

Agnes L. Smith Elementary School

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

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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Huntington Beach City School District

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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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 536-1469.

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 834 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 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.

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. The PTA has also established a school nutrition task force that makes recommendations for snacks at parties and in the lunch program. 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, Boys and Girls Clubs 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, classroom speakers, 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 or ELAC committee by participating in our election process during the fall of each school year.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	142
Gr. 1	131
Gr. 2	107
Gr. 3	139
Gr. 4	144
Gr. 5	171
Total	834

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.5
Asian	7.0
Filipino	0.8
Hispanic or Latino	19.5
Native Hawaiian/Pacific Islander	0.0
White	64.3
Two or More Races	7.5
Socioeconomically Disadvantaged	21.0
English Learners	5.2
Students with Disabilities	8.6

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	29.3	31.8	28.4	0	0	0	3	3	5	0	1	0
Gr. 1	31.3	31.3	30.4	0	0	0	4	4	4	0	0	0
Gr. 2	30	31.4	28.9	0	0	0	4	4	4	0	1	0
Gr. 3	29.2	32	29.5	0	0	0	5	4	5	0	0	0
Gr. 4	32.5	29.7	30.6	0	0	0	4	6	5	2	0	0
Gr. 5	31.2	27.9	32.2	0	1	0	5	6	5	0	0	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	0.7	.50	.48
Expulsions Rate	0.0	0.0	0
District	10-11	11-12	12-13
Suspensions Rate	4.23	4.8	3.33
Expulsions Rate	0.09	.10	0

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 2012.

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.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 23, 2013

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 recently 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 2012-13 included the addition of a new bike rack and related new fencing on the 14th street side of the campus, new carpet in two portable classrooms, and slurry coating and striping of the bus drop-off area.

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

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[]	[]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	35	34	34
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	279
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

All training and curriculum development at Smith 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.

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 2012-2013 school year, three staff development days will be held during the school year which will involve curriculum based staff training in the Accelerated Reader instructional program, Common Core Standards and data analysis through Professional Learning Communities. Staff will also be trained in the administration and analysis of Benchmark testing.

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, 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, second and fourth. Staff development will continue on this topic for grades three and five in future school years.

A portion of our school funds 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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Social/Behavioral or Career Development Counselor	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	1.2
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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4472.20	680.15	3792.06	75037
District	♦	♦	1253.19	\$76,029
State	♦	♦	\$5,537	\$70,193
Percent Difference: School Site/District			202.6	%
Percent Difference: School Site/ State			%	%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,451
Mid-Range Teacher Salary	\$77,179	\$67,655
Highest Teacher Salary	\$94,135	\$85,989
Average Principal Salary (ES)	\$110,543	\$108,589
Average Principal Salary (MS)	\$106,029	\$111,643
Average Principal Salary (HS)	\$0	\$110,257
Superintendent Salary	\$189,000	\$182,548
Percent of District Budget		
Teacher Salaries	45.7%	41.8%
Administrative Salaries	5.8%	5.5%

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

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 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 Title I students.

Smith School sponsors many supplemental activities and educational programs for our students and their families. We have implemented English in a Flash to assist our English learners learn English.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2013

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 2013-14 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	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin</p> <p>Adoption Year 2003</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin</p> <p>Adoption Year 2002</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Scott Foresman</p> <p>Adoption Year 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin</p> <p>Adoption Year 2007</p> <p>Scott Foresman - K-1</p> <p>Adoption Year 2007</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	85	85	83	84	86	88	57	60	59
H-SS				72	74	75	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	80	79	88	75
All Student at the School	80	83	83	
Male	80	84	92	
Female	79	82	75	
Black or African American				
American Indian or Alaska Native				
Asian	86	92	100	
Filipino				
Hispanic or Latino	71	77	69	
Native Hawaiian/Pacific Islander				
White	82	85	87	
Two or More Races	75	80	79	
Socioeconomically Disadvantaged	59	69	75	
English Learners	26	50		
Students with Disabilities	66	64	50	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.1	20.6	41.8

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

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	-5
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			

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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.

