

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

Kindergarten through Grade 6

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2005-2006 School Accountability Report Card
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DEC 2006-NOV 2007**

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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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The Board of Education of San Luis Coastal Unified School District adopted the following District Goals for Strategic Planning on November 1, 2005:

Student Achievement and Well-Being

To provide for each student a safe school that knows and cares about the student, clarifies what is important for that student to know and be able to do, continually refines instructional practices, maintains accountability for student's achievement and well-being; and develops in the student a sense of personal responsibility for his or her education.

Budget Development

To develop a balanced budget based upon reasonable but conservative assumptions.

Facilities and Infrastructure

To plan for long-range systematic expansion/contraction, repair and replacement of district facilities and infrastructure.

Employee Recruitment and Retention

To develop systems for recruitment, induction, retention, placement, and professional growth of employees.

Community Confidence

To develop community confidence through active outreach, transparent processes, open communication, and meaningful partnerships.

Governance

To develop a community vision for our schools and a respectful forum for community input.

I. About C.L. Smith Elementary School

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 with our school. The weekly newsletter, which is 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 which 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. Our PTA meets monthly to plan activities and fund raisers to support our school program. There are numerous opportunities for parents to be involved with the PTA. For further information, please call C.L. Smith Elementary School and ask for Kathi Settle, PTA President. The school's telephone number is 805-596-4094.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	36
Grade 2	41
Grade 3	51
Grade 4	46
Grade 5	39
Grade 6	62
Total Enrollment	312

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	5.1	White (not Hispanic)	57.4
American Indian or Alaska Native	0.6	Multiple or No Response	2.6
Asian	2.6	Socioeconomically Disadvantaged	37.5
Filipino	1.0	English Learners	17.0
Hispanic or Latino	30.4	Students with Disabilities	16.0
Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	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	20.0	2			18.5	2			18.5	2		
1	21.3		3		18.7	3			19.0	1		
2	19.0	2			17.0	3			19.0	1		
3	20.5	1	1		20.0	2			20.0	2		
4	34.0			1	31.0		1		34.0			1
5	31.0		1		27.5		2					
6	27.0		1		30.5		2		35.0			1
K-3	20.0	2			13.5	2			17.3	4		
4-8	27.5		2		11.0	1			26.0	1	1	1

Participation in the Class Size Reduction Program

All students in all district elementary schools in kindergarten through grade 3 are assigned to a classroom that participates in the Class Size Reduction Program.

II. School Climate

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. The team reviews 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 the event of a real emergency. In addition, our local fire department presents a fire safety assembly to all students in grades 3 through 5. The entire school participates in a bicycle safety program sponsored by the local police. Our plan was last updated in September 2006 and reviewed with staff in October 2006.

School Discipline Practices

There are 4 simple rules that guide the behavior expectations of everyone at school – students, faculty and other employees.

1. Be kind
2. Be responsible
3. Be respectful
4. Be safe

Besides these four rules, we have some specific school and playground rules, which are reviewed at the beginning of the year with each student. In class, teachers and students also develop their classroom rules.

C.L. Smith provides a variety of ways to promote a positive learning environment including student incentives, such as Honor Society, Superstar Award Assemblies, Attendance Awards, Positive Referral to the Principal, Math Masters, and Caught Ya Being a Superstar coupons. Students are offered choices during recess and after school to join Chess Club or participate in Dance Club. We offer a before-school band and an after-school Homework Club. We also provide an abundance of opportunities for students to get involved with providing community service and leadership for our school. Students may serve on Student Council, Peace Patrol, Reading Buddies, lunch helpers and ball room monitors. Students may be a big buddy to a younger student or provide after-school tutoring to a first grader.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District (Elementary)		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	4.3	2.99	3.21	4.3	3.5	3.46
Expulsions	0	0	0	0	0	0

III. 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 from the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office.

Following 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 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 Buildings, Grounds and Transportation. 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. For the 2005-06 school year, the district budget was \$202,644 for the deferred maintenance program for all district schools. This represents .35% of the district's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the district's Board of Education approved deferred maintenance projects for the district's schools. The district's complete deferred maintenance plan is available at Buildings, Grounds and Transportation.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer/Septic	✓		
Playground/School Grounds	✓		
Other	✓		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	20	22	19	379
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

The school district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the past three years.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at this school and the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.1	5.9
All Schools in District	97.0	3.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	97.0	3.0

Substitute Teacher Availability

The 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.

Teacher Evaluation Process

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.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	624
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.8	
Psychologist	0.2	
Social Worker	0.0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0.0	

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student, including English Learners.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
English/Reading/Language Arts	1 per student
Mathematics	1 per student
Science	1 per student
History/Social Science	1 per student
Health	1 per student

K-8 Core Curriculum Areas

The district has purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education:

Subject	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>DiscoveryWorks</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

Therefore, in 2005-2006, 100% of the K-6 students lacked sufficient standards-aligned textbooks in social science; and 100% of the K-3 students lacked sufficient standards-aligned textbooks in science. However, all students had a textbook from a previous adoption.

