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Grades Kindergarten through Five
Michael Andrzejewski, Principal

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Statistical data in this Annual Report Card are based on October 2001 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

Annual School Report Card

January 2003



*A California
Distinguished School
1998*

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.

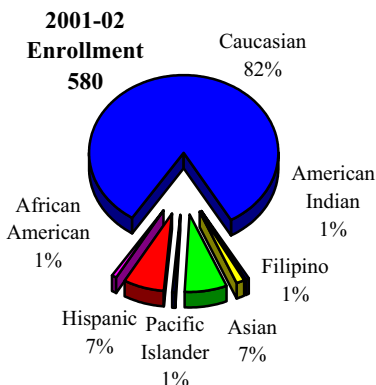
We share these values with world class surfers, whose experiences symbolize our vision for children...to explore the world, take a risk, and experience the joy and satisfaction that comes from achieving a worthy goal.

District & School Profile

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 1951. Operating on a traditional schedule, Smith School provides a stimulating, quality educational program for 580 students. During the 2001-02 school year, student enrollment included 9 percent free/reduced lunch, 7 percent special education, 1 percent English Language Learners, and 6 percent Gifted and Talented Education (GATE).



The GATE program at our 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 for the 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 our 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.

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

	Smith School			HBCSD		
	00	01	02	00	01	02
Suspensions (#)	1	5	0	229	175	361
Suspensions (%)	0.2	0.9	0.0	3.4	2.6	5.2
Expulsions (#)	0	0	0	0	1	0
Expulsions (%)	0.0	0.0	0.0	0.00	0.01	0.00

Extracurricular & Enrichment Activities

Student self-esteem is a priority at Smith School. Our students are encouraged to participate in the school's extracurricular and enrichment activities which 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 our 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

Homework

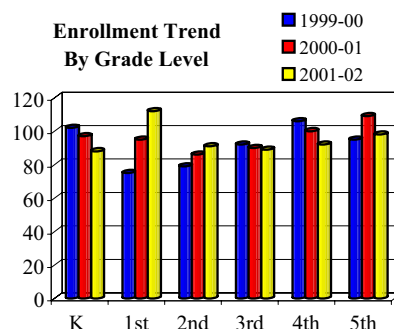
The Huntington Beach City School District Board of Trustees views homework as an extended learning time and a planned part of the curriculum. Homework helps students to develop study skills and promotes student responsibility and self-discipline. Our teachers assign homework on a regular basis for all grade levels and major subject areas in accordance with the district's homework policy. Board policy communicates the importance of regular homework expectations.

Grade	Average Minutes Per Day
K-2nd	15
3rd	25
4th-5th	45

For grades kindergarten, 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 review homework assignments with their child.

School Enrollment & Attendance

Smith School enrollment at the beginning of the 2001-02 school year was 580 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 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. Our staff carefully monitor student attendance to identify those students exhibiting excessive absences and offer assistance when necessary. During the 2001-02 school year, the actual attendance rate for all grade levels at Smith School was 95.7 percent.

Class Size

Smith School maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 22:1 for the 2001-02 school year. The pupil-to-teacher ratio varies by grade level.

	Class Size Distribution											
	Average Class Size			Number of Classrooms Containing								
				1-20 Students			21-32 Students			33+ Students		
	00	01	02	00	01	02	00	01	02	00	01	02
K	18	19	19	6	5	4	0	0	1	0	0	0
1st	19	19	20	2	5	5	0	0	0	0	0	0
2nd	18	19	18	4	4	3	0	0	0	0	0	0
3rd	19	20	20	7	5	5	0	0	0	0	0	0
4th	30	29	31	0	0	0	3	4	4	0	0	0
5th	27	31	30	0	0	1	3	3	1	0	0	2
K-3rd	19	20	0	2	2	0	0	0	0	0	0	0
4th-5th	30	28	18	0	0	2	1	1	0	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 Time

During the 2001-02 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 2001-02 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

For the 2001-02 school year, Smith School provided 180 days of instruction, including 160 regular days and 20 minimum days. Minimum days are used by school staff for curriculum development, instructional planning, coordination between teachers, parent conferences, and professional in-services.

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. School facilities cover 9.4 acres and include 25 permanent classrooms, 12 portable classrooms, a media/technology center, school library, special education classrooms, and YMCA day care. The portable classrooms are primarily used to accommodate growth and reduce class size.

