71 | 34.21 |
| Students with Disabilities | 84 | 83 | 98.81 | 10.84 | 81 | 95.29 | 14.81 |

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2017-18)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in seventh grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

| Percentage of Students in Healthy Fitness Zone 2017-18 | | | |
|---|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 18.0% | 28.2% | 34.9% |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 school site.

Parent Involvement (School Year 2018-19)

Graham Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: School Site Council (SSC), Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC), Mountain View Education Foundation (MVEF), Graham Performing Arts Council (GPAC), Volunteering time in classrooms, the administration office, and at school events. We also have a full-time School Community Engagement Facilitator (SCEF) who facilitates parental involvement at Graham.

Graham also partners with New Generations to provide classroom and afterschool tutors. Other community partners are the City of Mountain View, Police Athletic League (PAL), Safe Moves (bicycle safety), the Challenge Team, the Community Health Awareness Council (CHAC), and Foothill College.

Project Cornerstone staff and parent volunteers are actively engaged in bringing Project Cornerstone to Graham. We have a designated room called "The Lounge" where Project Cornerstone volunteers host before school and lunchtime events for students in a "zen" inspired environment. Students make friends, hang out, draw, and talk with caring adults and friends while listening to calming music.

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.

Discipline & Climate for Learning

Students at Graham Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Student behavior policies are sent home with students at the beginning of the school year as well as highlighted in the behavior assembly held during the first week of school. Throughout the year, behavior and discipline policies are reviewed in the weekly bulletins, Bear Tracks, and morning announcements.

The school hired an additional staff member to build a social/emotional program at Graham to create a more culturally responsive community.

The table displays the suspension and expulsion rates for the past three years.

| | Suspensions & Expulsions | | | | | |
|----------|--------------------------|-------|-------|------------|-------|-------|
| | Suspensions | | | Expulsions | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| School | 6.79 | 3.28 | 2.33 | 0.00 | 0.00 | 0.00 |
| District | 2.63 | 1.66 | 1.05 | 0.00 | 0.00 | 0.00 |
| State | 3.65 | 3.65 | 3.51 | 0.09 | 0.09 | 0.08 |

Safe School Plan (School Year 2018-19)

The safety of students and staff is a primary concern of Graham Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Site Council and teacher representatives. All revisions are communicated with staff. The plan was most recently updated and reviewed in March 2018.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school by the principal, assistant principal, and teachers on yard duty. Noon-duty aides, the at-risk coordinator, the principal, or the assistant principal provide supervision during lunch. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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.

School Leadership

Leadership at Graham is a collaborative effort and shared among three administrators: the Principal, and two Assistant Principals. We incorporate and follow a "looping" model to divide our administrative responsibilities. Each administrator is responsible for a particular grade. This includes the students, their parents and teachers. In "looping," an administrator starts with a particular grade, for example 6th grade, and stays with that class for 7th through 8th grade. Once the class promotes, the administrator then "loops" back to begin with a new 6th grade class. Teacher leadership is also an essential component to the Graham culture. Teachers participate and assume leadership roles in Grade-Level Teams, Department Teams, Curriculum Committees, Leadership Team, and the School Site Council (SSC).

Non-teacher support staff also participate in leadership roles as representatives to the District English Learner Advisory Committee (DELAC), and to the School Site Council (SSC). The School Site Council is comprised of teachers, support staff, and parents/community members.

Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

Counseling & Support Staff (School Year 2017-18)

It is the mission and vision of Graham Middle School to educate and support the whole child. We strive to assist and support all students in their social, emotional, and personal development in conjunction with their academics. We provide extra support and assistance to students that are experiencing academic, social-emotional, and academic problems. We have a full-time academic counselor and an At-Risk Student Supervisor. Community behavior health partner organizations also provide additional support in areas of trauma.

The school does not have an academic counselor. The table lists the support service personnel available to students at Graham Middle School.

Note: 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.

| Counseling & Support Services Staff | | |
|---|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| At-Risk Intervention Supervisor | 2 | 2.0 |
| Community Engagement Facilitator | 1 | 1.0 |
| Contracted Counselor | 5 | 2.5 |
| Counselor Intern | 3 | 2.8 |
| Guidance Counselor | 1 | 1.0 |
| Instructional Coach – CERT | 4 | 3.5 |
| Library Technician | 2 | 1.125 |
| Nurse | 1 | As Needed |
| Occupational Therapist | 1 | As Needed |
| One-on-One Aides | 3 | 3.0 |
| Psychologist | 1 | 0.5 |
| Resource Specialist Program (RSP) Teacher | 3 | 3.0 |
| RSP Aide | 4 | 4.0 |
| SDC Aide | 3 | 3.0 |
| Special Day Class (SDC) Teacher | 2 | 2.0 |
| Speech and Language Specialist | 1 | 1.0 |

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, Special Day Class Teacher and/or Aide, and a psychologist, as determined by their Individualized Education Plan (IEP). Students are mainstreamed whenever possible.

