

San Luis Coastal Unified School District C.L. Smith Elementary School

Grades
Kindergarten through Sixth

Amy Shields
Principal



1375 Balboa Street
San Luis Obispo, CA 93405
Phone: (805) 596-4094
Fax: (805) 544-0703
E-mail: ashields@slcusd.org
Web Site: www.slcusd.org/sm

2003-2004 School Accountability Report Card

Published 2004-2005

DISTRICT OFFICE

1500 Lizzie Street
San Luis Obispo, CA 93401
(805) 549-1200
Fax: (805) 549-9074
E-mail: district@slcusd.org
Web: www.slcusd.org

Edward T. Valentine, Ed.D.
Superintendent

Mary Matakovich, Ed.D.
Assistant Superintendent,
Educational Services

Russell Miller
Assistant Superintendent,
Business Services

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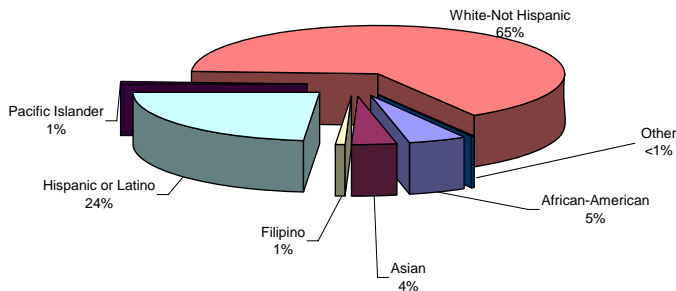
SCHOOL DESCRIPTION AND MISSION STATEMENT

Welcome to C.L. Smith Elementary, a California Distinguished School! Surrounded by hills near Laguna Lake, we have been meeting the needs of students in kindergarten through sixth grade since 1962. The campus has a friendly and open feeling with whimsically painted buildings of teal and magenta. The attractive and well cared for campus is complimented by student murals and a school garden. Visitors soon realize there is something special about this school. Our mission states: "C.L. Smith is a school in which parents, staff, and community collaborate to achieve academic excellence in a caring environment where the intellectual, social, and emotional needs of its students and staff are nurtured, and where children are prepared to become productive, responsible citizens and lifelong learners."



DEMOGRAPHIC INFORMATION

C.L. Smith Elementary School serves grades K through 6. Total enrollment for 2003-04, as of California Basic Educational Data System (CBEDS) day, was 345. The following chart shows the student ethnic demographics for the 2003-04 school year:



OPPORTUNITIES FOR PARENTAL INVOLVEMENT

All families are invited and encouraged to become informed, involved, and empowered. The weekly newsletter, translated into Spanish, keeps parents in tune to the heartbeat of C.L. Smith accomplishments and activities. All teachers utilize class newsletters to keep parents informed on instruction, homework, and upcoming events. EL/Title I Family Night, presented in both English and Spanish, informs parents of the variety of services available to help their child succeed. The principal hosts a monthly



A parent volunteers as a storyteller

breakfast for parents to encourage involvement with school issues. Parents are encouraged to give feedback to the school in a variety of ways. Satisfaction surveys are sent home each trimester and ask parents to rate our school's service to their family. The results of a yearly school improvement survey, and student and parent satisfaction surveys, are used to evaluate effectiveness and make appropriate changes. The School Site Council, made up of parents, teachers, and other staff members, meet on a monthly basis to monitor our School Improvement Plan. Parents are encouraged to e-mail, call, or meet with the principal directly with concerns, compliments, and ideas. For further information, please call C.L. Smith Elementary School and ask for Rosanna Medeiros (PTA President). The school's telephone number is (805) 596-4094.

QUALITY OF INSTRUCTION AND LEADERSHIP

The instructional program at C.L. Smith has been developed and refined over the past few years. A major emphasis has been placed on teaching the California grade-level standards to all students, including those with exceptional needs. Parent and student surveys indicate an overall satisfaction



with the school's instructional program and leadership. On a 5-point scale, parents rated the school's academic performance at 4.24 and the school principal at a 4.59 on the latest parent survey.

We have targeted specific areas for improvement, allocated funds, and implemented programs to help all students meet both the English Language Arts and Mathematics Standards. Guided Process Reading has been implemented as a major reform to our program. Trained teachers and instructional aides work with small groups of students daily on grade level reading skills. Students below grade level in reading are all given a second dose of leveled reading instruction by the classroom teachers. Students who are not yet proficient at reading, writing, or mathematics are provided additional targeted instruction through the Language Lab, Math Lab, Homework Club, or other support services.

