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Statistical data in this Annual Report Card are based on October 2000 CBEDS data provided by the California Department of Education. Statistical data for suspensions, expulsions, attendance, instructional minutes, and local assessments are provided by the district.

Huntington Beach City School District

Proudly Charting a Course for Success

Agnes L. Smith School

A California Distinguished School

Annual School Report Card

April 2002

Principal's Message

As principal of Smith School, I have had the privilege to observe the teaching practices of our staff, the characteristics of our students, and the involvement of our community. Our teachers are on the cutting edge of teaching methodology, offering students unique and powerful learning experiences. Our students are well mannered, caring, and capable children with a focus on learning. Our community is sincerely interested and involved in helping the school move forward in a positive, meaningful manner.

In the spring of 1998, Smith was presented the California Distinguished School Award, one of California's most prestigious awards for excellence in education. We were chosen for our outstanding educational programs in a rigorous statewide selection process that included an extensive written application and site validation by a state department team. To be eligible for this award, we were required to demonstrate an outstanding example of successful teaching and learning, high standards for all students, strong family and community involvement, partnerships with the business community, a safe and clean school environment, and modern technology.

As you read this document, I hope you will gain a positive sense of what Smith represents. The School Accountability Report, to be issued annually by local school boards for each elementary and secondary school in the state, provides general information on a number of critical areas. If you desire additional information, please contact the school office. We are proud of our distinguished programs at Smith School and welcome your participation and involvement.

Statement of Beliefs and Values

The staff at Smith School is committed to supporting all children as they embark on a journey of lifelong learning. The following shared beliefs will guide our actions within a nurturing, safe, and joyful learning environment.

BALANCE -- Smith School's comprehensive curriculum reflects a balance in reading, writing, math, science, social sciences, fine arts, physical education, and technology programs that address the needs of the whole child.

FOCUS -- A rich, thinking, meaning-centered curriculum, articulated from grade level to grade level, is the guiding force for all instruction.

RISK-TAKING -- Risk-taking and creativity are valued, supported, and recognized as crucial to the success of Smith School.

TEAMWORK -- Supportive staff, parents, and community members put students first, supporting all students to *discover, develop, and share* their own uniquenesses on the path to personal excellence.

COMMUNICATION -- Students, parents, teachers, and administrators meet frequently to share ideas and concerns, collaborate in making important decisions, and work together to improve the school's programs and services.

PERSEVERANCE -- The ambitious vision for Smith School can only be achieved through the dedication and sustained efforts of all stakeholders. We set high goals and work diligently to achieve them.

We share these values with world class surfers, whose experiences symbolize our vision for children...to explore the world, take a risk, and experience the joy and satisfaction that comes from achieving a worthy goal.

School Profile

The Smith School community, in the city of Huntington Beach, is situated on the scenic California coastline. The miles of beaches and spectacular Pacific Ocean views are complemented by a very moderate climate, which is mostly warm and sunny. The city is 35 miles south of Los Angeles and 96 miles north of San Diego. In addition to its renowned beaches, the community offers a variety of bicycle paths, parks, and a wildlife preserve. It is perhaps best known as home to the U.S. Open of Surfing and Beach Games which attract surfers and surf fans the world over.

The Huntington Beach City School District's eight elementary schools and two middle schools serve K-8 students living in the city of Huntington Beach and a section of unincorporated Orange County. Smith School is a K-5 elementary school located on the western edge of Huntington Beach. The boundaries for Smith School include Goldenwest to the east, Ellis to the north, Lake Street to the west, and Pacific Coast Highway to the south.

Smith School opened its doors in 1959. Operating on a traditional schedule, Smith School provides a stimulating, quality educational program for 573 students. During the 2000-01 school year, student enrollment included 9 percent free/reduced lunch, 6 percent special education, 1 percent English Language Learners, and 6 percent Gifted and Talented Education (GATE).

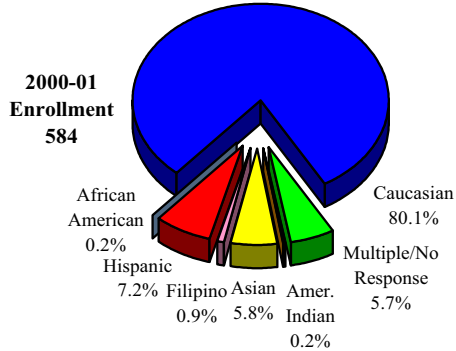
The GATE program at Smith School serves approximately ten students per grade level for grades two through five. This program provides challenging instruction to students capable of achieving significantly beyond the level of their peers. GATE classes are taught by fully credentialed, GATE-trained teachers,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

Discipline & Climate for Learning

Students at Smith School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The schoolwide discipline plan has been established to provide an orderly environment at Smith School.

