

# CARL SMITH MIDDLE SCHOOL

## School Accountability Report Card

2008-09

23825 Ave 92  
Terra Bella, Ca 93270  
559-535-4451 ext. 1101  
Fax 559-535-0829

“A safe place to learn  
and grow”

Principal  
Guadalupe Roman  
Grades  
6th through 8th

### Principal's Message...

At Carl Smith Middle School we work hard to fulfill our mission of ensuring that all students, faculty, and staff are achieving, leading and succeeding. We provide a caring environment that seeks to develop self-esteem, self-motivation, and a sense of responsibility in young people. Every child is taught at grade level, and our goal is for each student to read and write at grade level.

As the first step toward helping students achieve academic and social success, we encourage positive relationships and mutual respect among teachers, students, parents, and the community. In this supportive and safe environment, we implement multiple learning strategies and provide challenging academic expectations. In the past five years, we have gone through a complete reorganization of the English Language Arts and Mathematics curriculum and as resulted in a strong emphasis on raising our language fluency, writing skills, reading comprehension and mathematics skills.

A number of enrichment opportunities continue to be available to our students to expand their classroom experiences. Students may participate in our Athletic Program, After-School Program, Saturday School Program or become a part of our Student Council. Students always enjoy our social events, such as dances, and our many other programs and events that are offered throughout the school year. All students are required to have physical education.

I always try to maintain a high profile within the school grounds and the community. One of my priorities is maintaining a high level of parental contact, be it negative or positive, with regards to the students' achievements or behavior. We are involved in regular and very popular informational parent meetings that occur about every six weeks on the Carl Smith Middle School campus. We encourage our parents to become involved in the life of their student and our school by participating in parent organizations, parent meetings, or volunteering for different events, dances, graduation, etc.

### The Vision

The Terra Bella Union Elementary School District shall provide a safe learning environment to promote an attitude of life long learning and prepare our students to be leaders and productive citizens of the 21st Century. We will raise levels of expectations in order to build resiliency and readiness in the students that will allow them to excel at the next academic level.

### Mission Statement

Terra Bella Elementary Union School district is a “Safe Place to Learn and Grow, and Excel. The central interest of the Terra Bella Union Elementary District learner, for who the Terra Bell Elementary is committed to creating a safe, supportive environment which promotes the acquisition of skills and knowledge for life long personal growth. To this end we recognize that learning is a process that requires strong instructional leadership, quality instruction and active participation of the students and parent. While maintaining high expectation we recognize the needs of the individual and the effect that success has on the students self esteem.



1. School Enrollment and Attendance

Schools district receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Carl Smith Middle School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, and makes phone calls to parents on a daily basis and will send letters home if absences become a problem.

Students are referred to the Terra Bella Unified School District School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classrooms, school and district counseling are not effective.

Carl Smith Middle School, Enrollment by Grade 2008-09	
	Enrollment
6th Grade	96
7th Grade	76
8th Grade	93
<b>Total</b>	<b>265</b>

2. Class size

The Board of Trustees has established low class size as one of the Board's top priorities. For 2008-2009, the average class sizes at Carl Smith Middle School can be seen on the chart below. Average class size is the number of students enrolled in classes divided by the number of classes. The data in this table is calculated using the California Department of Education's "filtered" definition of average class size.

	2007-2008			2008-2009				
	Avg.	Classrooms		Avg.	Classrooms			
		1-20	21-32	33+		1-20	21-32	33+
6th	27.7		3		23.3		3	
English	12.5	2			24.0	1	5	
Math								
Science								
Social Science	15.0	1			50.0			1

3. Instructional Minutes

Student receive daily comprehensive instruction in Reading/Language Arts; Writing; Mathematics; History/Social Science, as well as instruction in Arts, Music, Technology, and Enriched Science. All instructional time exceeded the daily instructional minute requirements specified in the California Education Code. The CED requires that students in grades seven through eight receive a minimum of 54,000 minutes of instructional time. Carl Smith Middle School offered 60,300 minutes of instructional time for grades sixth through eight.