C. L. Smith has made a significant effort to address the needs of all our students, including those with exceptional needs. Students above grade level are offered accelerated or advanced work in that subject. We are proud to include a primary and upper grade Special Day Class (SDC) as well as a county-operated Special Day Class as part of our population. Students in SDC classes are all provided opportunities for mainstreaming, inclusion, and leadership based on each child's specific Individualized Education Plan. Reverse mainstreaming works effectively in providing a campus where all students feel part of the school climate.

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT

We have many programs that promote a positive learning environment. We have four school rules we ask all people at school to follow: Be kind; Be responsible; Be respectful; and Be safe. Students are recognized for following rules with our "Caught Ya Being a Superstar" coupons, positive referral to the principal, positive phone calls home, and lots of praise. A monthly Superstar Assembly is held for all students where each student receives an award during the school year for academic achievement or behavior. Students in the 4th-6th grade who earn a 3.0 or higher on their report card are invited to attend a special Honor Society Celebration in the evening with their family. The school counselor provides grade-level specific instruction on developmentally appropriate topics. Class meetings help students learn strategies for solving problems, getting along

with each other, and making appropriate choices. In a typical class meeting, you may see students working together to solve a playground problem, plan a future event, or practice conflict resolution strategies, which in turn creates a safer environment. All students participate in a bully prevention and social skills training. Positive character traits are reinforced through our Word of the Week program. A new word is introduced in every classroom each week by modeling and giving examples.

QUALITY AND CURRENCY OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A priority of the district is to supply staff and students with high quality textbooks and instructional materials. The ratio of textbooks per pupil is one textbook to each student. The district has purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education:

Subject	Year Adopted	Grade Levels	Publisher	Title
English / Language Arts	2003	K-5	Houghton Mifflin	<i>California Reading</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2001	K-6	Scott Foresman	<i>California Mathematics</i>
	2001	K-6 (Pacheco)	Harcourt	<i>Harcourt Math</i>
	2001	7-8	McDougal Littell	<i>Mathematics Course 2 Algebra I Concepts and Skills</i>
History / Social Science	2001	7	Houghton Mifflin	<i>Across the Centuries, 21st Century Edition</i>
	2001	8	Holt, Rinehart & Winston	<i>Call to Freedom: Beginnings to 1914</i>
Science	2003	4-5	Houghton Mifflin	<i>Discovery-Works</i>
	2001	6-8	Prentice Hall	<i>Science Explorer</i>

The District has not purchased materials from the most recent list of standards-based materials adopted by the State Board of Education for the following subjects and grade levels:

- History/Social Science K-6
- Science K-3

The District’s plan is to comply with the new requirements as new State adoptions occur. The plan is that the district will:

- Consider a K-12 history/social science adoption in 2005-06 when the State adopts new K-8 instructional materials in history/social science; and
- Consider a K-12 science adoption in 2006-07 when the State adopts new K-8 instructional materials in science.

The District has adopted the following standards-based materials for Grades 9-12, consistent with the state textbook adoption cycle:

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	Language of Literature
Mathematics	2001	9-12	McDougal Littell	Geometry Algebra II
History / Social Science	2001	10	Heath / McDougal Littell	Modern World History: Patterns for Interaction
		11	Heath / McDougal Littell	The Americans: Reconstruction Through the 20th Century
	12	Prentice Hall	Magruder’s American Government	
		Glencoe	Economics: Principles and Practices	
Science	2001	9	Holt, Rinehart & Winston	Science Spectrum: A Physical Approach
		10	Scott Foresman	Biology: The Web of Life, 2nd Edition
	11	Heath / McDougal Littell	Introductory Chemistry: A Foundation, 4th Edition	
		12	Holt, Rinehart & Winston	Holt Physics 2002

INSTRUCTIONAL MINUTES

The California Education Code establishes a required number of minutes per year for each grade. The following table compares the number of instructional minutes offered at the school level to the state requirement for each grade for the 2003-04 school year.

C.L. Smith Elementary School		
Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1-3	52,260	50,400
4-6	54,000	54,000

TOTAL NUMBER OF MINIMUM DAYS

C.L. Smith Elementary School had a total of twelve (12) minimum days during the 2003-04 school year.

CLASS SIZE

San Luis Coastal Unified School District has completed class size reduction of 20:1 in all grade levels K-3. Currently, this is the maximum number of elementary grade levels for which the state provides funding for class size reduction. In the district, average elementary class size was 24.14. At C.L. Smith Elementary School, actual class size varied from a low of 17 to a high of 34. The actual student/teacher ratio for C.L. Smith Elementary School was 24.2.

