

Carl Smith Middle 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	Carl Smith Middle School
Street	23825 Avenue 92
City, State, Zip	Terra Bella, CA 93270
Phone Number	(559) 535-4451
Principal	Guadalupe Roman
Email Address	groman@tbuesd.org
Website	www.tbuesd.org
County-District-School (CDS) Code	54-72199-6112510

Entity	Contact Information
District Name	Terra Bella Union Elementary School District
Phone Number	(559) 535-4451
Superintendent	Guadalupe Roman
Email Address	groman@tbuesd.org
Website	www.tbuesd.org

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

At Carl Smith Middle School we work hard to fulfill our mission of ensuring that all students, faculty, and staff are achieving, leading and succeeding. We provide a caring environment that seeks to develop self-esteem, self-motivation, and a sense of responsibility in young people. Every child is taught at grade level, and our goal is for each student to read and write at grade level.

As the first step toward helping students achieve academic and social success, we encourage positive relationships and mutual respect among teachers, students, parents, and the community. In this supportive and safe environment, we implement multiple learning strategies and provide challenging academic expectations. In 2018-19 we went through a complete reorganization of the English Language Arts and Mathematics curriculum and as resulted in a strong emphasis on raising our language fluency, writing skills, reading comprehension and mathematics skills.

A number of enrichment opportunities continue to be available to our students to expand their classroom experiences. Students may participate in our Athletic Program, Tulare County Office of Education CHOICES After School Program or become a part of our Student Council. Students always enjoy our social events, such as dances, and our many other programs and events that are offered throughout the school year. All students are required to have physical education.

I always try to maintain a high profile within the school grounds and the community. One of my priorities is maintaining a high level of parental contact, be it negative or positive, with regards to the students' achievements or behavior. We are involved in regular and very popular informational District parent meetings that occur about every four-five weeks on the Carl Smith Middle School campus. We encourage our parents to become involved in the life of their student and our school by participating in parent organizations, parent meetings, or volunteering for different events, dances, graduation, etc.

The Vision

The Terra Bella Union Elementary School District shall provide a safe learning environment to promote an attitude of life long learning and prepare our students to be leaders and productive citizens of the 21st Century. We will raise levels of expectations in order to build resiliency and readiness in the students that will allow them to excel at the next academic level.

Mission Statement

Terra Bella Elementary Union School district is a "Safe Place to Learn and Grow, and Excel. The central interest of the Terra Bella Union Elementary District learner, for who Carl Smith Middle School is committed to creating a safe, supportive environment which promotes the acquisition of skills and knowledge for life long personal growth. To this end we recognize that learning is a process that requires strong instructional leadership, quality instruction and active participation of the students and parents. While maintaining high expectation we recognize the needs of the individual and the effect that success has on the students self esteem.

"Terra Bella Elementary, a safe place to learn and grow..."

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

Grade Level	Number of Students
Grade 6	91
Grade 7	102
Grade 8	100
Total Enrollment	293

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Filipino	1
Hispanic or Latino	96.6
White	2
Socioeconomically Disadvantaged	97.3
English Learners	69.3
Students with Disabilities	5.5
Foster Youth	0.3
Homeless	

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	11	12	13	42.50
Without Full Credential	3	2	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: August 27, 2019

Students at Carl Smith Middle School have access to a variety of instructional materials, including: science lab equipment, music and art equipment, comprehensive library and classroom literature collections, reference materials, social studies materials, math manipulative and instructional materials for skill re-teaching and acceleration. Carl Smith Middle School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide student with their own textbooks. All textbooks and instructional materials are aligned with their pacing calendar and the California Common Core State Standards and frameworks. The school's library is stocked with many text, supplemental and recreational reading books that are available for student to check out. The library is staffed by a Full time clerk and is completely automated. Computer resources, within the library, are connected to the Internet so students are able to access resources and information online to improve their research skills. Each classroom has one-on-one technology.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th - 8th Grade: California StudySync 2017, McGraw Hill Education, Adopted 2019	Yes	0
Mathematics	6th - 8th Grade: Utah Math (Supplemental) 6th Grade: McDougal Littell: "Math, Course 1" Copyright: 2009, Adopted 2009 Interventions: McDougal Littell: Notetaking Guide, Study Guide & Ancillaries, Copyright: 2009, Adopted 2009 7th Grade: McDougal Littell: "Math, Course 2 (Pre-Algebra)" Copyright: 2009, Adopted 2009 Interventions: McDougal Littell: Notetaking Guide, Study Guide & Ancillaries, Copyright: 2009, Adopted 2009 8th Grade: McDougal Littell: "Math, Algebra 1" Copyright: 2009, Adopted 2009 Interventions: McDougal Littell: Notetaking Guide, Study Guide & Ancillaries, Copyright: 2009, Adopted 2009	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	6th - 8th Grade: California Inspire Science 2020, McGraw Hill Education, Pilot Year 2020 6th Grade: Holt: "Earth Science" Copyright: 2007, Adopted 2007 7th Grade: Holt: "Life Science" Copyright: 2007, Adopted 2007 8th Grade: Holt: "Physical Science" Copyright: 2007, Adopted 2007	Yes	0
History-Social Science	6th Grade: Holt World History: "Ancient Civilizations" Copyright: 2006 Adopted: 2006 7th Grade: Holt World History: "Medieval to Early Modern Times" Copyright: 2006, Adopted 2006 8th Grade: Holt United States History: "Independence to 1914" Copyright: 2006, Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Carl Smith Middle School strives to maintain a safe, healthy, nurturing, and orderly school campus that encourages positive attitudes in students and staff. A joint effort, between students and staff, helps keep the campus clean and litter-free. The custodial/grounds staff of 3 also maintain a clean and safe facility. District administration and the Terra Bella Board of Trustees, have placed a great emphasis on campus safety and security. Teachers and classified staff supervise students on campus before and after school and during recess. At noon, duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. The chart displays the results of the most recent school facilities inspection, provided by the district during the last inspection on August 27, 2019. The facilities were found in good condition with an overall rating of 100.00%.