English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students receive in-class instruction, utilizing Specially Designed Academic Instruction (SDAIE) strategies during English Language Arts classes. Five leveled English Language Development (ELD) classes are available for student instruction. All teachers are trained in the Sheltered Instruction Observation Protocol and provide integrated English Language Development opportunities throughout the school day.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 16 | 17 | 18 | 16 | 17 | 18 | 16 | 17 | 18 | 16 | 17 | 18 |
| By Grade Level | | | | | | | | | | | | |
| 6 | 26 | 24 | 22 | 13 | 15 | 21 | 37 | 43 | 43 | 11 | 5 | 9 |
| By Subject Area | | | | | | | | | | | | |
| English | 20 | 19 | 19 | 20 | 18 | 20 | 8 | 15 | 14 | 1 | 1 | - |
| Mathematics | 29 | 26 | 28 | 1 | 4 | 2 | 11 | 14 | 13 | 5 | 3 | 5 |
| Science | 27 | 23 | 22 | 2 | 10 | 14 | 17 | 16 | 14 | - | - | 1 |
| Social Science | 23 | 26 | 26 | 9 | 6 | 8 | 12 | 15 | 14 | 1 | 1 | - |

Curriculum Development

All curriculum development at Graham Middle School revolves around the California Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent-Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Graham Middle School's curriculum continuously using assessment data, district benchmarks, and maps. All students have access to the core curriculum.

Graham Middle School provides dedicated periods each day for intervention and enrichment through its Response to Instruction program. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Computer Resources

Graham is a 1-1 Chromebook school. All students have their own personal Chromebook to bring back and forth to school.

Library Information

Graham Middle School's library, staffed by two part-time library technicians, parent volunteers, and student aides, is stocked with more than 30,000 books that are available for students to check out. The school's library also contains a laptop cart with 30 laptops that students can use for math, English language arts software, and Accelerated Reader. The library is open to students from 7:30 a.m. to 3:30 p.m.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Mountain View Public Library, which contains numerous computer workstations.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Graham Middle School offers the following activities for its students:

- Academic Recovery
- AVID
- GMS TV
- Lego Club
- Pokémon Club
- School play
- After-school Dance
- Before-school Choir
- Jazz band
- Lunchtime activities
- Robotics
- The BEAT
- After-school sports
- Chess Club
- Knitting Club
- Math Club
- School Dances
- Zero period

Recognition Programs

Graham Middle School students are outstanding young people with a great variety of talents and strengths. It is Graham Middle School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community.

Graham Middle School offers the following recognition programs for its students: Awesome Acts, where students receive slips of paper that can be redeemed for prizes; honored students are recognized in the weekly bulletin; and students can earn points toward their Block G for citizenship, community service, and the GOAL program where students earn rewards for academics, attendance, and behavior.

Expenditures & Services Funded (Fiscal Year 2016-17)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$6,051 |
| From Supplemental/Restricted Sources | \$706 |
| From Basic/Unrestricted Sources | \$5,346 |
| District | |
| From Basic/Unrestricted Sources | \$2,536 |
| Percentage of Variation between School & District | 110.8% |
| State | |
| From Basic/Unrestricted Sources | \$7,125 |
| Percentage of Variation between School & State | -25.0% |

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

Average Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website www.cde.ca.gov.

| Average Salary Information Teachers - Principal - Superintendent 2016-17 | | |
|--|-----------|-----------|
| | District | State |
| Beginning Teachers | \$56,384 | \$48,064 |
| Mid-Range Teachers | \$83,192 | \$75,417 |
| Highest Teachers | \$104,041 | \$94,006 |
| Elementary School Principals | \$124,641 | \$119,037 |
| Middle School Principals | \$132,102 | \$123,140 |
| High School Principals | - | \$135,974 |
| Superintendent | \$220,000 | \$183,692 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 33.0% | 36.0% |
| Administrative Salaries | 7.0% | 6.0% |

School Site Teacher Salaries (Fiscal Year 2016-17)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$78,006 |
| District | \$78,760 |
| Percentage of Variation | -1% |
| School & State | |
| All Elementary School Districts | \$76,046 |
| Percentage of Variation | 2.6% |