

# Grace Smith School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	9
<b>Grade 1</b>	15
<b>Grade 2</b>	20
<b>Grade 3</b>	16
<b>Grade 4</b>	11
<b>Total Enrollment</b>	71

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	2.8
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	1.4
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	76.1
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	15.5
<b>Two or More Races</b>	4.2
<b>Socioeconomically Disadvantaged</b>	93
<b>English Learners</b>	40.8
<b>Students with Disabilities</b>	11.3
<b>Foster Youth</b>	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	58
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

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
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

## 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/or in the process of being mitigated. We scored between 79 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: December 19, 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Staff restroom on east side need interior surfaces wiped down. It is noted that this restroom is not in use by the staff. Staff utilize office restroom. Storage room 17 needs to be swept and cleared of cobwebs. During the inspection, the Resource Center was noted with deficiencies and is currently undergoing remodeling with completion time in Winter, 2018. Winter 2018 maintenance and repairs will address.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Cleanliness issues were identified in Rm 5, 10, 17 and Resource Centers. These rooms are used for storage. Need to sweep and clean up cobwebs. Site admin will address storage needs with maintenance during Winter 2018. During the inspection, the Resource Center was noted with deficiencies and is currently undergoing remodeling with completion time in Winter, 2018. An issue was noted for sinks/fountains Staff restroom on east wing. This restroom is not in use by the staff. Staff use office restrooms.
<b>Electrical:</b> Electrical	X			Need to change 2 lights bulbs in gym. Address with regular maintenance.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			An issue was noted for sinks/fountains Staff restroom on east wing. This restroom is not in use by the staff. Staff use office restrooms. During the inspection, the Resource Center was noted with deficiencies and is currently undergoing remodeling with completion time in Winter, 2018.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			During the inspection, the Resource Center was noted with deficiencies and is currently undergoing remodeling with completion time in Winter, 2018.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 19, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 19, 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	48	37	44	48	48
Mathematics (grades 3-8 and 11)	42	37	24	26	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100	48.15
Male	16	16	100	43.75
Female	11	11	100	54.55
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100	50
White	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100	50
English Learners	11	11	100	72.73
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100	37.04
Male	16	16	100	43.75
Female	11	11	100	27.27
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	20	20	100	40
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100	34.62
English Learners	11	11	100	63.64
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced						
	School			District		State	
	2014-15	2015-16		2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>							

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

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 State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.9	2.0	1.2	5.6	5.3	4.9	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

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 2017-18)

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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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		20	1			9	1		
1	23		1		21		1		15	1		
2	13	1			20	1			20	1		
3	17	1			12	1			16	1		
4	13	1			14	1			11	1		

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 2016-17)

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	1	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,523	\$1,397	\$8,126	\$80,869
District	N/A	N/A	\$5,830	\$70,196
Percent Difference: School Site and District	N/A	N/A	32.9	14.1
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	21.1	25.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 16-17.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,698	\$41,164
Mid-Range Teacher Salary	\$73,802	\$61,818
Highest Teacher Salary	\$90,252	\$84,567
Average Principal Salary (Elementary)	\$119,612	\$96,125
Average Principal Salary (Middle)	\$121,719	\$103,336
Average Principal Salary (High)	\$129,107	\$101,955
Superintendent Salary	\$141,317	\$126,855
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	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.