The district plan is to comply with the new requirements as new state adoptions occur:

- Consider new K-8 history/social science instructional materials adopted by the state in 2005 for adoption by the district in spring 2007, and implementation in 2007-2008; and
- Consider new K-8 science instructional materials adopted by the state in 2006 for adoption by the district in spring 2008, and implementation in 2008-2009.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries is found at the CDE web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,260	\$2,160	\$6,100	\$64,824
District			\$6,095	\$60,215
Percent Difference - School Site and District			0.09%	7.65%
State			\$4,743	\$57,067
Percent Difference - School Site and State			28.64%	13.59%

Types of Services Funded

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

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,000	\$37,730
Mid-Range Teacher Salary	\$54,500	\$59,397
Highest Teacher Salary	\$71,000	\$72,979
Average Principal Salary (Elementary)	\$89,736	\$90,266
Average Principal Salary (Middle)	\$94,726	\$95,759
Average Principal Salary (High)	\$101,713	\$103,395
Superintendent Salary	\$150,470	\$143,489
Percent of Budget for Teacher Salaries	41.8	41.5
Percent of Budget for Administrative Salaries	5.4	5.6

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	51	55	51	61	63	63	36	40	42
Mathematics	52	54	50	55	55	56	34	38	40
Science	41	49	46	36	44	62	25	27	35

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	27	27	*
American Indian or Alaska Native	*	*	
Asian	*	*	
Filipino	*	*	
Hispanic or Latino	22	23	*
Pacific Islander	*	*	
White (Not Hispanic)	68	66	54
Male	44	47	42
Female	60	56	50

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
Economically Disadvantaged	24	26	9
English Learners	12	10	
Students with Disabilities	24	26	*
Students Receiving Migrant Education Services	*	*	

- In order to protect student privacy, scores are not shown when fewer than 10 students are tested.

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE web site at <http://star.cde.ca.gov/>.

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	61	50	50	69	65	60	43	41	42
Mathematics	68	52	56	73	72	69	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	28	33
White (not Hispanic)	71	75
Male	42	50
Female	58	62
Economically Disadvantaged	22	30
English Learners	9	27
Students with Disabilities	*	*

- In order to protect student privacy, scores are not shown when fewer than 10 students are tested.

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. In 2005-06, 21.6% of 5th grade students at this school met fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	8	8
Similar Schools	10	6	7

API Changes by Student Group -- Three Year Comparison

This table displays, by numerically significant student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Results are only provided for numerically significant student groups.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-50	7	-35	775
Hispanic or Latino	-58	-11	-52	639
White (not Hispanic)	-37	27	-27	843
Socioeconomically Disadvantaged	-77	15	-39	651

State Award and Intervention Programs

All schools in the district scored above the 50th percentile on the Standardized Testing and Reporting (STAR) Program and, therefore, were not eligible to apply for grant funding through the Immediate Intervention Underperforming Schools Program (II/USP). No Governor's Performance Awards Program funding was allocated for the 2005-2006 school year.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics;
- Percent proficient on the state's standards-based assessments in ELA and mathematics; and
- API as an additional indicator.

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.7

X. Instructional Planning and Scheduling

School Instruction and Leadership

The instructional program at C.L. Smith is consistently being reviewed, refined and improved based on student need. A major emphasis is 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 five 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 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 2 Special Day Classes operated by the San Luis Obispo County Office of Education as part of our school family. 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 positive school climate.

Our School Leadership Team is made up of seven teachers (1 from each grade level) and the principal. The team meets monthly to review the school plan, resolve school issues, and plan for future curriculum and instruction improvements.

Professional Development

The district has funded an extensive professional development program using federal Title II Teacher Quality funds, district funds, site monies, and the Enhancing Education Through Technology (EETT) Grant. District-paid substitutes covered teachers' classrooms for professional development days during the school year.

Kindergarten - Grade 6 Teachers	Site-sponsored half-day professional development workshop
Kindergarten - Grade 6 Teachers	Half-day district-sponsored workshop on new reading assessments
Kindergarten - Grade 2 Teachers	Half-day workshop on the Developmental Reading Assessment (DRA) provided by Celebration Press
Kindergarten - Grade 3 Teachers	Half-day scoring workshop for the District Writing Assessment (DWA)
Grades 3 - 6 Teachers	Half-day workshop on the Scholastic Reading Inventory
Grades 4 - 8 Teachers	Full-day scoring session for the district writing assessment
Grades 7 - 12 Spanish/French Teachers	Full day of training on the use of the newly adopted materials

Additionally,

- Teachers with two or more English Learners/Reclassified Fluent English Proficient students who performed at the mid-basic level on last year's English/Language Arts Content Standards participated in two full days of *The Focused Approach to Frontloading English Language Instruction* presented by the California Reading and Literature Project.
- Secondary math and English teachers participated in a three-day West Ed professional development day working toward developing core assessments.
- In the area of Educational Technology, approximately 24 teachers of students in grades 4 through 8 attended a two-day Video Editing Workshop funded by the EETT Grant and sponsored by Pearson Education. This workshop was designed for educators interested in conducting digital storytelling projects with students.
- Training to integrate technology into the classroom was offered for one hour each Tuesday for two months in the spring for teachers on the following subjects: On-Demand Video with United Streaming, K-6 Online Math Resources, and Moodle (online classroom).
- 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 was assigned an experienced teacher advisor to work with throughout their first two years of teaching.

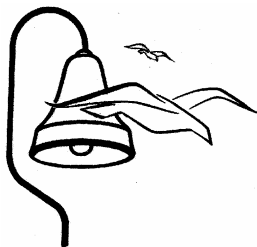
Finally, prior to the beginning of school in August, teachers at all grade levels received student performance data reports profiling their students' assessment history on the state assessments in English/language arts, math, science, history, and English language proficiency. This allowed teachers the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

Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	47,700	36,000
1	52,260	50,400
2	52,260	50,400
3	52,260	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000

Minimum Days in School Year

Smith Elementary School had 12 shortened school days for the purposes of professional development and parent/teacher conferences.



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.