

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Average Class Size and Class Size Distribution

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	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	27	--	3	28.3	--	3	30	--	4
1	19.8	6	--	19.4	7	--	19.3	7	--
2	19.6	5	--	19.2	6	--	18.7	6	--
3	30	--	4	29.4	--	5	31.2	--	5
4	30	--	4	28	1	4	31.6	--	4
5	28	--	4	29.8	--	5	31.8	--	4

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The school's comprehensive safety plan is designed to ensure the safety of all students and staff. It includes procedures for emergency drills, lockdowns, and active shooter incidents. The plan also addresses fire safety, natural disasters, and other potential threats. Regular training and drills are conducted to ensure that all staff and students are familiar with the procedures. The school also has a clear communication protocol for emergencies, including the use of two-way radios and a mass notification system. The safety plan is reviewed and updated annually to reflect changes in the school environment and best practices in school safety.

The school's safety plan is a comprehensive document that covers all aspects of school safety. It is a living document that is updated as needed. The school also has a strong partnership with local law enforcement and emergency services to ensure the safety of the school community. The school's safety plan is a key component of its overall commitment to providing a safe and secure learning environment for all students.

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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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	2.00%	0.20%	1.00%	5.00%	5.00%	4.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.07%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Built in 1951, with additional classroom wings built between 1955 and 1960 Smith School is situated on 9.83 acres. The school buildings span 83,398 square feet, consisting of 25 permanent classrooms, 12 portable classrooms, staff room, a media/technology center, school library, special education classrooms, and YMCA day care. The portable classrooms are primarily used to accommodate growth and reduce class size. The school recently added a new area around the playground. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of March 28, 2006.

School Facility 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	Repair Status			F YdUjf 'BYYX'UbX 5 Wjcb 'HU_Yb'cf 'D'UbbYX
	Good	Fair	Poor	
Other Yes				
Other Action				
Other 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				
Playground/School Grounds				
Roofs				
Overall Cleanliness				

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary				

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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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	35	34	283
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area	0	0	--	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07
Misassignments of Teachers of English Learners	--	0
Total Teacher Misassignments	--	--
Vacant Teacher Positions	0	3

Core Academic Classes Taught by No Child Left Behind 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 the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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	100.0%	0.0%
All Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Ei U]mž7 i ffYbWřZUbX'5 j U]UW]J]m cZHYI H'cc_g'UbX ðbgfi W]cbU`A UHf]Ug	DYfWbhcZDi d]g K\ c`@W`H Yf`Ck b 5gg][bYX`HYI H'cc_g'UbX ðbgfi W]cbU`A UHf]Ug
Reading/Language Arts	Houghton-Mifflin, A Legacy of Literacy, 2003	0
Mathematics	Houghton-Mifflin, Mathematics, 2002	0
Science	Pæ& ~ o'as^ ĚQ&ĚP æ& ~ o'U&a } & Ě0 Ōæā[!] āŌŌāā } ĚŌ!æ^•SĚĚĚĚĚ P[~ * @ } Ě ā-ā ĚU&a } & Ōā & ç^!`Y [!\•ĚŌ!æ^•Ā Ě ĚĚĚĚĚ	0
History-Social Science	Ū&[αQ !^•{ æ ĚP ā d `ĚU] &æ U&a } &^A !Ōæā[!] āŌŌ!æ^•SĚĚĚ ĚĚĚ P[~ * @ } Ě ā-ā ĚP ā d `ĚU] &æ U&a } &^ĚĚĚ ĚĚĚĚ	0
Foreign Language		0
Health		0
Science Laboratory Equipment (grades 9-12)		0

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 school expenditures and teacher salaries can be 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	\$4,380.81	\$594.77	\$3,786.05	\$65,525.00
District	--	--	--	\$66,118.00
Percent Difference - School Site and District	--	--	--	1%
State	--	--	\$4,943.00	\$61,005.00
Percent Difference - School Site and State	--	--	23%	-7%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

No Data Available

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,186.00	\$39,984.00
Mid-Range Teacher Salary	\$70,020.00	\$63,798.00
Highest Teacher Salary	\$85,404.00	\$79,204.00
Average Principal Salary (Elementary)	\$105,102.00	\$99,820.00
Average Principal Salary (Middle)	\$101,181.00	\$102,340.00
Superintendent Salary	\$151,200.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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 the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	66%	70%	72%	65%	68%	70%	40%	42%	43%
Mathematics	73%	75%	81%	65%	69%	69%	38%	40%	40%
Science	53%	56%	57%	53%	59%	66%	27%	35%	38%
History-Social Science	--	--	--	45%	55%	55%	32%	33%	33%

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	--	--	--
American Indian or Alaska Native	--	--	--
Asian	86%	90%	60%
Filipino	--	--	--
Hispanic or Latino	55%	73%	--
Pacific Islander	--	--	--
White (Not Hispanic)	72%	81%	58%
Male	67%	79%	62%
Female	77%	83%	52%
Economically Disadvantaged	63%	66%	47%
English Learners	37%	42%	--
Students With Disabilities	44%	49%	--

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Norm-Referenced Test

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/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	59%	58%	54%	64%	65%	64%	41%	42%	42%
Mathematics	76%	78%	77%	72%	73%	76%	52%	53%	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	DfWbhcZGh XYbHg'GWtf]b['Uicf 5 Vcj YH YBU]cbU '5 j YfUj Y	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	55%	91%
Hispanic or Latino	27%	73%
Pacific Islander	--	--
White (Not Hispanic)	57%	78%
Male	50%	76%
Female	59%	78%
Economically Disadvantaged	41%	76%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	DfWbhcZ Gh XYbHg' A Yf]b[:]tbYgg' GfUbxUfXg
5	25.0%

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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	2004	2005	2006
Statewide	8	9	9
Similar Schools	1	3	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	45	3	11	878
White (Not Hispanic)	55	2	8	882

Adequate Yearly Progress

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

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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/>.

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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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

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	Not In PI
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	11.1%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