Grade	Actual Minutes	Req. Minutes
6th Grade	60,300	54,000
7th Grade	60,300	54,000
8th Grade	60,300	54,000

4. Minimum Days

For the 2008-2009 school years, Carl Smith Middle School offered 180 days of instruction comprised of 160 regular days and 20 minimum days. The district provided minimum days on the last Wednesday of the month for grade level and staff developmental time. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Instructional minute's requirements exceeded the state's minimum requirements.

5. Extra Curricular Activities and Recognition

Carl Smith Middle School recognizes that extracurricular activities enrich the education and social development and experiences of students. The District encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the education a program. During the 2008-2009 school year the extracurricular activities included:

- Basketball
- Football
- Spelling Bee
- Soccer
- Talent Show
- Restaurant Eating
- Afterschool Program
- Volleyball
- Honor Roll assemblies
- Field Trips
- Golf
- Student Council
- Art Camp
- Harvest Carnival
- Movie Show
- Math Super Bowl
- Baseball/Softball
- Track and Field
- Sports assemblies

The 6<sup>th</sup> grade students have the opportunity to attend a weeklong trip to the Clemmie Gill School of Science and Conservation (SCICON). This is a virtual classroom in an outdoor setting. The majority of the instruction takes place on the trail as students receive an overview of what they are studying and where they are staying for the week. SCICON provides an unforgettable educational experience with nature as the classroom.

## 6. Homework

At Carl Smith Middle School homework is a fundamental part of the learning process, which helps to develop basic academic and study skills as well as promote students responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her student's. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## 7. Textbooks and Materials

Students at Carl Smith Middle School have access to a variety of instructional materials, including: science lab equipment, computer lab equipment, classroom computers, music and art equipment, comprehensive library and classroom literature collections, reference materials, social studies materials, math manipulative and instructional materials for skill re-teaching and acceleration. Carl Smith Middle School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide student with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and frameworks as well as the District's Curriculum standards. The school's library is stocked with many text, supplemental and recreational reading books that are available for student to check out. The library is staffed by a Full time clerk and is completely automated. Computer resources, within the library, are connected to the Internet so students are able to access resources and information online to improve their research skills. Each classroom has a average of four computers, with a al least one connected to the Internet. Also, Carl Smith Middle School has a Computer lab with 24 computers connected to the Internet.

Core Curriculum Areas For 6th Graders	Availability of Textbooks and Instructional Materials	Sufficient Textbooks	Number Of Books
Reading/Language Arts	Holt, Rinehart and Winston, Hampton Brown: High Point	Yes	150
Mathematics	Saxon-Math, Level 87	Yes	125
Science	Holt Series: Earth Science	Yes	110
History-Social Science	Holt, Rinehart and Winston, History Series: Ancient Civilization		125
Core Curriculum Areas For 7th Graders	Availability of Textbooks and Instructional Materials	Sufficient Textbooks	Number Of Books
Reading/Language Arts	Holt, Rinehart and Winston, Hampton Brown: High Point	Yes	150
Mathematics	Prentice Hall: Pre-Algebra	Yes	200
Science	Holt Series: Life Science	Yes	100
History-Social Science	Holt, Rinehart and Winston, History Series: Medieval to Early Modern times	Yes	125
Core Curriculum Areas For 8th Graders	Availability of Textbooks and Instructional Materials	Sufficient Textbooks	Number Of Books
Reading/Language Arts	Holt, Rinehart and Winston, Hampton Brown: High Point	Yes	150
Mathematics	Prentice Hall: Algebra	Yes	110
Science	Holt Series : Physical Science	Yes	110
History-Social Science	Holt, Rinehart and Winston, History Series: United States History	Yes	110

School Technology 2008-09	
	Numbers
Computers	65
Students per Computer	4.07
Classrooms with Internet	16