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

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	548	5,376	4,655,989
	API-G	915	910	790
Black or African American	Students	2	27	296,463
	API-G		878	708
American Indian or Alaska Native	Students	2	18	30,394
	API-G		872	743
Asian	Students	43	509	406,527
	API-G	936	961	906
Filipino	Students	3	45	121,054
	API-G		884	867
Hispanic or Latino	Students	110	1,010	2,438,951
	API-G	884	846	744
Native Hawaiian/Pacific Islander	Students	0	22	25,351
	API-G		889	774
White	Students	345	3,367	1,200,127
	API-G	916	920	853
Two or More Races	Students	43	378	125,025
	API-G	914	926	824
Socioeconomically Disadvantaged	Students	114	944	2,774,640
	API-G	834	831	743
English Learners	Students	34	431	1,482,316
	API-G	857	821	721
Students with Disabilities	Students	75	710	527,476
	API-G	815	777	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

School Parental Involvement Policy

Agnes L. Smith Elementary School

STATEMENT OF PURPOSE:

It is our belief that the involvement of parents and community members is an essential component of nurturing students. Therefore, a team of parents, teachers and administrators developed the following school/parent/community involvement policy. Every effort to invite and consider parent and community input was made to ensure the success of our students in creating this document.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. It also includes ensuring that—

- ✓ parents play an integral role in assisting their child’s learning: receive grade level standards, monitor and discuss schoolwork at home
- ✓ parents are encouraged to be actively involved in their child’s education at school: classroom volunteers, chair or assist on PTA committees, attend PTA meetings
- ✓ parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child: parent conferences, school site council, ELAC meetings, Title I parent meetings

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School/Parent/Community Involvement Policy is distributed to parents and students in the **Parent/Student Handbook**, which is distributed annually at the beginning of the school year.
- ✓ Teachers review the **Parent/Student Handbook** and policies with the students at the beginning of the year.
- ✓ Parents are asked to read and discuss the **Parent/Student Handbook** with their students and sign and return an acknowledgment form.
- ✓ A Home and School Compact is reviewed with parents of Title I students during the Parent/Teacher Conference at the end of the first Trimester. Parents and students sign and return the Compact.
- ✓ **Agnes L. Smith** notifies parents about the School Parental Involvement Policy in an understandable and uniform format.

- ✓ **Agnes L. Smith** makes the School Parental Involvement Policy available to the local community by posting the document on the school website and having copies available in the office.
- ✓ **Agnes L. Smith** periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ **Agnes L. Smith** has adopted the school's Home and School Compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Agnes L. Smith School convenes annual and regular meetings to inform parents of the following conditions and procedures:

- ✓ That their child's school participates in Title I,
- ✓ The requirements of Title I,
- ✓ Of their rights to be involved: a copy of the district's district wide parental involvement policy is available
- ✓ About the school's participation in Title I: status of targeted assistance program

Additionally, **Agnes L. Smith** conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- ✓ **Parent and Community Resource Binder includes:**
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ **Smith School's Web Site** provides information about the staff, classroom activities and parent resources.
- ✓ **A brochure is distributed for each grade level describing which standards will be taught for the year.**
- ✓ **Weekly updates are emailed to parents through School E-News**

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed.

Parents/community members will be given timely responses to any concerns and suggestions in the following ways:

Smith Surfer PTA List Serve Weekly Message
NTI Phone Messages
PTA Meetings
School Site Council Meetings
Parent Conferences

The School/Parent/Student Compact for Title I students is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ PTA Meetings
- ✓ Family Art Night
- ✓ Jog-a-Thon
- ✓ Nutrition Week
- ✓ Family Book Fair
- ✓ Colonial Day
- ✓ School Plays
- ✓ Business Partners
- ✓ 5th grade Graduation Party
- ✓ Room Parents
- ✓ Literature Circles
- ✓ SPARKS P.E.
- ✓ Pumpkin Patch
- ✓ PTA Art Reflections



Huntington Beach City School District School Home/School Compact Agreement



The following is an agreement among the staff, parents, and students of Agnes L. Smith School. To ensure success for all students, we have developed this agreement and expect that all participants will uphold their commitments to the fullest. Please review this agreement and return it with appropriate signatures to your child's teacher.

Staff Pledge: To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning in accordance with Board Policy
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge: To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and classroom rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school, including giving my parents or adults in my home all notices and information received by me from my school
- Limit and monitor my TV watching and use of technology
- Read every day outside of school time for at least 15 minutes (Kindergarten-2nd grade) or 30 minutes (3rd-8th grades)
- Respect the school, classmates, staff and families

Family/Parent Pledge: To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's TV viewing and use of technology
- Read to my child or encourage my child to read every day outside of school
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as Back to School Night, Parent-Teacher Conferences, Open House, school decision making meetings and/or volunteering
- Respect the school, staff, students, and families

Student

Date

Teacher

Date

Parent/Guardian

Date