Students are expected to maintain appropriate behavior and to respect the rights of others in the classroom and on the playground. The Smith School Handbook communicates school procedures, policies, and expectations and is shared with students and parents. Behavioral standards are posted in individual classrooms. Classroom management plans include a variety of positive incentives and behavior modification strategies. Bell-to-bell instruction is encouraged to provide maximum student learning. Classroom interruptions are kept to a minimum.

| | Suspensions and Expulsions | | | | | |
|-----------------|----------------------------|------|------|-------|------|------|
| | Smith | | | HBCSD | | |
| | 99 | 00 | 01 | 99 | 00 | 01 |
| Suspensions (#) | 2 | 1 | 5 | 244 | 229 | 175 |
| Suspensions (%) | 0.3 | 0.2 | 0.9 | 3.7 | 3.4 | 2.6 |
| Expulsions (#) | 0 | 0 | 0 | 4 | 0 | 1 |
| Expulsions (%) | 0.00 | 0.00 | 0.00 | 0.06 | 0.00 | 0.01 |



Teamwork between the school and the home is vital to the success of Smith School's educational program. Teachers employ a variety of strategies to keep parents informed of the instructional program and of their child's progress.

Extracurricular & Enrichment Activities

Student self-esteem is a priority at Smith School. Students are encouraged to participate in the school's extracurricular and enrichment activities promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Throughout the year at monthly assemblies and classroom presentations, the school recognizes positive behavior and specific accomplishments through the following efforts:

- *Good Citizens* and *Accelerated Readers* are recognized and awarded at monthly assemblies.
- The earning of "Super You" is an ongoing program. After accumulating ten of these, the Principal visits the classroom and presents a *Principal's Award* to such students.
- In June, a student with no absences for the year receives a *Perfect Attendance Award*.
- Fifth grade students who meet established criteria may receive the *Presidential Academic Fitness Award*.
- Participation in many fine arts and academic contests such as: the Smith Art Fair, Reflections National Art Contest, spelling bees, book float contests, science fair, and many other city and county contests.
- *Character Counts Awards* - students are recognized and awarded at monthly assemblies. This program encourages students to model Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Smith School sponsors many supplemental activities and educational programs for students and their families. Opportunities to foster special interests while having fun include:

- Meet the Masters
- No TV Week
- Author's Day
- Skating Parties
- Family Science/Math Night
- Outdoor Science Education (5th Grade)
- Vocal Music Program

| Grade | Recommended Homework |
|---------|-------------------------|
| | Average Minutes Per Day |
| K | 0 |
| 1st-2nd | 15 |
| 3rd | 25 |
| 4th-5th | 45 |

Homework

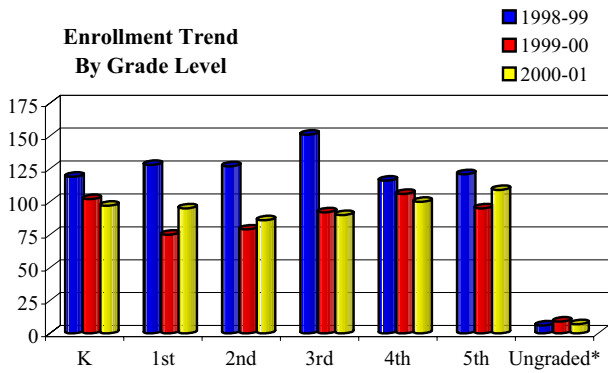
The Huntington Beach City School District Board of Trustees views homework as an extended learning time and a planned part of the curriculum. Homework helps to develop study skills and promotes student responsibility and self-discipline. Teachers assign homework on a regular basis for all grade levels and major subject areas in accordance with the district's homework policy. Board policy communicates the importance of regular homework expectations. For grades one and two, homework assignments should not exceed three days per week; for grades three through five, homework assignments should not exceed four days per week. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Enrollment & Attendance

Student enrollment at Smith School has decreased by 24 percent over the past three years. With the opening of Huntington Seacliff School in 1999, school boundaries for Smith School were revised creating the declining shift in enrollment. Smith School enrollment at the beginning of the 2000-01 school year was 584 students.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on

**Enrollment Trend
By Grade Level**



*Students in an ungraded program; may include special education students.

a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Smith School's attendance policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

School staff carefully monitor student attendance to identify those students exhibiting excessive absences and offer assistance when necessary. Independent study is available for students who require extended leaves from school. During the 2000-01 school year, the actual attendance rate for all grade levels at Smith School was 95.1 percent.

