

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
C.L. Smith Elementary School

Kindergarten through Grade 6

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2004-2005 School Accountability Report Card
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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, creative, emotional, and social potential.

DISTRICT OFFICE

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I. General Information

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."

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 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.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	51
Grade 1	50
Grade 2	43
Grade 3	36
Grade 4	47
Grade 5	33
Grade 6	45
Total Enrollment	305

Student Enrollment -- Racial and Ethnic Subgroups

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	17	5.1	Hispanic or Latino	85	25.5
American Indian or Alaska Native	2	0.6	Pacific Islander	0	0.0
Asian	15	4.5	White (Not Hispanic)	201	60.4
Filipino	6	1.8	Multiple or No Response	7	2.1

III. School Safety and Climate for Learning

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 2005 and reviewed with staff in October 2005.

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.

Suspensions and Expulsions

Data reported are the total number of incidents resulting in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's enrollment as reported by CBEDS for the given year.

	School			District (<i>Elementary</i>)		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	18	15	10	173	158	126
Rate of Suspensions	5.0%	4.3%	2.99%	4.5%	4.3%	3.5%
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions -- General Information

The district has ensured that all schools have facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed. For more information about the condition of this school's facilities, please contact the school principal.

Age of School Buildings: This school has 30 classrooms, a multipurpose room, a library, and an administration facility. The main campus was built in 1962; additions were built in 1963, 1970 and 1997.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and in 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.

Cleaning Process and Schedule: The district Board of Education has adopted cleaning standards for all schools in the district. The principal and Operations Supervisor work regularly with the custodial staff to develop cleaning schedules and inspect work 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 and exterior painting, and floor systems.

School Facility Conditions -- Results of Inspection and Evaluation

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 similar to those used by the State of California Office of Public School Construction. The school was inspected in August 2005 and the interim evaluation instrument was completed at that time.

Interim Evaluation	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms, Sewer or Septic System	x		
Playground/School Grounds	x		

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA).

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level .

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	62	51	55	60	61	63	35	36	40
Mathematics	62	52	54	57	55	55	35	34	38
Science		41	49	51	36	44	27	25	27
History-Social Science				48	52	53	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are percent of students achieving at the Proficient or Advanced level for most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	36	*	*	*	29	*	66
Mathematics	36	*	*	*	31	*	66
Science	*	*	*		0		72
History-Social Science							

* = To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST -- Other Subgroups

Data reported are percent of students achieving at the Proficient or Advanced level for most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	46	64	9	29	30	*
Mathematics	53	56	34	32	30	*
Science	59	40	*	19	*	*
History-Social Science						

* = To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile in the year specified.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	66	61	50	70	69	65	43	43	41
Mathematics	72	68	52	74	73	72	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	*		*		57
Mathematics	*	*	*		*		61

* = To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	48	52	*	24	*	*
Mathematics	35	68	*	41	*	*

* = To protect student privacy, scores are not shown when the number of students tested is 10 or less.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	32.3	35.5	29.0	40.3	46.2	34.8	24.5	26.7	22.3

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: Elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API base score are ranked in 10 categories of equal size from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API -- Schoolwide

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	99	100	Percent Tested	99	100	99
API Base Score	805	853	803	API Growth Score	847	803	810
Growth Target	A	A	A	Actual Growth	42	-50	7
Statewide Rank	9	9	8				
Similar Schools Rank	7	10	7				

A = The school scored at or above the statewide performance target of 800.

API -- Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Hispanic or Latino				Hispanic or Latino			
API Base Score	697	754	702	API Growth Score	750	696	691
Growth Target	1	1	1	Actual Growth	53	-58	-11
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	833	881	843	API Growth Score	875	844	870
Growth Target	A	A	A	Actual Growth	42	-37	27

A = The school scored at or above the statewide performance target of 800.

API -- Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	679	748	675	API Growth Score	748	671	690
Growth Target	1	1	1	Actual Growth	69	-77	15

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments;
- Requirement 2: Percent proficient on the state's standards-based assessments;
- Requirement 3: API as an additional indicator; and
- Requirement 4: Graduation rate for secondary schools.

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. "Safe harbor" means the school shows progress of ten percent or more in moving students from scoring at the below proficient level to the proficient level or above.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception or "safe harbor" criteria were met.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	No

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	No
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

N/A = Student group is not numerically significant.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Pacheco Elementary School which provides a dual immersion program, English and Spanish, is the one Program Improvement School in San Luis Coastal Unified School District for the 2004-05 school year.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement	2002-2003	---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	6.7

VI. Class Size

Average Class Size and Class Size Distribution

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2			20.0	2			18.5	2		
1	37.0			2	21.3		3		18.7	3		
2	20.0	2			19.0	2			17.0	3		
3	20.0	2			20.5	1	1		20.0	2		
4	28.0		1		34.0			1	31.0		1	
5	31.0		1		31.0		1		27.5		2	
6	27.0		2		27.0		1		30.5		2	
K-3					20.0	2			13.5	2		
3-4	19.8	3	1									
4-8					27.5		2		11.0	1		

Class Size Reduction Participation

All students in kindergarten through grade 3 are in a class size reduction classroom and have been for at least the previous two years.

