



Agnes L. Smith Elementary School

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

Carolyn Beck, Principal

cbeck@hbcasd.us

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Huntington Beach City School District

20451 Cramer Lane
Huntington Beach, CA 92646
(714) 964-8888
www.hbcasd.us

District Governing Board

Shari Kowalke

Bridget Kaub

Brian E. Rechsteiner

Paul Morrow, Ed. D.

Rosemary Saylor

District Administration

Gregory Haulk
Superintendent

Jennifer Shepard
Assistant Superintendent
Educational Services

Deborah Cockrell
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 820 students in grades K - 5, 40 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. Over the last several years, our Academic Performance Index (API) has grown from 791 to 910. In spite of our success, 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (714) 536-1469.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	110
Gr. 1	145
Gr. 2	125
Gr. 3	118
Gr. 4	146
Gr. 5	148
Total	792

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.5
Asian	5.8
Filipino	0.8
Hispanic or Latino	22.1
Native Hawaiian/Pacific Islander	0.1
White	65.2
Two or More Races	5.3
Socioeconomically Disadvantaged	22.9
English Learners	3.5
Students with Disabilities	7.3

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	12-13	13-14	14-15
Fully Credentialed	34	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	269
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Agnes L. Smith Elementary	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Houghton Mifflin Adoption Year 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Houghton Mifflin Adoption Year 2002
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Pearson Scott Foresman Adoption Year 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Houghton Mifflin Adoption Year 2007 Scott Foresman - K-1 Adoption Year 2007

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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	84	83	79	86	88	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	77	82	80	78	81	80	54	56	55
Math	79	82	83	74	75	79	49	50	50
HSS				72	74	75	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	5	8	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.5	29.2	40.3

* 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.

2013-14 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	86
All Student at the School	79
Male	81
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	76
Native Hawaiian/Pacific Islander	
White	79
Two or More Races	100
Socioeconomically Disadvantaged	58
English Learners	
Students with Disabilities	69
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-6	19	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	16	7
Native Hawaiian/Pacific Islander			
White	-11	23	-8
Two or More Races			
Socioeconomically Disadvantaged	-5	21	-25
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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, Art Masters, 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, 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 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 2014.

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	11-12	12-13	13-14
Suspensions Rate	1.1	0.3	0.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.9	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	.38
Psychologist	.6
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.2
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	31.8	29	28	0			3	5	4	1		
Gr. 1	31.3	27	29	0	1	1	4	4	4	0		
Gr. 2	31.4	28	25	0	1	1	4	3	4	1		
Gr. 3	32	24	24	0	2	1	4	4	4	0		
Gr. 4	29.7	21	24	0	3	2	6	4		0		4
Gr. 5	27.9	24	25	1	2	1	6	5	5	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,507
Mid-Range Teacher Salary	\$77,179	\$67,890
Highest Teacher Salary	\$94,135	\$86,174
Average Principal Salary (ES)	\$115,959	\$109,131
Average Principal Salary (MS)	\$111,974	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$194,670	\$185,462
Percent of District Budget		
Teacher Salaries	46	42
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4566.15	472.69	4093.46	81380
District	♦	♦	1222.48	\$76,696
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			234.8	6.1
Percent Difference: School Site/ State			-12.7	15.0

Types of Services Funded at Agnes L. Smith Elementary School

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.

Professional Development provided for Teachers at Agnes L. Smith Elementary School

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 2013-2014 school year, three staff development days were held during the school year which will involve curriculum based staff training in the Accelerated Reader instructional program, Number Talks, ST Math and Extending Children's Mathematics, Common Core Standards and data analysis through Professional Learning Communities.

In alignment with the districts 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 fourth grade. Staff development will continue on this topic for grades three and five in the 2014-2015 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.