

Grace Smith School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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.

About This School

Contact Information (School Year 2016-17)

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	Angelita Ortiz, Admin Designee
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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	20
Grade 1	21
Grade 2	20
Grade 3	12
Grade 4	14
Total Enrollment	87

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1.1
Filipino	0
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0
White	16.1
Two or More Races	3.4
Socioeconomically Disadvantaged	93.1
English Learners	40.2
Students with Disabilities	10.3
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	4	5	5	58
Without Full Credential	1	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	91.2	8.9
High-Poverty Schools in District	91.2	8.9
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 2016-17)

Year and month in which data were collected: October 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys Adopted in 2016	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw-Hill My Math Adopted in 2015	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
Foreign Language			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 85 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 of the most recent FIT report: November 9, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			An issue was noted in Resource Center. Will be addressed during Winter maintenance.
Interior: Interior Surfaces		X		Room 9 and 17 are indicated as storage rooms and had issues noted. An issue was noted in Resource Center. Site admin will address storage needs with maintenance during Winter 2017.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Cleanliness issues were identified in Rm 5, 9,17 and Resource Centers. These rooms are used for storage. Site admin will address storage needs with maintenance during Winter 2017. Pest/Vermin infestation was noted in Library and main office. Site admin will address with custodial and maintenance staff.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			An issue was noted for sinks/fountains in Rm 5, 17 and resource center. Will be addressed during Winter maintenance.
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)

Year and month of the most recent FIT report: November 9, 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	21	33	33	37	44	48
Mathematics	27	42	24	24	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	12	11	91.7	36.4
	4	14	13	92.9	30.8
Hispanic or Latino	4	11	10	90.9	20.0
Socioeconomically Disadvantaged	3	11	11	100.0	36.4
	4	13	12	92.3	33.3

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 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	12	11	91.7	36.4
	4	14	13	92.9	46.1
Hispanic or Latino	4	11	10	90.9	40.0
Socioeconomically Disadvantaged	3	11	11	100.0	36.4
	4	13	12	92.3	50.0

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 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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)

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. In addition to site led activities, Grace Smith School actively participates in parent involvement activities provided and coordinated through the Calipatria USD Projects Office. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	1.9	2.0	6.5	5.6	5.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our school facilities and grounds are maintained on a regular basis. To address school safety, 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.

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	23		1		23		1		20	1	0	0
1	19	1			23		1		21	0	1	0
2	22		1		13	1			20	1	0	0
3	13	1			17	1			12	1	0	0
4	16	1			13	1			14	1	0	0
Other									0	0	0	0

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,948	\$1,341	\$6,607	\$71,378
District	N/A	N/A	6,019	\$64,378
Percent Difference: School Site and District	N/A	N/A	9.8	10.9
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	16.4	17.6

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,544	\$40,430
Mid-Range Teacher Salary	\$67,093	\$58,909
Highest Teacher Salary	\$82,047	\$77,358
Average Principal Salary (Elementary)	\$111,572	\$94,634
Average Principal Salary (Middle)	\$113,523	\$97,839
Average Principal Salary (High)	\$120,364	\$100,453
Superintendent Salary	\$134,705	\$123,728
Percent of Budget for Teacher Salaries	37%	32%
Percent of Budget for Administrative Salaries	7%	6%

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)

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 iPads to enhance instruction and receive ongoing training and collaboration to use the iPad in the classroom.