

Graves Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Graves Elementary School
Street	15 McFadden Rd.
City, State, Zip	Salinas, CA 93908-9221
Phone Number	(831) 422-6392
Principal	Rosemarie Grounds
E-mail Address	rgrounds@monterey.k12.ca.us
Web Site	gravesschool.org
Grades Served	K-8
CDS Code	27660276026108

District Contact Information	
District Name	Graves Elementary School District
Phone Number	(831) 422-6392
Superintendent	Rosemarie Grounds
E-mail Address	rgrounds@monterey.k12.ca.us
Web Site	http://schools.monterey.k12.ca.us/~graves/

School Description and Mission Statement (Most Recent Year)

Graves School District is a single site district located in a rural agricultural area of Salinas, in Monterey County. The city of Salinas, with a population of nearly 150,000 residents, is the heart of the Salinas Valley, known as "The Salad Bowl of the World" for the wide selection of produce grown in the fertile valley. The area is also well known for its missions, situated along "El Camino Real," the John Steinbeck Center and Festival, and the world-class wines the region has produced in recent years.

The school's small size allows for teachers to provide each student with individual attention to ensure academic success. During the 2014-15 school year, 36 students were enrolled in grades kindergarten through eight. Student body demographics are illustrated in the chart.

District Mission Statement: Graves School is dedicated to providing an educational foundation for all its students through creating a wonderful learning environment for students. The staff, parents, Board members, and the community, take great pride in preparing students for academic excellence and nurturing personal, social and intellectual growth. The school believes in small class sizes that will give each child a chance to achieve a safe and healthy environment, which will enhance their learning ability.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	4
Grade 1	4
Grade 2	5
Grade 3	6
Grade 4	3
Grade 5	1
Grade 6	3
Grade 7	3
Grade 8	7
Total Enrollment	36

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	2.8
White	8.3
Two or More Races	2.8
Socioeconomically Disadvantaged	47.2
English Learners	25

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	2	2	2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: 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 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 Engaged NY 3-6th grade Mc Graw-Hill 7th- 8th Prentice Hall	Yes	0
Mathematics	k-8 Engaged NY	Yes	0
Science	K-5 Houghton Mifflin 2008 6th-8th Prentice Hall 2006	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 Houghton Mifflin 2008 6th-8th Houghton Mifflin 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year; fire drills are held each month, earthquake drills are conducted quarterly, and intruder drills are practiced biannually. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available. The following chart displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/06/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Complete playground retrofit scheduled for summer of 2015. Playground retrofit to be completed by first day of school.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 3/06/14				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	48	48	44
Mathematics	76	76	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	6	6	100.0	--	--	--	--
	4	3	3	100.0	--	--	--	--
	5	1	1	100.0	--	--	--	--
	6	2	2	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	7	7	100.0	--	--	--	--
Male	3		4	66.7	--	--	--	--
	4		1	33.3	--	--	--	--
	5		1	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		3	42.9	--	--	--	--
Female	3		2	33.3	--	--	--	--
	4		2	66.7	--	--	--	--
	8		4	57.1	--	--	--	--
Hispanic or Latino	3		5	83.3	--	--	--	--
	4		3	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		7	100.0	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	16.7	--	--	--	--
White	7		1	50.0	--	--	--	--
Socioeconomically Disadvantaged	3		3	50.0	--	--	--	--
	4		1	33.3	--	--	--	--
	5		1	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	8		5	71.4	--	--	--	--
English Learners	3		3	50.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		1	33.3	--	--	--	--
	8		3	42.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	6	6	100.0	--	--	--	--
	4	3	3	100.0	--	--	--	--
	5	1	1	100.0	--	--	--	--
	6	2	2	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	7	7	100.0	--	--	--	--
Male	3		4	66.7	--	--	--	--
	4		1	33.3	--	--	--	--
	5		1	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		3	42.9	--	--	--	--
Female	3		2	33.3	--	--	--	--
	4		2	66.7	--	--	--	--
	8		4	57.1	--	--	--	--
Hispanic or Latino	3		5	83.3	--	--	--	--
	4		3	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		7	100.0	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	16.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	7		1	50.0	--	--	--	--
Socioeconomically Disadvantaged	3		3	50.0	--	--	--	--
	4		1	33.3	--	--	--	--
	5		1	100.0	--	--	--	--
	6		2	100.0	--	--	--	--
	8		5	71.4	--	--	--	--
English Learners	3		3	50.0	--	--	--	--
	4		1	33.3	--	--	--	--
	8		3	42.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	--	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7			50

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.

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 (Most Recent Year)

The parents of Graves School students are actively involved in all aspects of their child's education, which greatly benefits the child as well as the school as a whole. Parents may join the Graves Parent Teacher Club (GPTC), which holds many fundraisers each year and organizes parent volunteers, in classrooms and for field trips. Parents may also serve on the District LCAP Committee. For the 2014-2015 school year, students at Graves School once again participated in the Just Run 3K and received second place for the highest participation rate in Monterey county of a school with less than 250 students.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	0.00	0.00	0.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Graves School, originally constructed in 1880's, offers a safe and secure campus for students, staff and visitors. The school is currently comprised of two classrooms, k-3 and 4th-8th and a multipurpose room which houses four additional computers. At the time of this publication, 100% of the school's restrooms were in working condition. The safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and instructional aides. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check in and out at the office.

Graves School's Site Safety Plan is revised each fall by the principal, teachers, and classified staff. Key elements of the Safety Plan include student and staff safety, as well as disaster procedures. Staff members have copies of the plan, and any revisions are communicated annually.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K				21		1		36			1			
Other	10	1												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,232	\$1,450	\$7,782	\$64,305
District	N/A	N/A	\$7,782	\$64,305
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	45.5	8.7

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$39,948
Mid-Range Teacher Salary		\$57,401
Highest Teacher Salary		\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary		\$112,657
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	3%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. Three staff development days are offered annually, where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.