Class Size

Smith School maintained a schoolwide average class size of 22 students and a pupil/teacher ratio of 21:1 for the 2000-01 school year. The pupil-to-teacher ratio varies by grade level.

| Class Size Distribution | | | | | | | | | | | | |
|------------------------------|------|----|----|------|----|----|-------|----|----|-----|----|----|
| Number of Classrooms by Size | | | | | | | | | | | | |
| | Avg. | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 99 | 00 | 01 | 99 | 00 | 01 | 99 | 00 | 01 | 99 | 00 | 01 |
| K | 19 | 18 | 20 | 6 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1st | 20 | 19 | 19 | 5 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2nd | 19 | 18 | 19 | 6 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3rd | 20 | 19 | 20 | 8 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4th | 28 | 30 | 29 | 0 | 0 | 0 | 4 | 3 | 4 | 0 | 0 | 0 |
| 5th | 30 | 27 | 31 | 0 | 0 | 0 | 4 | 3 | 3 | 0 | 0 | 0 |
| K-3rd | 19 | 19 | 20 | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4th-5th | 0 | 30 | 28 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 1996-97 school year, CSR was implemented for grade one classes; grades two and three joined the program in 1997-98, followed by the kindergarten classrooms in 1998-99. By September 2000, all K-3 classrooms were included in the class size reduction program. School Improvement Program (SIP) funds enable Smith School to further reduce class sizes by hiring instructional assistants to reduce the adult/student ratio. Parent volunteers help to further reduce the ratio.

Instructional Minutes

During the 2000-01 school year, instructional minutes at Smith School met or exceeded state requirements. All students receive instruction in a self-contained classroom environment. In some instances, homeroom teachers will combine their classes with those of other teachers who have expertise in specific subject areas.

The adjacent table illustrates the actual instructional time offered to students during the 2000-01 school year. In core subject areas, students receive between 60 to 85 minutes of instructional time per subject area.

| Instructional Minutes by Grade Level | | |
|--------------------------------------|------------------|----------------|
| | Minutes Required | Actual Minutes |
| K | 36,000 | 42,000 |
| 1st-3rd | 50,400 | 50,520 |
| 4th-5th | 54,000 | 54,080 |

Minimum Days

For the 2000-01 school year, Smith School provided 180 days of instruction, including 160 regular days and 20 minimum days. All instructional days met or exceeded the daily instructional minute requirements specified in the California Education Code. Minimum days are used by school staff for curriculum development, instructional planning, coordination between teachers, parent conferences, and professional in-services.

Textbooks & Instructional Materials

The instructional materials in each subject area are under continuous review. Once every seven years, each subject area is formally reviewed by a curriculum committee composed of teachers, parents, and administrators. This review cycle is aligned with the state textbook adoption cycle and ensures that the instructional materials used by students are current and sufficient in quantity to provide each student with his/her own set of textbooks.

The district curriculum committee recommends new textbooks in curricular areas to be purchased for all students in the district. Each school in the district is equally represented on the curriculum committee. Selection criteria are developed to ensure that recommended textbooks are of high quality and aligned with the California State Frameworks, State Model Curriculum Guides, and the District Student Outcome Statements. New textbooks are piloted in representative classrooms at each grade level and school in the district before a final recommendation is taken to the Board of Trustees for approval. Parents are given the opportunity to preview textbook selections at the district office prior to Board adoption.

| 2000-01 Textbook Adoptions | | |
|----------------------------|---------------|---|
| Subject | Adoption Year | Grade Levels |
| Science | | |
| | 2000/01 | Harcourt Brace/CA Ed. K-3 |
| | 2000/01 | Houghton-Mifflin - 4-5 Discovery Works |

The most recent curriculum revision and subsequent materials adoption for Huntington Beach City School District was in the Science area during the 2000-01 school year for all grade levels.