VII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%
All Schools in District	94.7%
High-Poverty Schools in District	0
Low-Poverty Schools in District	94.9%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he or she is counted at one school only. Data for teachers with a full credential and teaching outside his or her subject area are provided by the district.

	2003	2004	2005
Total Teachers	21	20	22
Teachers with Full Credential	21	20	22
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	*	*	2
Total Teacher Misassignments	*	*	2

*Information was not required in these years and not easily determined.

Teacher Education Level

	School	District
Doctorate	0.0%	0.5
Master's Degree plus 30 or more semester hours	13.6%	20.0
Master's Degree	22.7%	19.0
Bachelor's Degree plus 30 or more semester hours	63.6%	46.2
Bachelor's Degree	0.0	14.4
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
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 countywide 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.

Counselors and Other Support Staff

Title	FTE
Counselor	.5
Library Media Teacher (Librarian)	
Psychologist	.27
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

VIII. Curriculum and Instruction

School 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

Professional Development

The district has funded an extensive professional development program using federal Title II Teacher Quality funds, district funds, and site monies. With the adoption of new instructional materials for reading/language arts in 2003, it was determined that reading/language arts should continue to be the area of emphasis for professional development in 2004-05. The primary focus of these sessions was writing. Grade-level lead teachers, kindergarten through grade 6, provided all classroom teachers at each grade level with four days of professional development in writing. Each day of training focused on a different genre of writing. Teachers of grades 7 and 8 also participated in several days of professional development on the topic of writing. The district paid substitutes to cover teachers' classrooms for each of these professional development days.

In January, the K-6 sites held their own professional development day for teachers or participated in a district-sponsored workshop. The focus of this day was writing and was facilitated by content experts. Teachers of grades 7 through 12 met several days by department, by school, and across grade levels for collaboration and planning. The collaboration included opportunities for selected middle school and high school departments to meet.

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 California Technology Assistance Project (CTAP) I, II, and III was provided at various sites. Also, training was provided for various district software programs in kindergarten through grade 12. Teachers experiencing difficulty or in need of improvement were referred to the Peer Assistance and Review (PAR) Committee and assigned an advisor to work with during the year.

In addition, prior to the beginning of school in August, teachers at all grades levels received student performance data reports profiling their students' assessment history on the state assessments in English/language arts, math, science, history, and English language proficiency. This allowed teachers the opportunity to organize their class instruction to meet the needs of their students.

Quality and Currency of Textbooks and Instructional Materials.

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

Core Curriculum Area	Year Adopted	Grade Levels	Publisher	Title
Reading/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 & Skills</i>
Science	2003	4-5	Houghton Mifflin	<i>DiscoveryWorks</i>
	2001	6-8	Prentice Hall	<i>Science Explorer</i>
History/Social Science	2001	7	Houghton Mifflin	<i>Across the Centuries, 2^{1st} Century Edition</i>
	2001	8	Holt, Rinehart & Winston	<i>Call to Freedom: Beginnings to 1914</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:

- Science K-3
- History/Social Science K-6
- Health K-12

The district will comply with the new requirements as new state adoptions occur. The plan is that the district will:

- Consider a K-12 Science adoption in 2006-07 when the state adopts new K-8 instructional materials in Science.
- Consider a K-12 History/Social Science adoption in 2005-06 when the state adopts new K-8 instructional materials in History/Social Science.
- Consider a K-12 Health adoption in 2005-2006.

Availability of Sufficient Textbooks and Instructional Materials

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	1 per student
Mathematics	1 per student
Science	1 per student
History/Social Science	1 per student
Health	1 per student
Science Laboratory Equipment (grades 9-12)	Meets sufficiency requirements

Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	52,800	50,400
2	52,800	50,400
3	52,800	50,400
4	54,144	54,000
5	54,144	54,000
6	54,144	54,000

Minimum Days in School Year

This elementary school had 12 minimum days in the 2004-05 school year for students in grades 1 through 6. Kindergarten students did not have any early dismissal days.

IX. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,500	\$36,407
Mid-Range Teacher Salary	\$53,000	\$58,063
Highest Teacher Salary	\$67,000	\$70,826
Average Principal Salary (Elementary)	\$84,187	\$88,349
Average Principal Salary (Middle)	\$88,869	\$93,865
Average Principal Salary (High)	\$95,424	\$101,660
Superintendent Salary	\$147,520	\$137,619
Percent of Budget for Teacher Salaries	42.5	42.3
Percent of Budget for Administrative Salaries	5.4	5.6

District Expenditures (Fiscal Year 2003-04)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$51,502,075	\$6,957	\$6,987	\$6,919

Types of Services Funded

Funded services include instructional, transportation, operation, and administrative.

Note: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines. Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available. For more information or details on individual sections of the report, please contact the school principal or see the CDE web site at <http://www.cde.ca.gov/ta/ac/sa>.

C.L. Smith