Cleanliness of the school campus is a priority at Smith School. 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.

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. Recent interests at the Smith campus include an electrical retrofit, new roofing, retrofitting plumbing, and replacing window frames. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation will provide necessary funding for districtwide modernization efforts which began in May of 2002. Smith School is projected to receive an apportionment of \$5.3 million for its upgrades and modernization projects.

Smith School is a closed campus. During school hours the school's entrance is secured to ensure visitors check in with the school's office. All visitors are required to sign in and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. During lunch, breaks, and before and after school, yard supervisors and teachers supervise students and monitor the campus.

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. Safety procedures are reviewed with school staff throughout the year.

Counseling & Other Support Services

Smith School staff see themselves as an essential part of the support system for students. Our teachers, classified staff, and 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 & Support Services Staff		
	Number of Staff	Full Time Equivalent	Availability Days Per Week
Health Clerk	1	0.4	5
Nurse	1	0.1	
Psychologist	1	0.4	2
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.

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 our students.

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

Grades 2-8

Student results on the Stanford Achievement Test Series (SAT-9) are combined with report card grades and performance on the district Articulated Writing Program to determine proficiency levels. The Articulated Writing Program requires students to provide a writing sample that is used to analyze writing proficiency based on state and district standards.

First Grade

First grade students do not participate in the SAT-9 test. Students participate in the San Diego Quick Assessment Record that measures decoding skills and reading fluency. These results are combined with report card grades and the performance on a district writing sample to evaluate grade level proficiency.

Kindergarten

Kindergarten students do not participate in the SAT-9 test. Report card grades are combined with results of district-developed (1) Concepts About Print, (2) Letter Sound Fluency tests, and (3) a writing sample to determine grade level proficiency. These district-developed assessments measure decoding skills, reading fluency, and emerging writing.

Based on student needs and language arts assessment results, the district determines appropriate materials and instructional strategies, and at-risk intervention programs.

Math

District-developed math assessments are grade level specific and measure a student's skills in computation and problem solving, understanding of terms, and mastery of concepts.

Grades 2-8

The district uses a combination of student results on the SAT-9, report card grades, and performance on district-developed tests administered at the end of the year.

Kindergarten and First Grade

Kindergarten and first grade students do not participate in the SAT-9 test. Math proficiency is determined through report card grades and performance results on end of year exams which match the standards.

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.

Each fall, Huntington Beach City School District compiles a three-year trend analysis of students' scores on standardized tests. Smith School was found to be well above the national average on the SAT-9 and the school has shown a healthy gain in its API (Academic Performance Index). As a result of the analysis, potential areas of need were identified. One area of focus is improving our students' writing skills. We are also looking at ways to increase the achievement of

District Assessments 2001 & 2002												
% At or Above Grade Level Standards												
Reading/Language Arts												
Grade Level	K		1		2		3					
Year Ending	01	02	01	02	01	02	01	02				
Language GLS	97	97	88	90	89	95	92	86	91	93	94	93
Writing Sample	84	93	95	96	87	84	92	89	92	82	92	93
Letter Sounds (K)	96	99										
SD Quick (Gr. 1)			96	87								
Math												
Math GLS	93	96	88	90	84	92	89	88	88	87	93	92
Math	98	100	81	84	68	81	84	90	68	82	57	68

SAT-9 Results 2000, 2001, 2002												
% At or Above 50th Percentile												
All Students												
Reading												
Grade	2		3		4		5					
Year Ending	00	01	02	00	01	02	00	01	02	00	01	02
Smith School	71	74	82	76	76	83	64	74	78	60	71	82
HBCSD	70	72	76	74	75	76	71	73	75	66	74	73
California	49	51	54	44	46	47	45	47	49	44	45	47
Math												
Smith School	69	74	81	92	76	83	67	76	81	64	78	79
HBCSD	72	74	80	82	80	81	71	75	81	68	75	76
California	57	58	62	56	59	62	51	54	58	50	54	57
Language												
Smith School	72	73	84	84	83	78	76	80	88	67	69	86
HBCSD	77	76	83	78	77	76	74	79	80	71	77	77
California	52	53	55	48	51	53	51	54	57	50	53	55
Spelling												
Smith School	70	68	74	66	64	66	54	62	70	56	61	63
HBCSD	67	65	68	68	62	67	67	64	69	61	65	69
California	50	53	56	46	51	54	43	46	49	45	49	52