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: August 27, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	31	28	30	31	50	50
Mathematics (grades 3-8 and 11)	27	20	27	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	294	286	97.28	2.72	27.97
Male	144	141	97.92	2.08	26.24
Female	150	145	96.67	3.33	29.66
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	285	280	98.25	1.75	27.86
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	284	277	97.54	2.46	27.80
English Learners	222	216	97.30	2.70	19.91
Students with Disabilities	19	19	100.00	0.00	0.00
Students Receiving Migrant Education Services	15	14	93.33	6.67	50.00
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	294	290	98.64	1.36	20.42
Male	144	143	99.31	0.69	20.28
Female	150	147	98.00	2.00	20.55
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	285	283	99.30	0.70	20.57
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	284	280	98.59	1.41	20.79
English Learners	222	220	99.10	0.90	15.98
Students with Disabilities	19	18	94.74	5.26	0.00
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
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
7	19.2	14.1	10.1

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)

We are involved in regular and very popular informational parent meetings that occur about every four-five weeks on the Carl Smith Middle School campus. We encourage our parents to become involved in the life of their student and our school by participating in parent organizations, parent meetings, or volunteering for different events, dances, graduation, etc. We also have School Site Council and ELAC/DELAC meetings that meet once in the months of September, November, February, and June every year. If you have any questions on our parent meetings, please contact Mr. Ruiz or Mr. Flores at 535-4451.

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	11.4	5.5	2.6	4.2	1.7	0.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Carl Smith Middle School Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the all administrators, principal, lead custodian, cafeteria manager and staff. Key elements of the plan focus on student and staff safety and emergency preparedness. Emergency and earthquake drills are held on a regular basis; fire drills are held once a month and secure campus drills are held various times a year. The last School Safety Plan was reviewed, updated, and discussed on January 21, 2019. The current facilities were built in 1994. Teachers and classified staff supervise students on campus before and after school and during recess, and noon duty supervisors monitor students during lunchtime.

Discipline and Climate for Learning

At Carl Smith Middle School, we believe that meaningful learning must occur in a safe disciplined, and positive environment. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance to others. The goal of Carl Smith Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the school's and district's parent/student handbook, a beginning of the year assembly, classroom orientation and school newsletters.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	14	6	1		9	2			13	9		
Mathematics	21	2	2		22	4	4		18	13	4	
Science	23	4	4		24	2	6		25	2	6	
Social Science	23	3	5		24	4	4		25	2	6	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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.

Student Support Services Staff (School Year 2018-19)

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

*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	\$ 8,996.91	\$ 1,804.07	\$ 7,192.84	\$67,074.89
District	N/A	N/A	\$ 7,192.84	\$70,787.30
Percent Difference - School Site and District	N/A	N/A	0.0	-5.4
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-200.0	3.2

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)

In addition to personnel cost for teachers, support staff, classified staff, and administrators, the District budget funds purchase of instructional supplies, office supplies, transportation, and equipment. Local Control Accountability Plan funds may provide certificated tutors, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,755	\$45,252
Mid-Range Teacher Salary	\$75,500	\$65,210
Highest Teacher Salary	\$106,848	\$84,472

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$126,114	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$140,080	\$124,686
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	7%

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	3	5	3

Professional development is viewed as a key component in providing an excellent education to the students at Carl Smith Middle School. Areas of focus are determined through a collaborative process with input from the teaching staff, School Site Council, ELAC/DELAC Committee, Terra Bella School Board and the administration. Decisions as to the areas of need are data driven with a focus on alignment to the standards. Staff development is provided at both on and off site. Staff is encouraged to pursue in-services that are aligned with the California State standards and frameworks.

To facilitate implementation of the curriculum, by new and non-tenured teachers, the district established a Coaching Program that actively supports the new teachers. Each teacher is assigned a grade level instructional leader, the instructional leader acts as a resource person or their mentor for the school year. Release time, counseling, materials development or overviews on budget expenditures are a few of their responsibilities. Grade level meetings are held twice a month on pertinent topics to allow a venue for discussion and support of the new staff. Monthly staff meetings are held with the teachers and the instructional aides to facilitate communication and improve the quality of instruction in the classroom. Instructional aides are encouraged to participate in the district in-service opportunities.