TEACHER CREDENTIAL INFORMATION

The chart below reflects a credentialing comparison for C.L. Smith Elementary School over a three-year period:

	2001-02	2002-03	2003-04
Total Number of Teachers	21	19.5	18
Full Credential (fully credentialed and teaching in subject area)	21	19.5	18
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0
Vacant Teacher Positions	0	0	0

TEACHER EVALUATIONS

All probationary and temporary teachers participate in a full evaluation process, which includes setting goals and a variety of observations, conferences, and continuous feedback. Tenured teachers receive a formal evaluation every other year but set goals and have conferences regarding instructional improvement on an annual basis.

SUBSTITUTE TEACHERS

San Luis Coastal Unified School District is able to recruit and retain qualified substitute teachers for all areas of the curriculum. There is difficulty in providing adequate coverage on those days when there are county-wide staff development programs which affect the pool of available substitutes in the entire area. Ninety percent of substitutes hold a full teaching credential. The remaining ten percent are in a credential program and/or hold an emergency credential.

PROFESSIONAL DEVELOPMENT

The district has funded an extensive professional development program using the federal Title II Teacher Quality funds, district funds, and site monies. With the

adoption of new textbooks for reading/language arts in 2003, it was determined that this should be the focus of professional development in 2003-04. Each grade-level met before school started in August to get an overview of the core components of the new reading/language arts program, as well as walk through the student textbook, the teacher's edition, and other teacher resources. K-6 Grade-Level Leads then provided all classroom teachers at each grade level with four days of professional development in the new language arts materials, including reading, writing, differentiation, strategies, use of assessments, etc. Each teacher received five days of professional development for the new adoption. Each of these professional development days was a full day. The district paid for substitutes for the four days held during the school year.

All teachers received student performance data reports profiling their students' assessment history on the state assessments in English/language arts and math. This allowed them the opportunity to organize their class instruction to meet the needs of their students.

In January, the K-6 sites held their own professional development day for teachers. This was a local recess day, so students were not in class. The focus was K-6 writing provided by experts.

Grades 7-12 were also involved in professional development on the topic of secondary reading. Kevin Feldman (Sonoma County Office of Education) and Joanne Rogoff (San Luis Obispo County Office of Education), experts in the field of secondary reading, provided instruction on dealing with struggling readers. Teachers were involved in modifying the reading courses in the middle schools and high schools, as well as developing placement criteria. In addition, they identified reading programs to pilot. Also, middle schools and high schools coordinated their own site-based professional development days prior to school starting and during the school year. New teachers participated in the Beginning Teacher Support and Assessment (BTSA) Program through the San Luis Obispo County Office of Education BTSA Consortium. Each new teacher is assigned an experienced teacher advisor to work with throughout their first two years of teaching.

In the area of Educational Technology, training for CTAP I, II, and III was provided at various sites. Also, training was provided for various district software programs in grades K-12.

Teachers experiencing difficulty or in need of improvement were referred to the Peer Assistance and Review (PAR) Committee, where they were assigned an advisor to work with during the year.

Number of Professional Development Days		
2000-01	2001-02	2002-03
3 days	3 days	3 days

SCHOOL SAFETY PLAN

There is a focus on student safety, health, and well-being as evidenced by our Safe School Plan developed and annually reviewed by parents, teachers, counselor, and principal. The team meets each trimester to problem solve safety issues related to pedestrian, auto, physical, and student interactions. They review school rules and conduct a yearly walk-through of the school facility to identify potential safety hazards. Students are taught safety in the classroom and on the playground. Our Emergency Preparedness Chairperson revises our emergency plan each year and reviews it with all staff. Monthly fire drills, quarterly duck-and-cover drills, and twice-a-year lockdown drills provide staff and students with the confidence needed in case of a real emergency. In addition, our local fire department presents a fire safety assembly to all 3rd-5th grades. The entire school participates in a bicycle safety program sponsored by the local police. Our plan was last updated in September 2004 and reviewed with staff in October 2004.

SCHOOL FACILITIES

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.



The results of this survey are available at the school office or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

C. L. Smith School has 30 classrooms, a multipurpose room, a library and an office. The main campus was built in 1962. Additions were constructed in 1963, 1970, and 1997.

Maintenance and Repair

The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

We recently completed rehabilitation of many of our facilities as part of our Measure A Building Program, which began in 1996. Our facilities are in very good shape.

