

Grace Smith School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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 principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Grace Smith School
Street	9 East 4th Street
City, State, Zip	Niland, California 92257
Phone Number	(760) 359-0636
Principal	Doug Kline
E-mail Address	dkline@calipat.com
Web Site	gss.calipatriahornets.org
CDS Code	13-63107-6008395

District Contact Information	
District Name	Calipatria Unified School District
Phone Number	(760) 348-2892
Superintendent	Douglas Kline
E-mail Address	dkline@calipat.com
Web Site	calipatriahornets.org

School Description and Mission Statement (Most Recent Year)

At Grace Smith School, we are excited about the accomplishments of our students. Grace Smith School is an 800+ school. The success of our school is accomplished through the efforts of all GSS staff, students, and parents. Grace Smith is proud to introduce the Apple iPad as part of our instructional learning for our staff and students. We continue to push forth and support our academic needs with intervention programs such as, English in a Flash and Read Naturally. Our school continues to support core standards and achievement for all students. Our ASES Program provides an expanded offering of services and continues to exceed daily attendance goals. Parents and community members are an important part of our academic program. We welcome your participation in our school activities and encourage you to become active partners in your students education through involvement with the English Learners Advisory Committee (ELAC), School Site Council (SSC) and our Grace Smith Community Club. Our entire staff looks forward to working with you and our students on another year of academic success.

Doug Kline, Principal

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	23
Grade 1	19
Grade 2	22
Grade 3	13
Grade 4	16
Total Enrollment	93

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.0
Asian	1.1
Filipino	1.1
Hispanic or Latino	74.2
Native Hawaiian or Pacific Islander	0.0
White	19.4
Two or More Races	2.2
Socioeconomically Disadvantaged	91.4
English Learners	37.6
Students with Disabilities	6.5

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	5	4	4	58
Without Full Credential	0	1	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.00	20.00
All Schools in District	95.63	4.37
High-Poverty Schools in District	95.63	4.37
Low-Poverty Schools in District	0.00	0.00

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 2014-15)**Year and month in which data were collected:** October 2014

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 calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Reading Street Adopted in 2010 Pearson Language Central Adopted in 2010	Yes	0
Mathematics	California Math by Houghton Mifflin Adopted in 2008	Yes	0
Science	McGraw-Hill California Science Adopted in 2007	Yes	0
History-Social Science	Houghton Mifflin History-Social Science Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is maintained in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 86 and 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 95% (90-98.99%) and school rating of Good.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 28, 2014				
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]	[]	[]	Resources center has stained ceiling tiles. Summer 2015 maintenance will address issue.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Room 10 room not organized. Spring 2015 maintenance will address issue. Staff restroom (east) not being used and kept locked. Facility not utilize as staff use office restrooms. No maintenance required at this time. Resource center storage room not organized. Winter maintenance will address issue.
Electrical: Electrical	[]	[X]	[]	Light outside of staff restroom (east) is out. Gymnasium has 2 lights out. Room 16 has an electrical issue. Routine Winter 2015 maintenance will address this issue.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Staff restroom (east) not being used and kept locked. Facility not utilize as staff use office restrooms. No maintenance required at this time. High water pressure on drinking faucet in Rm. K-1. Drinking nozzle plugged in Rm. K-2. Winter 2015 maintenance will address issues.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				58	59	62	60	59	60

Note: Science 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	46	52	53	47	52	51	54	56	55
Mathematics	62	70	73	47	44	50	49	50	50
History-Social Science				57	58	44	48	49	49

Note: 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	6	7	7
Similar Schools			

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	84	25	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	99		
Native Hawaiian/Pacific Islander			
White	63		
Two or More Races			
Socioeconomically Disadvantaged	87		
English Learners	91		
Students with Disabilities			

Note: "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.

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 areas of English, mathematics, and physical education.

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)

Our School Site Council (SSC) and English Learners Advisory Committee (ELAC) afford our parents the opportunity to become involved in the leadership of our school. The two committees meet regularly throughout the school year to address federal and state regulations and student achievement. We also have a partnership with a parent organization, the Grace Smith Community Club. This club provides fun activities for our students during special occasions. All parents are encouraged to participate in these organizations or volunteer to help in classrooms. For more information about becoming involved, please contact the site principal at (760) 359-0636.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.6	1.8	1.9	13.9	10.9	6.5	0.6	5.1	4.4
Expulsions	0.0	0.0	0.0	5.7	0.2	0.1	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

Our school facilities and grounds are very safe. Staff members monitor our campus before school, after school, and during recess. We have playground equipment in line with current safety standards. We inspect playground equipment regularly and routinely review playground safety rules with students. We also practice fire and earthquake drills throughout the year. We review and update our safety plan annually. In Fall, 2014, the school campus bells were upgraded to improve safety communication.

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 2013-14)

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		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "---" do not require data.

* 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 (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	24	0	1	0	19	1			23		1	
1	19	1	0	0	23		1		19	1		
2	17	1	0	0	12	1			22		1	
3	21	1	0	0	17	1			13	1		
4	16	1	0	0	21		1		16	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 2013-14)

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

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,697	1,289	5408	\$76,380
District	---	---	6,019	\$59,320
Percent Difference: School Site and District	---	---	-10.2	28.8
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	15.3	31.9

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Grace Smith School offers general and categorical funded services. Resources utilized to support staff include general, LCFF, Title One, Title III, Migrant, and ASES. Additional funds from Lottery and Common Core supported services in 13-14.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,863	\$38,152
Mid-Range Teacher Salary	\$61,149	\$55,573
Highest Teacher Salary	\$74,779	\$71,908
Average Principal Salary (Elementary)	\$96,603	\$87,660
Average Principal Salary (Middle)	\$103,571	\$92,424
Average Principal Salary (High)	\$109,747	\$93,606
Superintendent Salary	\$124,217	\$116,538
Percent of Budget for Teacher Salaries	38	34
Percent of Budget for Administrative Salaries	8	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

Grace Smith staff are provided district and site specific professional development opportunities and collaboration. Working closely with Imperial County Office of Education, staff are kept updated with curriculum and practices aligned with the California Common Core Content Standards. Calipatria USD provides three annual staff development days so teachers can address district initiatives and grade level collaboration. Teachers also meet monthly in grade-level groups to review student work, plan instruction, and review teaching strategies. The focus for the past two years has moved into Common Core and technology. All staff at Grace Smith are using Ipad to enhance instruction and receive ongoing training and collaboration to use the Ipad in the classroom.