The school's recently modernized library is stocked with 11,200 books that are available for students to check out. The school's media/technology center is staffed by a library media technician who works cooperatively with classroom teachers to support the instructional program. The technology center offers a 26-station Pentium computer lab with Internet access. Students visit the media/technology center weekly.

| Computer Resources | | | |
|----------------------------------|-----|-----|-----|
| | 99 | 00 | 01 |
| Computers | 100 | 100 | 100 |
| Students per computer | 7.7 | 5.6 | 5.8 |
| Classrooms connected to Internet | 30 | 28 | 28 |

Student Achievement & Testing

To attain accurate and valid measures of educational progress, students need multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In the Huntington Beach City School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations.

Language Arts - Student results on the Stanford Achievement Test Series (SAT-9) are combined with report card grades and performance on the District's Articulated Writing Program (DAWP) to determine the level of performance. The DAWP requires students to provide a writing sample which is used to analyze their performance based on state and district standards.

Math - Student results on the SAT-9 are combined with report card grades and performance on a district-developed test administered at the end of the year. The district's assessment is grade level specific and measures a student's skills in computation and problem solving.

Kindergarten and first grade students are not administered the SAT-9. An additional assessment for first grade students that measures decoding skills is the San Diego Quick Assessment.

Standardized State Testing

Smith School participates in California's mandatory Standardized Testing and Reporting program (STAR) which utilizes the Stanford Achievement Test Series, Ninth Edition (SAT-9), the California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Assessment helps in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

| Multiple Measures 2001 % At or Above Grade Level Standards | | | | | | |
|--|-----------------------|----|----|----|----|----|
| Grade Level | Reading/Language Arts | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 |
| Language GLS | 97 | 88 | 89 | 92 | 91 | 94 |
| Writing Sample | 84 | 95 | 87 | 92 | 92 | 92 |
| Letter Sounds (K) | 96 | | | | | |
| SD Quick (Gr. 1) | 96 | | | | | |
| Math | | | | | | |
| Math GLS | 93 | 88 | 84 | 89 | 88 | 93 |
| Math | 98 | 81 | 68 | 84 | 68 | 57 |

| SAT-9 Results 1999, 2000, 2001 % At or Above National Average | | | | | | | | | | | | |
|---|---------|----|----|----|----|----|----|----|----|----|----|----|
| All Students Grade | Reading | | | | | | | | | | | |
| | 2 | | | 3 | | | 4 | | | 5 | | |
| Year Ending | 99 | 00 | 01 | 99 | 00 | 01 | 99 | 00 | 01 | 99 | 00 | 01 |
| Smith | 72 | 71 | 74 | 76 | 76 | 76 | 72 | 64 | 74 | 79 | 60 | 71 |
| HBCSD | 61 | 70 | 72 | 70 | 74 | 75 | 67 | 71 | 73 | 68 | 66 | 74 |
| California | 44 | 49 | 51 | 41 | 44 | 46 | 41 | 45 | 47 | 42 | 44 | 45 |
| Math | | | | | | | | | | | | |
| Smith | 70 | 69 | 74 | 68 | 92 | 76 | 69 | 67 | 76 | 81 | 64 | 78 |
| HBCSD | 67 | 72 | 74 | 70 | 82 | 80 | 67 | 71 | 75 | 68 | 68 | 75 |
| California | 49 | 57 | 58 | 48 | 56 | 59 | 44 | 51 | 54 | 45 | 50 | 55 |
| Language | | | | | | | | | | | | |
| Smith | 77 | 72 | 73 | 72 | 84 | 83 | 75 | 76 | 80 | 83 | 67 | 69 |
| HBCSD | 67 | 77 | 76 | 69 | 78 | 77 | 70 | 74 | 79 | 74 | 71 | 77 |
| California | 47 | 52 | 53 | 43 | 48 | 51 | 47 | 51 | 54 | 47 | 50 | 53 |
| Spelling | | | | | | | | | | | | |
| Smith | 60 | 70 | 68 | 51 | 66 | 64 | 62 | 54 | 62 | 68 | 56 | 61 |
| HBCSD | 57 | 67 | 65 | 57 | 68 | 62 | 56 | 67 | 64 | 64 | 61 | 65 |
| California | 43 | 50 | 52 | 40 | 46 | 51 | 38 | 43 | 46 | 42 | 45 | 49 |