SAT-9 Subgroup Results 2001 & 2002																
% At or Above 50th Percentile																
	Reading						Math									
	2		3		4		2		3		4		5			
	01	02	01	02	01	02	01	02	01	02	01	02	01	02		
Gender																
Male	74	79	64	80	67	64	72	83	78	83	71	84	79	70	81	80
Female	74	86	82	87	82	85	70	81	69	79	78	82	72	87	74	78
Ethnicity																
Hispanic or Latino			70						50							
Caucasian	75	86	76	82	76	75	72	82	73	84	79	82	77	81	78	80
Special Education																
Special Ed.																
Non Special Ed.	76	84	76	85	75	77	71	83	74	83	76	83	78	82	77	82
Language Fluency																
English Learner (EL)																
Non EL	73	82	78	83	76	79	73	84	73	81	78	83	76	82	78	81
Socioeconomic Status																
SED*			58		75				50		75					
Non SED	73	82	79	85	77	78	72	86	75	80	80	85	77	82	78	81
Migrant Education																
Migrant	<i>Does Not Apply</i>															

*SED-Socioeconomically Disadvantaged

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

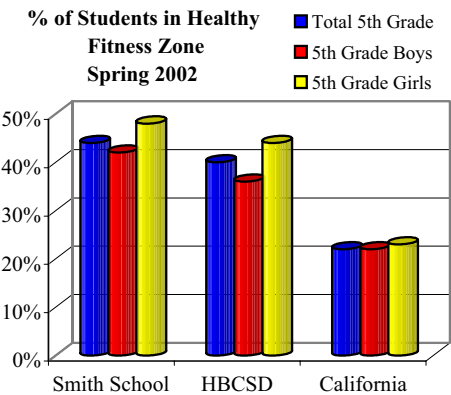
students who are performing below the standards. Another area of emphasis is closing the achievement gap between boys and girls in the language arts. Our goal is to continue monitoring and adjusting the programs we offer to enable students to reach their full potential.

CELDT

Any student whose home language is not English is given the state-developed California English Language Development Test (CELDT) to determine how well they speak, listen, read, and write English. Based on CELDT results, each student identified as an English learner is assigned to an appropriate instructional program focused on developing the student's proficiency in English and success in the core curriculum. English Language Development instruction is provided by a teacher who has been trained and certified to teach English learners. Individual CELDT results and program information are sent home to parents on an individual basis.

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 measures each student's ability to perform fitness tasks in six major areas. 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).



California Standards Results 2001 & 2002

% of Students Scoring at Advanced and Proficient Levels

	Language Arts				Math			
	2	3	4	5	2	3	4	5
All Students	01	02	01	02	01	02	01	02
Smith School	45	51	53	54	50	64	44	59
HBCSD	53	51	52	57	56	59	53	55
California	32	32	30	34	33	36	28	31
Subgroups								
Gender								
Male	44	45	41	53	43	64	42	50
Female	48	58	61	54	59	64	48	69
Ethnicity								
Caucasian	53		50		63		55	64
Special Education								
Special Ed.				30				36
Non Special Ed.	53	53	57	58	54	64	47	63
Language Fluency								
English Learners (EL)								
Non EL	45	51	55	54	51	65	46	60
Socioeconomic Status								
SED*			33		41			50
Non SED	47	50	57	55	53	68	43	62
Migrant								
Migrant	<i>Does Not Apply</i>							

*SED - Socioeconomically Disadvantaged
Only numerically significant subgroups for each reporting period are required to be presented in this report card.

Ethnic and Migrant Data is unavailable for 2001.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 and California Standards Test results. The Intermediate Intervention/Underperforming School's Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. Eligibility to participate in each of these programs is based on a school's API and SAT-9 results. II/USP eligible schools may apply for additional funding aimed at providing the necessary resources to improve student performance and grade level proficiency. The Governor's Performance Award recognizes those schools that 1) attain a 90%-95% participation rate or higher on SAT-9, 2) meet or exceed 80% of the school's target or have an API increase of 4 points in all subgroups (whichever is higher), and 3) meet or exceed their growth target by 5% or have an increase of 5 points on their API (whichever is higher).