Cleaning Process and Schedule

The district's Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the Buildings, Grounds and Transportation Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The district budget is \$202,644 for the deferred maintenance program for all district schools. This represents .35% of the district's general fund budget.

Deferred Maintenance Projects

The district's Board of Education has approved deferred maintenance projects for the district's schools. The district's complete deferred maintenance plan is available at the Buildings, Grounds and Transportation Office.

SUSPENSIONS AND EXPULSIONS

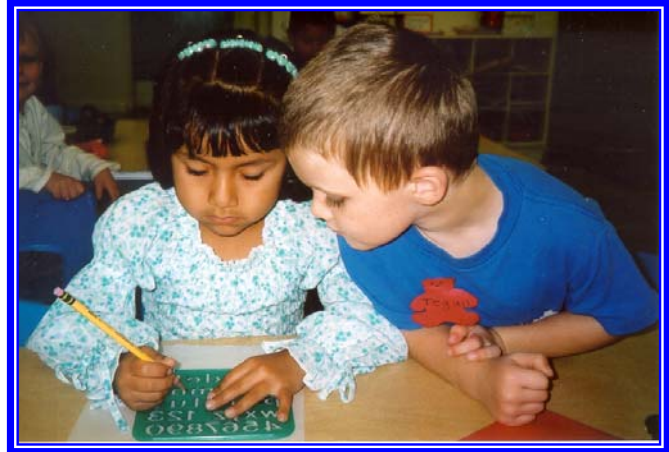
The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. Since San Luis Coastal is a unified school district, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Therefore, the below chart shows a comparison of data with the district-wide average for the same type of school — which, in this case, would be at the elementary school level only.

	C.L. Smith Elementary			District (elementary only)		
	01-02	02-03	03-04	01-02	02-03	03-04
Suspensions (number)	7	18	15	109	172	158
Suspensions (rate)	1.89%	5.0%	4.3%	3.06%	4.5%	4.3%
Expulsions (number)	0	0	0	0	0	0
Expulsions (rate)	0%	0%	0%	0%	0%	0%

STUDENT ACHIEVEMENT

STANDARDIZED TESTING AND REPORTING (STAR)

Through the STAR Program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2 through 11, and Science and History-Social Science in grades 9 through 11; and the California Achievement Test, Sixth Edition (CAT-6), which tests Reading, Language, Mathematics (grades 2 through 11), Spelling (grades 2 through 8), and Science and History-Social Science (grades 9 through 11). Detailed information regarding STAR can be found at <http://star.cde.ca.gov> or by speaking with the school principal.



◆ **California Standards Test (CST)**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

CST – All Students

(percentage of students achieving at the Proficient or Advanced level, meeting or exceeding state standards)

Subject	C.L. Smith			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	56	62	51	58	60	61	32	35	36
Mathematics	60	62	52	54	57	55	31	35	34
Science			41	53	51	36	30	27	25

CST – Racial/Ethnic Groups

(percentage of students achieving at the Proficient or Advanced level, meeting or exceeding state standards)

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White-not Hispanic
English-Language Arts	60		62		31		59
Mathematics	67		77		20		62
Science					31		50

CST – Subgroups

(percentage of students achieving at the Proficient or Advanced level, meeting or exceeding state standards)

Subject	Male	Female	English Learners	Economically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	41	61	3	27	59	17	55	
Mathematics	45	60	17	32	59	30	55	
Science	41	42		14	50		40	

◆ **California Achievement Test, Sixth Edition (CAT-6)**

Reading and mathematics results from the CAT-6 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

CAT – All Students

(percentage of students scoring at or above the 50th percentile)

Subject	C.L. Smith			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	--	66	61	--	70	69	--	43	43
Mathematics	--	72	68	--	74	73	--	50	51

CAT – Racial/Ethnic Groups

(percentage of students scoring at or above the 50th percentile)

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White-not Hispanic
Reading	56		77		34		72
Mathematics	67		92		44		78

CAT – Subgroups

(percentage of students scoring at or above the 50th percentile)

Subject	Male	Female	English Learners	Economically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	52	70	24	37	70	38	64	
Mathematics	63	73	28	44	76	43	71	

CALIFORNIA FITNESS TEST

The percentage of C.L. Smith Elementary School students meeting fitness standards, scoring in the healthy fitness zone on all six fitness standards, is shown below. Detailed information regarding the California Fitness Test can be found at <http://www.cde.ca.gov/ta/tg/pf/> or by speaking with the school principal.