8. School Facilities, Safety

Carl Smith Middle School strives to maintain a safe, healthy, nurturing, and orderly school campus that encourages positive attitudes in students and staff. A joint effort, between students and staff, helps keep the campus clean and litter-free. The custodial/grounds staff of 2, also maintain a clean and safe facility. District administration and the Terra Bella Board of Trustees, have placed a great emphasis on campus safety and security. Teachers and classified staff supervise students on campus before and after school and during recess. At noon, duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. The chart displays the results of the most recent school facilities inspection, provided by the district during the last inspection, in September 1 2009; the facilities were found in good condition with an overall rating of 96.25%.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency And Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		<b>Room 410</b> has a sagging ceiling and projector screen is on open eye hooks. Items were fixed.
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		<b>Office, Library</b> has no perimeter fence at the south end of the playground.
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	✓		
Playground/School Grounds	✓		
Other	✓		

Carl Smith Middle School School's Plan is revised annually each fall by the Site Safety Committee, which is comprised of the vice-principal, head custodian, cafeteria manager and staff. Key elements of the plan focus on student and staff safety and emergency preparedness. Emergency drills are held on a regular basis; fire drills are held once a month earthquake and secure campus drills are held four times a year. The Current facilities were built in 1994. Teachers and classified staff supervise students on campus before and after school and during recess, and noon duty supervisors monitor students during lunchtime.

9. Discipline and Climate for Learning

At Carl Smith Middle School, we believe that meaningful learning must occur in a safe disciplined, and positive environment. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance to others. The goal of Carl Smith Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the school's and district's parent/student handbook, a beginning of the year assembly, classroom orientation and school newsletters.

	CSMS		TBUSD	
	2007-08	2008-09	2007-08	2008-09
<b>Number of Suspensions</b>	34	75	47	75
<b>Rate of Suspensions</b>	5.93	28.3	10.3	13.9
<b>Number of Expulsions</b>	0	1	0	1
<b>Rate of Expulsions</b>	0	.04	0	0.1



10. Teacher Assignments

Terra Bella Union Elementary School District recruits and employs the most qualified credentialed teachers. In 2008-2009 school year, Carl Smith School had 9 fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines. The district is aggressively pursuing teachers who will meet the No Child Left Behind “highly qualified teacher” criteria. Of the twelve teachers on site, ten have met the NCLB criteria. Carl Smith Middle School Supports efforts made by teachers and other Certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school.

	2007-08	2008-09
<b>Total Teachers</b>	10	9
<b>Teachers with Full Credentials</b>	8	6
<b>Teaching Outside Subject Area of Competence</b>	0	0
<b>Teachers with Waivers</b>	0	0

	2007-08	2008-09
<b>Misassignment of Teachers of English Learners</b>	0	0
<b>Number of Vacant Teacher positions</b>	0	0
<b>Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers</b>		
<b>This School</b>	<b>100</b>	<b>100</b>
<b>All Schools in District</b>	<b>100</b>	<b>100</b>
<b>High-Poverty Schools in District</b>	<b>100</b>	<b>100</b>
<b>Low-Poverty Schools in District</b>	<b>0.0</b>	<b>0.0</b>

11. Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluation and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated biannually. The principal, who has been trained and certified for competency to perform teacher evaluations and conducts evaluations. Evaluation criteria are: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as professional educator.

A mentor team actively works with new and non-tenured teachers to provide support. The Peer Assistance Review Committee provides in-depth support in curricular areas for the experienced teachers. Staff member build teaching skills and concepts through participation in conferences and workshops thought the year.

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14. Substitute Teachers

Substitute teachers are required to meet the mandates of the California Teachers Commission on Credentials. At all times the district pursues the most qualified substitutes. Generally, the district does not experience problems in finding substitutes. If a substitute is unavailable, the principal covers the class or a resource teacher will fill in for the absent teacher.

15. Professional Development

Professional development is viewed as a key component in providing an excellent education to the students at Carl Smith Middle School. Areas of focus are determined through a collaborative process with input form the teaching staff, School Site Council, IIUSP Committee, Terra Bella School Board and the administration. Decisions as to the areas of need are data driven with a focus on alignment to the standards. Staff development is provided at both on and off site locations. Staff is encouraged to pursue in-services that are aligned with the California State standards and frameworks. The Step Up to Writing program was chosen for implementation district wide. The district sponsored two days of in-service with two additional days of support in the classroom.

