



Agnes L. Smith Elementary School

770 17th Street • Huntington Beach, CA 92648 • (714) 536-1469 • Grades K-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Huntington Beach City School District

20451 Cramer Lane
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www.hbcasd.us

District Governing Board

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Shari Kowalke
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Superintendent
Jennifer Shepard
**Assistant Superintendent
Educational Services**

Patricia Hager
**Assistant Superintendent
Human Resources**

Jon M. Archibald
**Assistant Superintendent
Administrative Services**

School Description

Vision - High Academic Achievement for All Students

Mission - The Relentless Pursuit of Learning

Smith Elementary School is located in the southern section of the City of Huntington Beach, three blocks from the Pacific Ocean. It was built in 1950 and was originally intended to be an extension of the current K - 8 school named, "Central School" as an overflow for their crowded campus. As the population of the surrounding neighborhood grew, Smith continued to add more classrooms to the campus. Around 1966, Smith became an elementary school and Central School became a junior high school. Smith is named after its first principal, Agnes L. Smith, an instructional leader, dedicated to helping students become life-long learners and productive citizens. Smith School is a learning community of 850 students in grades K - 5, 50 teachers and support staff, and a thriving extended family of parents and community members. The classrooms are equipped with Smartboards, document cameras and multiple computers. Our school is an inviting, safe, clean, attractive campus that provides an optimal learning environment and is an asset to our community. We are diligent in our pursuit of learning. Smith Surfers continually strive to be the very best as we Ride the Wave of Success.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (714) 536-1469 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	125
Grade 1	122
Grade 2	145
Grade 3	126
Grade 4	128
Grade 5	160
Total Enrollment	806

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.7
Asian	6.8
Filipino	0.4
Hispanic or Latino	19.5
Native Hawaiian or Pacific Islander	0.2
White	65.1
Two or More Races	6.1
Socioeconomically Disadvantaged	20.7
English Learners	4.3
Students with Disabilities	8.8
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Agnes L. Smith Elementary School	13-14	14-15	15-16
With Full Credential	31	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	13-14	14-15	15-16
With Full Credential	♦	♦	264.8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Agnes L. Smith Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Adoption Year 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Adoption Year 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adoption Year 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Houghton Mifflin Adoption Year 2007 Scott Foresman - K-1 Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Smith School was built at various times during the 1950's with portable classroom buildings added in the late 1980's through the 1990's. This site consists of an office area, library, multipurpose room, original 24 classrooms and 14 portable classrooms. The site also has a YMCA portable building used for before and after school child care.

The 17th street parking lot was expanded to provide more parking and improve safety in the student drop-off area. The new parking area includes some pervious pavement that reduces runoff of storm water, allowing water to soak into the ground naturally at the site.

This site has a solar array next to the multipurpose room to provide shade for lunch tables and the site has been retrofit with energy efficient interior and exterior lighting.

Improvements completed during 2014 included new roofs on four portable classrooms and replacement of exterior doors on the multipurpose room.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 20, 2014

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	82	79	79	88	85	84	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	65	71	44
Math	63	63	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.90	25.00	46.30

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	79
Male	82
Female	76
Black or African American	--
Asian	92
Filipino	--
Hispanic or Latino	66

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	81
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	63
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	125	124	99.2	18	22	30	31
	4	130	125	96.2	19	22	32	27
	5	165	162	98.2	9	17	39	34
Male	3	125	83	66.4	18	24	30	28
	4	130	83	63.8	20	24	31	24
	5	165	79	47.9	14	14	44	27
Female	3	125	41	32.8	17	17	29	37
	4	130	42	32.3	17	17	33	33
	5	165	83	50.3	5	20	34	41
Black or African American	5	165	1	0.6	--	--	--	--
American Indian or Alaska Native	3	125	1	0.8	--	--	--	--
	4	130	1	0.8	--	--	--	--
Asian	3	125	9	7.2	--	--	--	--
	4	130	5	3.8	--	--	--	--
	5	165	13	7.9	8	8	23	62
Filipino	3	125	1	0.8	--	--	--	--
	5	165	1	0.6	--	--	--	--
Hispanic or Latino	3	125	24	19.2	29	38	21	13
	4	130	23	17.7	17	26	30	26
	5	165	34	20.6	18	24	32	24
Native Hawaiian or Pacific Islander	4	130	1	0.8	--	--	--	--
White	3	125	81	64.8	14	20	32	35
	4	130	90	69.2	20	20	33	27
	5	165	103	62.4	6	17	43	34