Grade Level	C.L. Smith			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	40.0	44.0	36.7	41.7	43.3	39.9	24.8	26.7	22.9

ACADEMIC PERFORMANCE INDEX (API)

The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. API criteria are subject to change as new legislation is enacted into law. Detailed information about the API can be found at <http://api.cde.ca.gov/> or by speaking with the school principal. The current statewide goal for all schools is 800. Annual interim targets are set for each school.

API – All Students

	API Base Data			API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	777	805	853	API Growth Score	817	847	803
Growth Target	1	*	*	Actual Growth	40	42	-50
Statewide Rank	8	9	9				
Similar Schools Rank	5	7	10				

* = Scored at or above the statewide performance target of 800 in 2003.

API Subgroups – Racial/Ethnic Groups

Hispanic or Latino				Hispanic or Latino			
	2001	2002	2003		2001	2002	2003
API Base Score	639	697	754	API Growth Score	695	750	696
Growth Target	1	1	1	Actual Growth	56	53	-58
White – Not Hispanic				White – Not Hispanic			
	2001	2002	2003		2001	2002	2003
API Base Score	815	833	881	API Growth Score	849	875	844
Growth Target	*	*	*	Actual Growth	34	42	-37

* = Scored at or above the statewide performance target of 800 in 2003.

API Subgroups – Socioeconomically Disadvantaged Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	653	679	748	API Growth Score	696	748	671
Growth Target	1	1	1	Actual Growth	43	69	-77

ADEQUATE YEARLY PROGRESS (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. The following data shows whether all groups of students at C.L. Smith Elementary School made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	C.L. Smith			District		
	2002	2003	2004	2002	2003	2004
All students	--	Yes	Yes	--	No	No
Subgroups						
All Students	--	Yes	Yes	--	Yes	Yes
African American	--	n/a	n/a	--	n/a	n/a
American Indian or Alaska Native	--	n/a	n/a	--	n/a	n/a
Asian	--	n/a	n/a	--	Yes	Yes
Filipino	--	n/a	n/a	--	n/a	n/a
Hispanic or Latino	--	n/a	Yes	--	Yes	Yes
Pacific Islander	--	n/a	n/a	--	n/a	n/a
White-not Hispanic	--	Yes	Yes	--	Yes	Yes
Socioeconomically Disadvantaged	--	Yes	Yes	--	Yes	Yes
English Learners	--	n/a	n/a	--	Yes	Yes
Students with Disabilities	--	n/a	n/a	--	No	No

AVERAGE SALARIES

Data reported are the district average salary for teachers, principals, and superintendents compared to the state average salaries for districts of the same type and size as defined by Education Code Section 41409. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs>.

Category	District	State Average for Districts in Same Category
Beginning Teacher Salary	\$36,421	\$36,096
Mid-Range Teacher Salary	\$51,958	\$56,626
Highest Teacher Salary	\$64,990	\$70,684
Average Principal Salary (Elementary)	\$80,445	\$88,337
Average Principal Salary (Middle)	\$83,810	\$93,252
Average Principal Salary (High)	\$91,182	\$100,430
Superintendent Salary	\$136,856	\$136,519
Percent of Budget for Teacher Salaries	43.9	42.6
Percent of Budget for Administrative Salaries	5.3	5.8

ADDITIONAL COMPENSATION FOR ADMINISTRATORS

Additional compensation for administrators includes life insurance (approximately \$200 per year), a tax sheltered annuity (\$1,000 per year), and mileage stipends.

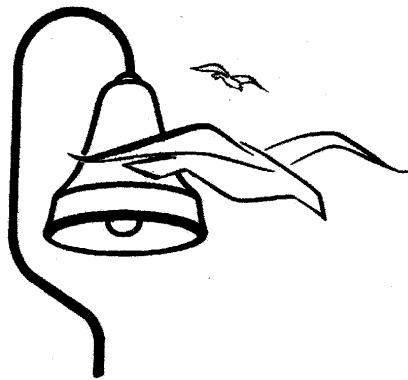
EXPENDITURES

District		State Average for Districts in Same Category	State Average for All Districts
Total Dollars	Dollars per Student	Dollars per Student	Dollars Per Student
\$50,401,538	\$6,678	\$6,882	\$6,822

TYPES OF SERVICES FUNDED

Types of services funded include instructional, transportation, operations, and administrative.





San Luis Coastal Unified School District

Mission Statement

The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community.

The District guarantees to provide the highest quality programs and services possible in order to give all individuals the opportunity to realize their full intellectual, physical, create, emotional, and social potential.