Smith School qualified for the 2000-01 Governor's Performance Award program. While Smith School qualified for the 2001-2002 Governor's Performance Award due to meeting and exceeding its API growth target, funding for the program has been temporarily suspended by the state.

API School Results

All Students	Base			Growth		
	1999	2000	2001	99-00	00-01	01-02
Percent Tested	98	100	99	Percent Tested	100	99
API Score	794	786	798	API Growth Score	786	808
Growth Target	1	1	1	Actual Growth	-8	22
Statewide Rank	9	8	8	Eligible for Awards	No	Yes
Similar Schools Rank	5	1	2	Eligible for II/USP	No	No
Subgroups						
Caucasian						
Base API Score	790	786	800	API Growth Score	786	811
Growth Target	1	1	*	Actual Growth	-4	25

*Schools and subgroups scoring 800 or more are expected to maintain an API at or above 800.

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.



Textbooks & Instructional Materials

Each subject area's instructional materials are under continuous review by school and district staff. A curriculum committee composed of teachers, parents, and administrators formally reviews each subject area on a four-year cycle. This review 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 initiates the review and selection process to acquire new and updated textbooks for all schools in the district. Each school in the district is equally represented on the curriculum committee. The committee develops selection criteria to ensure that recommended textbooks are of high quality and aligned with the California State Frameworks, as well as state and district content area standards. 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. The most recent curriculum revisions and subsequent materials adoption for Huntington Beach City School District was in the subject area of math during the 2001-02 school year for all grade levels.

District-Adopted Textbooks			
Subject/ Year Adopted	Series	Grades	
Reading & Language Arts			
1997	Harcourt Brace: <i>Signatures</i>	K-5	
	Hampton Brown: <i>Into English</i> (For English Learners)	K-5	
Mathematics			
2002	Houghton Mifflin: <i>Mathematics</i>	K-5	
History/Social Studies			
2000	Harcourt Brace: <i>Harcourt Brace: Social Studies</i>	K-5	
Science			
2001	Harcourt Brace: <i>Harcourt Science, California Edition</i>	K-3	
	Houghton Mifflin: <i>Science DiscoveryWorks</i>	4-5	

Smith School's recently modernized library is stocked with 11,200 books that are available for students to check out. We carefully monitor the library to ensure the books are current and in good condition; old and outdated books are replaced with new materials on a continual basis. 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. Our students visit the media/technology center on a weekly basis.

	Computer Resources		
	99-00	00-01	01-02
Computers	100	100	110
Students per computer	5.6	5.8	5.3
Classrooms connected to Internet	28	28	28

Teacher Assignment

We take great pride in our caring and dedicated teachers. Huntington Beach City School District's outstanding reputation attracts many highly qualified teachers. Employment opportunities are advertised through the Southern California Teacher Recruitment Center, the

district's website, Ed Join, nearby colleges and universities, and teacher recruitment fairs. All teachers are required to have a bachelor's degree and to have completed a state-approved credential program. Under California law, teaching credentials for the elementary grades permit instruction across all subject matter areas in self-contained classrooms. For the 2001-02 school year, Smith School had 30 fully credentialed teachers.

	Teacher Credential Status		
	00	01	02
Fully Credentialed	31	31	30
Working Outside Subject	0	0	0
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	31	31	30
Average Years Teaching	12.6	13.0	13.1
Average Years in District	10.5	11.4	11.2

During the 2001-02 school year, Smith certificated staff consisted of 32 employees: 53.1 percent with 30+ additional units beyond their bachelor's degree and 43.7 percent holding advanced graduate degrees, such as a master's or doctorate degree.

Under the recently adopted federal No Child Left Behind Act, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications.

Parents who wish to receive this information may contact the district's Human Resources Office at (714) 964-8888.

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. The Board of Trustees, in agreement with the Huntington Beach Elementary Teachers' Association, has adopted a teacher evaluation process that promotes quality instruction. Temporary and probationary teachers are evaluated annually and permanent teachers are evaluated every other year. 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, the Superintendent certifies to the Board of Trustees that designated administrators are sufficiently competent in instructional methodologies to evaluate teachers.