| California Standards Results 2001 % of Students Scoring at Advanced (A) and Proficient (P) Levels | | | | | | | | | |
|---|-------------------------------------|----|----|----|----|----|----|----|--|
| | English/Language Arts | | | | | | | | |
| | 2 | | 3 | | 4 | | 5 | | |
| All Students | A | P | A | P | A | P | A | P | |
| Smith | 11 | 34 | 18 | 35 | 18 | 32 | 10 | 34 | |
| HBCSD | 18 | 35 | 19 | 33 | 22 | 34 | 17 | 36 | |
| California | 10 | 22 | 9 | 21 | 11 | 22 | 7 | 21 | |
| Subgroups | | | | | | | | | |
| Gender | | | | | | | | | |
| Male | 15 | 29 | 16 | 25 | 20 | 23 | 9 | 33 | |
| Female | 7 | 41 | 20 | 41 | 15 | 44 | 13 | 35 | |
| Ethnicity | <i>Data unavailable for 2000-01</i> | | | | | | | | |
| Language Fluency | | | | | | | | | |
| English Learners | | | | | | | | | |
| Non EL | 11 | 34 | 19 | 36 | 18 | 33 | 11 | 35 | |
| Migrant Education | <i>Data unavailable for 2000-01</i> | | | | | | | | |
| Socioeconomic Status | | | | | | | | | |
| SED* | | | 8 | 25 | | | | | |
| Non SED | 12 | 35 | 20 | 37 | 20 | 33 | 10 | 33 | |

**Socioeconomically Disadvantaged*

Only numerically significant subgroups for each reporting period are required to be presented in this report card.

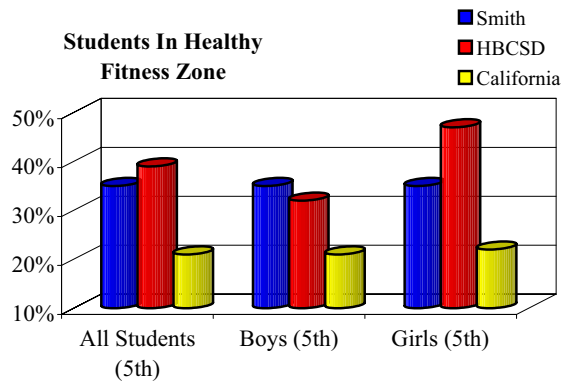
| SAT-9 Subgroup Results 2001 % At or Above 50th Percentile | | | | | | | | | |
|---|---------|----|----|----|----|------|----|----|--|
| Gender | Reading | | | | | Math | | | |
| | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | |
| Male | 74 | 64 | 67 | 72 | 78 | 71 | 79 | 81 | |
| Female | 74 | 82 | 82 | 70 | 69 | 78 | 72 | 74 | |
| Ethnicity | | | | | | | | | |
| Hispanic | | 70 | | | | 50 | | | |
| Caucasian | 75 | 76 | 76 | 72 | 73 | 79 | 77 | 78 | |
| Language Fluency | | | | | | | | | |
| English Learners (EL) | | | | | | | | | |
| Non EL | 73 | 78 | 76 | 73 | 73 | 78 | 76 | 78 | |
| Migrant Education | | | | | | | | | |
| Socioeconomic Status | | | | | | | | | |
| SED* | | 58 | | | | 50 | | | |
| Non SED | 73 | 79 | 77 | 72 | 75 | 80 | 77 | 78 | |

**Socioeconomically Disadvantaged*

Only numerically significant subgroups for each reporting period are required to be presented in this report card.

Physical Fitness

In the spring of each year, Smith School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA). The API is a performance indicator that provides a single index number to rate the performance of schools, sets academic growth targets, and measures growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards. Smith School qualified for the 2000-01 Governor's Performance Award program and is eligible to receive up to \$65 per ADA for schoolwide use.

| API School Results | | | | | |
|----------------------|------|------|---------------------|--------|------|
| All Students | Base | | | Growth | |
| | Base | 1999 | 2000 | Growth | 1999 |
| Percent Tested | 98 | 100 | Percent Tested | 100 | 99 |
| API Score | 794 | 786 | API Growth Score | 786 | 808 |
| Growth Target | 1 | 1 | Actual Growth | -8 | 22 |
| Statewide Rank | 9 | 8 | Eligible for Awards | No | Yes |
| Similar Schools Rank | 5 | 1 | Eligible for II/USP | No | No |
| Subgroups | | | | | |
| Caucasian | | | | | |
| Base API Score | 790 | 786 | API Growth Score | 786 | 811 |
| Growth Target | 1 | 1 | Actual Growth | -4 | 25 |