To facilitate implementation of the curriculum, by new and non-tenured teachers, the district established a Mentor Program that actively supports the new teachers. Each teacher is assigned a grade level coach, the coach acts as a resource person of their mentor for the school year. Release time, counseling, materials development or overviews on budget expenditures are a few of their responsibilities. Monthly in-services on pertinent topics allow a venue for discussion and support of the new staff. Monthly staff meetings are held with the teachers and the instructional aides to facilitate communication and improve the quality of instruction in the classroom. Instructional aides are encouraged to participate in the district in-service opportunities.

16. Student Support Services and Support Staff

It is the goal of the Carl Smith Middle School to assist students in their social and personal development, as well as in academics. The goal is to help students deal with problems and assist them in achieving positive solutions. All teachers have been trained in SDAIE and English Language Development strategies to facilitate the English Language learner educational experience. A student is classified as a Fluent English speaker when he/she is able to progress in the instructional program without further language assistance, yet some students have exceptional needs that require additional services. Students needing assistance in English language acquisition receive specialized instructions from a Migrant Aide and from English Language Development curriculum in the classroom. Additional assistance in the classroom is provided by many sources. Additionally, Porterville Junior College provides students to help in classrooms with their “mini-core” program to further assist students. Migrant aides and parent volunteers are an invaluable source of assistance in the classroom. The Terra Bella Unified School District provides a variety of support services. The Tulare County psychologist provides consultation to school personnel who have concerns regarding their student’s welfare. The psychologist also provides counseling for such issues as: self-esteem, social skills, behavioral issues, divorce or other traumatic events.

Counseling and Support Service Staff		
	Number of Staff	Full Time Equivalent
Nurse		
Resource Specialist		
Library Clerk		
Computer Tech		
Psychologist		
Teacher Aides		

17. Student Achievement and Testing

Various measures of student achievement are used as an ongoing Various measures of student achievement are used as an ongoing part of the quality at Carl Smith Middle School. These measure student’s actual progress and the effectiveness of the instructional program an additional site assessments for middle schools include district adopted test EKWAL Reading Inventory Assessment, the bilingual Language Assessment Survey (LAS), and the California English Language Development Test (CELDT). EKWAL is used to assess reading comprehension grade levels. The CELDT is a language (oral and written) and reading assessment for English Language Learners. The LAS is an oral language assessment for English Language Learners. Carl Smith Middle School uses Holistic Writing Assessments to score student’s writing. The grade level math assessment is used for assessing students’ math skills.

**Student Achievement and Testing**

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America’s students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing , the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e. basic, proficient and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded and assessed). Detailed information regarding the NAEP results for each grade, performance level and participation can be found on the National Assessment of Education Progress Web page at <http://nces.ed.gov.nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades for and eight by scale score and achievement level

The second table displays the participation rates on the National Assessment of Education Progress for reading (2007) and mathematics (2009) by students with disabilities and /or English language learners for grades four and eight.

<b>National Assement of Educational Progress</b>					
<b>Reading and Mathematics Results for Grades 4 and 8</b>					
<b>By Performance Level-All Students</b>					
	<b>Average Scale Score</b>		<b>% at Each Achievement Level</b>		
	<b>State</b>	<b>National</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Reading 2007 Grade 4</b>	209	220	30	18	5
<b>Reading 2007 Grade 8</b>	251	261	41	20	2
<b>Math 2009 Grade 4</b>	232	239	41	25	5
<b>Math 2009 Grade 8</b>	270	282	36	18	5

**California Standard Test**

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advance (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Math, for the most recent three-year period, is shown below.

<b>Subject</b>	<b><u>CSMS</u></b>			<b><u>TBUSD</u></b>			<b><u>State</u></b>		
	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>English</b>	20	29	32	24	25	32	43	46	50
<b>Math</b>	30	42	38	41	41	43	40	43	46
<b>Science</b>	31	27	38	22	28	31	38	46	50
<b>History/ Social Science</b>	8	17	26	8	17	26	33	36	41

### 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	In PI	In PI
First Year of Program Improvement Implementation	1999-2000	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	50.0%

### Academic Performance Index

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 Base API 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 or growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (IIUSP), which provides resources to schools to improve their academic achievement.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (APSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

	2006-07	2007-08	2008-09
<b>2009 API Growth Score</b>	620	678	698
<b>Statewide</b>	1	2	3
<b>Similar School</b>	6	7	9
<b>Actual Growth</b>	15	58	21

In the spring of each year, Terra Bella Elementary is required by the state to administer a physical test to all students in seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: students are provided several options to perform tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Trunk Extension Strength
- Upper Body Strength
- Flexibility

Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'Healthy Fitness Zone' (HFZ). During the 2008-09 school year, 13.3% of the school's seventh graders either met or exceeded state fitness standards.

