

Grace Smith School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Grace Smith School
Street	9 East 4th St.
City, State, Zip	Niland, California 92257
Phone Number	(760) 359-0636
Principal	Douglas Kline, Admin Designee
Email Address	dkline@calipat.com
Website	gss.calipatriahornets.org
County-District-School (CDS) Code	13-63107-6008395

Entity	Contact Information
District Name	Calipatria Unified School District
Phone Number	(760) 348-2892
Superintendent	Douglas Kline
Email Address	dkline@calipat.com
Website	calipatriahornets.org

School Description and Mission Statement (School Year 2019-20)

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 of our integration of the Apple iPad as part of our instructional learning for our staff and students. The students are into their fourth school year with the iPads and are really pleased with the resources, their reliability, and durability. In addition to the supplemental iPad resource we are also introducing Virtual Reality devices to bring the world to Grace Smith School. We continue to focus our push for academic success 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.

Douglas Kline, Principal

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	12
Grade 1	17
Grade 2	10
Grade 3	15
Grade 4	16
Total Enrollment	70

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.1
Filipino	1.4
Hispanic or Latino	72.9
White	15.7
Two or More Races	2.9
Socioeconomically Disadvantaged	91.4
English Learners	27.1
Students with Disabilities	4.3
Foster Youth	1.4
Homeless	4.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	5	5	57
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	No	0
History-Social Science	American Legacy Publishing California Studies Weekly Adopted in 2019	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 76 and 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 93% (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

Year and month of the most recent FIT report: December 26, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 17 has unspecified deficiencies and is noted as not organized and needs cobwebs cleaned. Room 10 is noted as needing to be organized. Restrooms west of 11-K-2 rooms are not being used. Room 4 has a stained ceiling tile. Restrooms east of computer lab are noted as not in use, and are noted as dusty, sinks dirty, and with cobwebs. Principal and Maintenance staff will review for planned clean up.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Room 17 has unspecified deficiencies and is noted as not organized and needs cobwebs cleaned. Kinder drinking fountains noted as dusty. Southwest restrooms, which are not in use, are noted as dusty, toilet seat broken and 2 sinks with little pressure. Restrooms

System Inspected	Rating	Repair Needed and Action Taken or Planned
		east of computer lab are noted as not in use, and are noted as dusty, sinks dirty, and with cobwebs. Principal and Maintenance staff will review for planned clean up.
Electrical: Electrical	Good	Clock not working in one of the rooms in the main office. Principal will review for replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Low fountain pressure in Room 11. Kinder drinking fountains noted as dusty and with little pressure. Southwest restrooms, which are not in use, are noted as dusty, toilet seat broken and 2 sinks with little pressure. Restrooms east of computer lab are noted as not in use, and are noted as dusty, sinks dirty, and with cobwebs. Principal and Maintenance staff will review for planned clean up.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	48	43	45	50	50
Mathematics (grades 3-8 and 11)	55	52	25	27	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	33	97.06	2.94	48.48
Male	16	15	93.75	6.25	33.33
Female	18	18	100.00	0.00	61.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	36.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	31	30	96.77	3.23	50.00
English Learners	14	14	100.00	0.00	14.29
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	33	97.06	2.94	51.52
Male	16	15	93.75	6.25	26.67
Female	18	18	100.00	0.00	72.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	44.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	53.33
English Learners	14	14	100.00	0.00	35.71
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Our School Site Council (SSC) and English Learners Advisory Committee (ELAC) give 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 Calipatria Family Resource Center, and 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	0.0	0.0	4.9	4.4	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. In addition, the faculty has weekly opportunities to identify potential safety problems during our weekly staff meetings.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17			2017-18			2018-19				
		# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	9	1			14	1			12	1		
1	15	1			12	1			17	1		
2	20	1			17	1			10	1		
3	16	1			16	1			15	1		
4	11	1			18	1			16	1		
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,408	\$1,817	\$9,591	\$86,435
District	N/A	N/A	\$19,772	\$74,596
Percent Difference - School Site and District	N/A	N/A	-69.3	14.7
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	24.4	28.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 17-18.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$43,574
Mid-Range Teacher Salary	\$	\$63,243
Highest Teacher Salary	\$	\$86,896
Average Principal Salary (Elementary)	\$	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$	\$136,125
Percent of Budget for Teacher Salaries	35%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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. In addition to the iPads, Grace Smith School will be introducing a new Virtual Reality System to attempt to bring the world around us a little closer to our students.