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

The percent tested is calculated by dividing the number of students tested by the enrollment at that grade level as indicated in the October CBEDS School Information Form. The API scale is 200-1000; calculations only include scores for students enrolled in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10 percent of all schools. The growth target is equal to 5 percent of the difference between the 2000 API and the interim Statewide Performance Target of 800.

School Facilities & Safety

Smith School provides a safe, clean environment for students, staff, and volunteers. Original school facilities were built in 1951, with additional classroom wings built between 1955 and 1960. There are 25 permanent classrooms and 12 portable classrooms on campus. Facilities include a media/technology center, school library, special education classrooms, and YMCA day care. The school is adjacent to one of the district's two middle schools, and the district's maintenance and transportation departments. Concerts and other presentations are held in the school cafeteria.

Cleanliness of the school campus and the safety of students are high priorities at Smith School. In the evenings and during the day, a team of three custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to ensure that all classrooms and facilities are maintained to provide an environment that supports learning. All students receive instruction in home, school, and personal safety. Bike safety receives particular emphasis in third grade.

School improvement plans include an electrical retrofit to provide more outlet and power to classrooms, new roofs, and resurfacing the playground area. Smith School has adopted a five-year classroom renovation plan which includes replacement of windows and doors, heating and air conditioning systems, utilities, and technological wiring.

Smith School is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's comprehensive emergency plan is ready for immediate use in the event of any disaster. Emergency medical supplies, search and rescue equipment, water, and a portable communication system are stored on campus. Students participate in fire, duck and cover, and other emergency drills on a regular basis.

The School Safety Plan is revised and updated annually in accordance with state requirements. The plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the School Safety Plan include strategies and programs that will provide and maintain a high level of school safety, assess current school crime occurring on campus and at school functions, and address procedures related to the compliance of existing laws as they affect school safety.

Counseling & Other Support Services

Smith School staff see themselves as an essential part of the support system for students. The teachers, classified staff, and the principal join with the school psychologist, nurse, speech and language specialist, special day class teacher, and resource specialist to ensure the well-being of students.

| | Counseling and Support Services Staff | | |
|----------------------------|---------------------------------------|------|----------------------------|
| | Number of Staff | FTE | Availability Days Per Week |
| Health Clerk | 1 | 0.38 | 5 |
| Nurse | 1 | 0.1 | |
| Psychologist | 1 | 0.3 | 1.5 |
| Speech/Language Specialist | 1 | 0.5 | 2.5 |

The district nurse is scheduled at Smith School for 12 days annually. The nurse and health clerk are responsible for student care, health counseling, and record keeping. Two consulting nurses conduct immunizations, vision and hearing testing, and scoliosis screenings.

The Student Study Team meets at least once a week to review students' academic, behavioral, and social progress and to plan appropriate interventions with the classroom teacher for underachievers and students with chronic behavior problems. Suggestions for interventions are recommended through cooperative efforts of team members.

Drug Abuse Resistance Education (DARE) and Drug Alcohol and Tobacco Education (DATE) have assisted students in saying "No to Drugs" and in making healthy choices.

Community Resources

The district benefits from a variety of resources in the community to assist students in their emotional and academic development. Free immunization clinics are held at Perry School and sponsored by local health agencies. The Assistance League, the Huntington Beach Police Department, and the Orange County Health Department work with the district to provide a variety of services and support to the district and its students.

Teacher Assignment

For the 2000-01 school year, Smith School had 31 fully credentialed teachers who met all credential requirements. All teachers are required to have a bachelor's degree and have passed the California Basic Education Skills Test (CBEST). Under California law, teaching credentials for the elementary grades permit instruction across all subject matter areas in self-contained classrooms.

| Teacher Credential Status | | | |
|---------------------------|------|------|------|
| | 99 | 00 | 01 |
| Fully Credentialed | 39 | 31 | 31 |
| Emergency Credentials | 0 | 0 | 0 |
| Waivers | 0 | 0 | 0 |
| Pre-Interns | 0 | 0 | 0 |
| University Interns | 0 | 0 | 0 |
| District Interns | 0 | 0 | 0 |
| Working Outside Subject | 0 | 0 | 0 |
| Average Years Teaching | 13.3 | 12.6 | 13.0 |
| Average Years in District | 10.9 | 10.5 | 11.4 |

During the 2000-01 school year, certificated staff consisted of 33 employees: 51.5 percent with 30+ additional units beyond their bachelor's degree and 45.5 percent holding advanced graduate degrees such as a master's or doctorate degree.