## No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that re-authorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including student who are economically disadvantaged, and, from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal.

- Each school and subgroup must perform to a proficiency level
- Proficient in English and in Math
- At least 95% of students must take the state standards test
- Schools must show improvement of at least 5% in the Academic Performance Index (API)

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet the AYP and the former school must provide that transportation to the new site.

### 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 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
- Requirement 4: Graduation rate (for secondary schools)
- 

A "Yes" in the chart below means the school or subgroup was at or above the 2009 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient.

All curriculum development at Carl Smith Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state, proficiency levels. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of the students, assessment results, and the research. The construction and implementation of the curriculum is an on going process. The writing and implementation of Terra Bella Unified School District curriculum is updated regularly to align the state standards, district goals and the statewide assessment program

### Adequate Yearly Progress 2008-09

#### California Standard Test (CST)

% Participation Rate

% Proficient or Advanced

	English /Language Arts		Math		English/Language Arts		Math	
	CSMS	TBUSD	CSMS	TBUSD	CSMS	TBUSD	CSMS	TBUSD
	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>
All Students	Yes	No	Yes	No	No	Yes	No	Yes
<b>Subgroups</b>								
Hispanic	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	No	Yes	No	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes

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16. Expenditures & Services Funded

Terra Bella Unified School District spent an average of \$5,512.00 to educate each student (based on 2008-2009 audited financial statements). The figures show in the table below reflect the current cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Terra Bella Unified School District receives state and federal categorical funding for the following categorical, special education, and support programs:

- School Improvement Program (SIP)
- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Professional Development
- Title I (Low Income)
- Title II (Eisenhower)
- Title IV (Safe and Drug Free Schools and Communities)
- Title VI (Innovative & Class Size Reduction)
- Peer Assistance Review
- Tobacco Use Prevention Education (TUPE)
- Con App Program
- Migrant
- Special Education
- First Five
- E Rate
- Gifted and Talented Education (GATE)
- ASES

Category	District Amount	State Avg. for Districts in Same Category
<b>Beginning Salary</b>	40,000	38,481
<b>Mid-Range Teacher Salary</b>	58,505	55,789
<b>Highest Teacher Salary</b>	70,453	70,849
<b>Avg. Principal Salary</b>	90,312	94,015
<b>Superintendent Salary</b>	104,515	110,994
<b>Percent of Budget for Teachers Salaries</b>	35.80	37.20
<b>Percent of Budget for Administrative Salaries</b>	6.20	6.60

17. Salary and Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from elementary school district throughout the state having Average Daily Attendance (ADA) under 1000.

18. School Leadership

Leadership at Carl Smith Middle School is a responsibility shared between, the Principal, Guadalupe Roman, district administration instructional staff, students, and parents. Primary leader duties are assumed by the principal. The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable the teachers to adjust their teaching to the unique needs of their students. Staff and parents are encouraged to participate in a wide variety of leadership teams such as the School Site Council and English Language Acquisition Committee. Terra Bella Unified School District School Site Council is a committee of parents and staff that reviews the total school program on an annual basis.

Terra Bella Unified School District Council is a committee of parents and staff that reviews the total school program on an annual basis. The Immediate Intervention for Under performing Schools Committee, composed of staff and community members, oversees the development and implementation of the school's plan to improve student performance on the API by aligning the curriculum to the state standards. Both of these committees lead the school in efforts to provide the best program for students.

All Grade Level Teams are responsible for developing, refining, and implementing the school plan. The team is responsible for planning and monitoring the effectiveness of the school curriculum for each grade level.