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3	125	8	6.4	--	--	--	--
	4	130	5	3.8	--	--	--	--
	5	165	9	5.5	--	--	--	--
Socioeconomically Disadvantaged	3	125	23	18.4	39	13	26	22
	4	130	35	26.9	20	34	31	14
	5	165	33	20.0	21	18	42	18
Students with Disabilities	3	125	18	14.4	50	22	17	11
	4	130	18	13.8	56	33	6	6
	5	165	8	4.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	125	124	99.2	9	23	37	30
	4	130	125	96.2	7	34	37	22
	5	165	163	98.8	9	29	29	33
Male	3	125	83	66.4	6	27	33	34
	4	130	83	63.8	5	36	36	23
	5	165	80	48.5	9	26	30	34
Female	3	125	41	32.8	15	17	46	22
	4	130	42	32.3	12	29	38	21
	5	165	83	50.3	8	31	29	31
Black or African American	5	165	1	0.6	--	--	--	--
American Indian or Alaska Native	3	125	1	0.8	--	--	--	--
	4	130	1	0.8	--	--	--	--
Asian	3	125	9	7.2	--	--	--	--
	4	130	5	3.8	--	--	--	--
	5	165	13	7.9	8	23	15	54
Filipino	3	125	1	0.8	--	--	--	--
	5	165	1	0.6	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3	125	24	19.2	21	33	38	8
	4	130	23	17.7	4	30	48	17
	5	165	35	21.2	26	29	26	17
Native Hawaiian or Pacific Islander	4	130	1	0.8	--	--	--	--
White	3	125	81	64.8	7	19	43	31
	4	130	90	69.2	7	34	37	22
	5	165	103	62.4	4	28	32	36
Two or More Races	3	125	8	6.4	--	--	--	--
	4	130	5	3.8	--	--	--	--
	5	165	9	5.5	--	--	--	--
Socioeconomically Disadvantaged	3	125	23	18.4	26	17	30	22
	4	130	35	26.9	14	49	29	9
	5	165	33	20.0	21	36	24	18
Students with Disabilities	3	125	18	14.4	39	28	22	6
	4	130	18	13.8	39	44	11	6
	5	165	8	4.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Smith School. The Smith School Parent Teacher Association (PTA) has made generous contributions of time and money to numerous programs and activities, including: field trips, assemblies, book fairs, skating parties, Fibo Art, Art Reflections, and Family Art Nights. Smith is fortunate to have a large number of parents that volunteer their time working in the classroom to assist teachers and provide small group instruction. The school's programs have also been enriched by the generous contributions made by the following organizations: Huntington Beach Education Foundation, Rainbow Recycling, Barnes and Noble Booksellers, Huntington Harbor Philharmonic, Target, Las Damas, and Kohl's.

Many parents also participate in programs where their employers match donations to the school. The Huntington Beach Education Foundation (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants for technology and supplemental materials.

Parents are encouraged to be involved at Smith School by volunteering in the classroom, planning school PTA sponsored activities such as the Pumpkin Patch and Jog-a-thon and by joining one of the many PTA or school committees that enhance our school program. Parents can go to our PTA website at www.smithpta.org to learn how to get involved. Also, parents can serve on our School Site Council (SSC) or English Learner Advisory Committee (ELAC) by participating in our election process during the fall of each school year.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in October of 2015.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Improvements at the Smith campus include replacement of roofing, installation of a new telephone system, and modernization of five classroom buildings. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation provide the necessary funding for District wide modernization efforts. Smith School received an apportionment of \$5.3 million for its upgrades and modernization projects.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.34	0.60	0.47
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.85	1.86	2.40
Expulsions Rate	0.00	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	29	28	31				5	4	4			
1	30	31	31				4	4	4			
2	31	29	29				4	5	5			
3	31	32	31				4	3	4			
4	30	33	32				5	1	3		4	1
5	30	29	27			1	6	5	4			1
Other	9	4		1	1							

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.6
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1
Resource Specialist	N/A
Other	N/A

Average Number of Students per Staff Member

Academic Counselor	N/A
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* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

All training and curriculum development at Smith School revolves around the Common Core State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation time lines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. In the 2014-2015 school year, three staff development days were held during the school year which will involve curriculum based staff training in Accelerated Reader instructional program, Daily 5/CAFE reading program, Number Talks, ST Math and Extending Children's Mathematics, Common Core Standards and data analysis through Professional Learning Communities.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Smith School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts in the area of staff development. Recent topics included the Accelerated Reader program for increasing reading comprehension, Thinking Maps, Rebecca Sitton Word Study Skills and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments in grades K-5. Smith staff has also focused on improving math instruction. Staff development has been provided in Cognitively Guided Instruction (CGI), in grades kindergarten, first, and second. Staff development in Extending Children's Mathematics has been provided in third, fourth and fifth grade. Staff development will continue on this topic for grades three and five in the 2015-2016 school year. All staff has participated in staff developmental for ST Math through the Mind Research Institute.

A portion of our school funding is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Professional Development Center. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$43,091
Mid-Range Teacher Salary	\$81,044	\$70,247
Highest Teacher Salary	\$98,852	\$89,152
Average Principal Salary (ES)	\$122,672	\$112,492
Average Principal Salary (MS)	\$119,284	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$200,510	\$192,072
Percent of District Budget		
Teacher Salaries	45%	41%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5034.53	533.01	4501.52	84413
District	◆	◆	1544.10	80000
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			191.5	5.5
Percent Difference: School Site/ State			-15.8	15.6

* Cells with ◆ do not require data.

Types of Services Funded

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

The Gifted and Talented Education (GATE) program at our school serves approximately 10-24 students per grade level for grades two through five. This program provides challenging instruction to students capable of achieving significantly beyond the level of their peers. GATE classes are taught by fully credentialed, GATE-trained teachers, who annually participate and attend GATE training and workshops sponsored by the California Association for the Gifted.

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low income, low-achieving students and other designated students with special needs. Smith School uses Title I funds to assist students identified as failing, or most at risk of failing, to meet the State Board of Education standards. Information regarding Title I designation assists parents and the school community to understand the impact No Child Left Behind (NCLB) will have on Smith School. NCLB requires evaluation of student performance both school wide and by specific subgroups within the student population. Voyager Passport is an intervention program used for primary grade Title I students. Scholastic's Read 180 is an intervention program used with fourth and fifth grade students.

Smith School sponsors many supplemental activities and educational programs for our students and their families. We have purchased I-pads for use by our English language learners to provide additional access to our supplemental programs in addition to computer lab visits.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.