Teacher Evaluation & Professional Development

The teacher evaluation process was adopted by the Board of Trustees in agreement with the Huntington Beach Elementary Teachers' Association. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Each evaluation takes place in three phases: (1) the Planning Phase, a pre-evaluation conference is held between the teacher and the administrator to develop educational objectives for the year; (2) the Monitoring Phase, teachers are observed in the classroom and given a comprehensive review by the evaluator; (3) the Evaluation Phase, the administrator provides the teacher with a final evaluation.

Evaluation criteria include:

- Progress of students toward standards of expected achievement
- Instructional techniques and strategies used
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Fulfillment of professional responsibilities
- Compliance with Board policy and school law

Each year, by policy, designated administrators are certified to the Board of Trustees by the Superintendent as sufficiently competent in instructional methodologies to evaluate teachers.

In addition to professional conferences and workshops, the district and school provide instructional staff with grade level, subject area, and specialized training opportunities for professional improvement. Teachers annually attend three full days of staff development. These days fall outside of the student calendar, ensuring that each student receives a minimum of 180 instructional days each year. 2000-01 topics for staff development included:

- Instructional Reading Strategies
- Program Quality Review
- State Standards
- Review Math/Reading Assessments by Grade Level

Substitute Teachers

The district employs more than 175 fully credentialed substitute teachers comprised of part-time teachers, retired teachers, and aspiring full-time teachers. If a teacher is absent for more than one day, every effort is made to maintain the continuity of the program by keeping the same substitute in the classroom whenever possible.

The district is proactive in maintaining competitive pay rates to provide an effective substitute staff. Recruiting efforts throughout the school year help maintain a sufficient pool of substitute teachers. Employment opportunities are advertised at job fairs, in professional publications, on the Internet, at local colleges, and on the district's Job Hotline. In addition, substitute teachers are invited to participate in the district's staff development programs.

Training & Curriculum Improvement

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.

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. Staff development is designed to support the action plans developed in each curricular area. Smith School staff continue their work toward implementing state standards in all subject areas. In an effort to support reading improvement, Smith School emphasized student participation in the Accelerating Reading Program and purchased additional reading books.

The school's 2000-01 Program Quality Review identified several areas for continued development. Goals for improvement in reading comprehension skills were identified. School administration and staff plans include analyzing current strategies to implement more effective methods to achieve desired reading results.

The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students. Smith School staff participate in districtwide efforts to revise summer school programs to focus more on diagnostics and reading skills.

Each year a portion of Smith's School Improvement funds are 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, the West Orange County Consortium for Special Education, or education consultants. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members.

The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, and supplemental materials.

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.

For experienced teachers, the Peer Assistance and Review Program utilizes the district's veteran teachers as "consultants" to assist with staff development districtwide, with a particular focus on teacher needs. In the future, they will be available to participate in classroom visits, one-on-one meetings, student work reviews, and professional development focused on observed needs.

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.

Special Education

The district's special education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. Huntington Beach City School District participates in the West Orange County Consortium for Special Education (WOCCE), which also serves Fountain Valley, Ocean View, Westminster, and Huntington Beach Union High school districts. The consortium allows participating districts to pool special education resources and expertise.

Quality of Instruction & Leadership

Leadership at Smith School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The principal is responsible for the overall day-to-day operations of the school and is assisted by grade level representatives. The leadership of Smith School is knowledgeable and supportive. Parents and teachers are encouraged to take an active role.

Instructional programs are aligned with state and district standards and offer a balanced curriculum which stresses basic skills, critical thinking, problem-solving, creativity, and communication skills. Teaching and nonteaching staff participate on a variety of school and district committees that regularly meet to address specific issues. Staff members and parents work together on various committees that make decisions regarding the priorities and direction of the educational plan to ensure that instructional programs are consistent with students' needs and comply with district goals.

