



Agnes L. Smith Elementary School

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

Deborah Randall, Principal
drandall@hbcasd.us
smithelementary.com

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Huntington Beach City School District

8750 Dorsett Drive
Huntington Beach, CA 92646
(714) 964-8888
www.hbcasd.us

District Governing Board

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**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. In September of 1965, 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 742 students in grades K-5, teachers, para-educators 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. The school is a Title 1 school serving a fair population of low socioeconomic students and English learner students. The Smith staff is diligent in its pursuit of optimal learning for all students, being recognized as a California Gold Ribbon School and Title 1 High Achievement School in 2016, the most recent year for elementary level recognition. Smith Surfers continually strive to be the very best as we "Ride the Wave to Success".

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	104
Grade 1	117
Grade 2	119
Grade 3	140
Grade 4	144
Grade 5	180
Total Enrollment	804

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	6.7
Filipino	0.5
Hispanic or Latino	22.3
Native Hawaiian or Pacific Islander	0.1
White	58.1
Socioeconomically Disadvantaged	26.1
English Learners	5.8
Students with Disabilities	10.1
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	32.73	32.75	30.26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	16-17	17-18	18-19
With Full Credential	◆	◆	268.36
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Agnes L. Smith Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2017-18 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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - History-Social Science Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

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 twenty-four classrooms and fourteen 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 2018 included necessary repairs to existing facilities.

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 24, 2018

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	74.0	74.0	75.0	48.0	50.0
Math	63.0	71.0	68.0	69.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.7	28.7	39.9

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	456	98.92	73.51
Male	249	245	98.39	69.55
Female	212	211	99.53	78.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100.00	83.33
Filipino	--	--	--	--
Hispanic or Latino	105	104	99.05	67.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	265	261	98.49	72.69
Two or More Races	38	38	100.00	84.21
Socioeconomically Disadvantaged	127	126	99.21	60.16
English Learners	40	39	97.50	56.41
Students with Disabilities	64	63	98.44	40.98

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	455	98.7	70.77
Male	249	245	98.39	74.69
Female	212	210	99.06	66.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100	91.67
Filipino	--	--	--	--
Hispanic or Latino	105	103	98.1	60.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	265	261	98.49	71.26
Two or More Races	38	38	100	78.95
Socioeconomically Disadvantaged	127	124	97.64	60.48
English Learners	40	40	100	67.5
Students with Disabilities	63	60	95.24	43.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 who volunteers 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: Barnes and Noble Booksellers, Huntington Harbor Philharmonic, Las Damas, and the local Bob's Discount Furniture.

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 which enhances our school program. Families are also encouraged to attend our family Movie Nights and Smith Family Restaurant Nights. 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. Please see the Parent Involvement Home-School Compact distributed to Title I parents as an attachment.)

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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 and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; 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, was last reviewed with school and district staff in September 2018 and is continuing to be reviewed and updated using different scenarios for practice drills and integrating more strategies and suggestions from the Huntington Beach Police Department. The plan was last updated and reviewed with school staff and School Site Council on January, 2019.

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 classroom modernization, playground equipment, etc. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts with planned modernization beginning summer 2020.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.1	0.8	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.3	1.9
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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)	.75
Psychologist	.60
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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 (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	29	26	26				4	4	4			
1	30	30	29				5	4	4			
2	29	28	30				4	5	4			
3	31	32	28				6	4	5			
4	25	30	28	1			4	6	5			
5	29	26	26		1	1	5	5	6			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development offerings. 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 timelines, 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 2016-2017 school year, three staff development days were held during the school year which involved curriculum based staff training for DIBELS assessment, Reading Strategies, Extending Children's Mathematics, Common Core Standards and data analysis through Professional Learning Communities.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Smith School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts in the area of staff development. Recent topics included the Accelerated Reader program for increasing reading comprehension, Thinking Maps, Rebecca Sitton Word Study Skills and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments in grades K-5. Smith staff has also focused on improving math instruction. Staff development has been provided in Cognitively Guided Instruction (CGI), in grades kindergarten through second. Staff development in Extending Children's Mathematics has been provided in third through fifth grades. All staff has participated in staff development 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. Teacher coaches at each site in the math and English language arts content areas, facilitate staff development for colleagues after having district coaching meetings. Coaches share strategies from district colleagues and in-services provided by the Orange County Department of Education to further improve student learning in their specific content area. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,437	\$50,084
Mid-Range Teacher Salary	\$91,223	\$80,256
Highest Teacher Salary	\$111,275	\$100,154
Average Principal Salary (ES)	\$135,815	\$125,899
Average Principal Salary (MS)	\$124,192	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$235,754	\$222,447
Percent of District Budget		
Teacher Salaries	41.0	37.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

The Gifted and Talented Education (GATE) cluster 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 Education Act, Every Child Succeeds Act (ESSA). 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 ESSA will have on Smith School. ESSA requires evaluation of student performance both school-wide and by specific subgroups within the student population. Two credentialed instructors provide small group instruction to students needing academic support in reading, through an intervention program.

Smith School sponsors many supplemental activities and educational programs for our students and their families. We have purchased iPads and Chromebooks for use by our English learners to provide additional access to our supplemental programs in addition to visits to the computer lab. Certificated teachers provide after-school homework help and instruction, and there is an open computer lab before school several mornings per week for thirty-minute sessions, for those who may not have computer access at home.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,083.50	\$832.71	\$5,250.79	\$ 95,555
District	◆	◆	\$2,201.38	\$90,726
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			81.8	-200.0
Percent Difference: School Site/ State			-22.4	-200.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.