The School Site Council (SSC), consisting of school staff and parents, oversees the School Improvement Plan. The SSC is a major governing body that meets regularly to address programs, budgets, and other components that make up the school; to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school; and to act as a communication liaison between the community and the school.

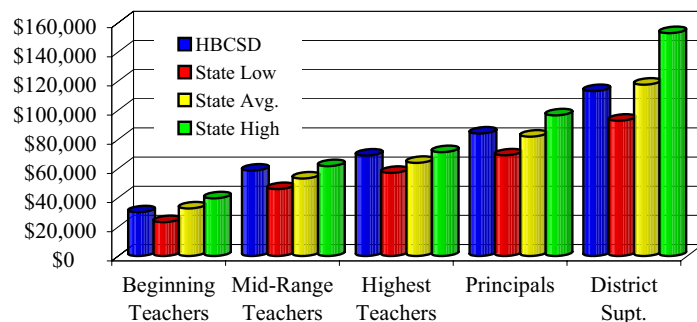
At the start of each school year, parents are given a printed copy of their rights to be treated equitably under the law on matters that affect the education of their children.

Procedures are implemented to carefully identify students who are English language learners (ELL). The percentage of ELL students at Smith School is very low and most acquire English fluency within a reasonable time frame.

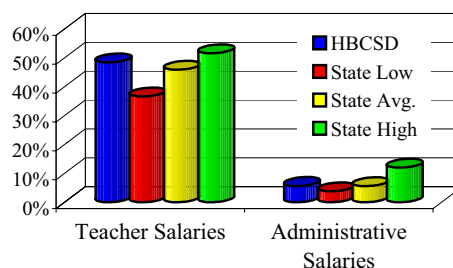
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts that have similar average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



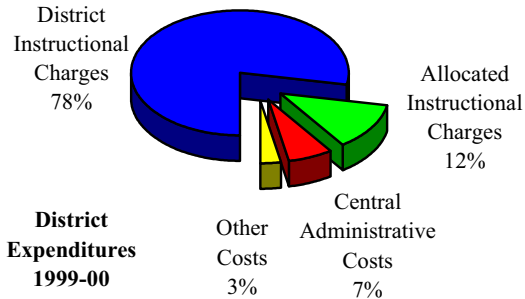
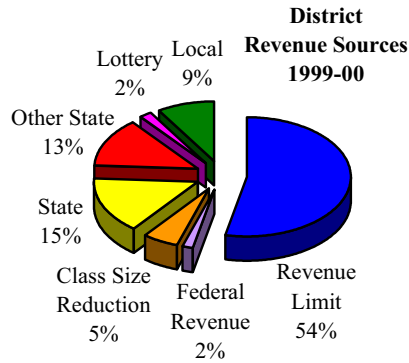
Expenditures & Services Funded

For the 1999-00 school year, Huntington Beach City School District spent an average of \$5,275 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts statewide.

| Current Expense of Education Per Student* 1999-00 | | |
|--|-----------|---------------|
| Statewide Average | | |
| All Elementary | | |
| HBCSD | Districts | All Districts |
| \$5,275 | \$5,460 | \$5,705 |

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Huntington Beach City School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$347 per student in federal and state aid for the categorical, special education, and support programs. Smith School receives federal and state support for Title I, Special Education, School Improvement Program, and Economic Impact Aid-Limited English Proficient, Gifted & Talented Education, and Eisenhower Math & Science.



District Instructional Charges include teachers' salaries, aides' salaries, employee benefits, textbooks, and travel expenses. Allocated Instructional Charges represent salaries and benefits for certificated and classified employees in instructional administration, instructional media, transportation services, data processing services, and plant maintenance and operations. Central Administrative Costs include salaries for certificated and classified employees in general administration, central administration data processing costs, and other general administrative costs. Other Costs include facilities acquisition, construction, and all other outgoing costs.

Community Involvement

Parents and the community are very supportive of the education programs at Smith School. The Smith School PTA has made generous contributions of time and money to numerous programs and activities. The school's programs have also been enriched by the generous contributions made by the following organizations:

- Huntington Beach Education Foundation
- Huntington Beach Medical Center
- YMCA
- La Petite Academy
- Boys and Girls Clubs

Contact Information

Parents who wish to participate in Smith School's leadership teams, school committees, school activities, or become volunteers may contact the school at (714) 536-1469.