Substitute Teachers

Huntington Beach City School District employs more than 185 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. Most district substitutes are fully credentialed. For a long-term absence, a substitute receives

a contract for the length of the classroom teacher's absence in order to maintain the continuity and quality of the educational program. The district is proactive in maintaining competitive pay rates to provide an effective substitute staff. Substitute teachers may participate in district staff development programs, allowing them to grow professionally while keeping up-to-date on district 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.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, 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 twice 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. The Training, Assistance, & Support for Colleagues (TASC) Force, who works closely with teachers in all subject areas, surveys and formally presents a periodic summary of its teachers' analyses, input, and feedback for staff development and curriculum improvement needs.

In the 2001-02 school year, three mandatory staff development days were held during the school year. District-level training activities and professional development revolved around the new science textbook adoption, state science standards and frameworks, integration of hands-on inquiry based on science modules as well as strategies for reading informational texts such as science.

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 has identified science, Gifted and Talented Education (GATE) instruction, standards and accountability, conflict resolution, and dynamic indicators of basic early literacy skills as our staff development focus areas.

A portion of Smith's 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, the West Orange County Consortium for Special Education, or education consultants. 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.

The TASC Force (Training, Assistance, & Support for Colleagues) provides experienced teachers with staff development opportunities districtwide, with a greater emphasis on teacher needs. Professional

development focuses on instructional strategies, effective teaching techniques, technology, data analysis, and skill assessment.

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.

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

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.

School 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.

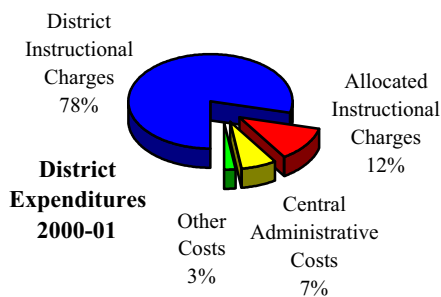
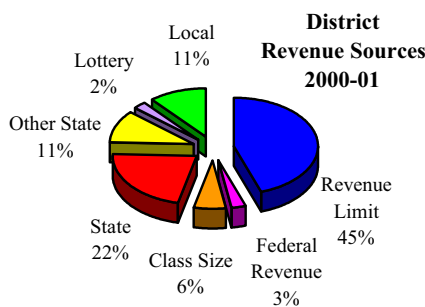
Expenditures & Services Funded

For the 2000-01 school year, Huntington Beach City School District spent an average of \$5,893 to educate each student (based on 2000-01 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 Cost of Education Per Student*		
2000-01		
State Average		
All Elementary		
HBCSD	Districts	All Districts
\$5,893	\$6,092	\$6,360

**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 2000-01 school year, the district received approximately \$901 per student in federal and state aid for categorical, special education, and other 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.

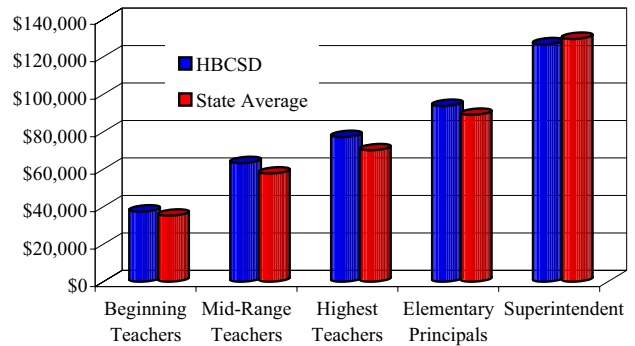


District Instructional Charges include teachers' salaries, aides' salaries, employee benefits, textbooks, and travel expenses. Allocated Instructional Charges represent salaries and benefits for certificated and classified employees in instructional administration, instructional media, transportation 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.

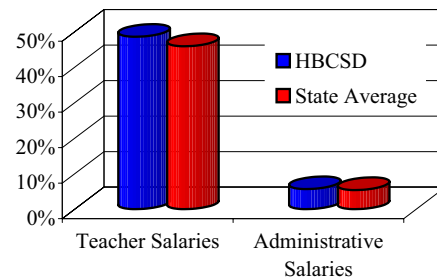
Salary & Budget Comparison

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
2000-01**



**Teacher & Administrative Salaries
as a Percentage of Total General Fund
Expenditures 2000-01**



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, including: field trips, book fairs, skating parties, Art Masters, Art Reflections, and Family Art Nights. The school's programs have also been enriched by the generous contributions made by the following organizations:

- Huntington Beach Education Foundation
- Barnes & Noble Booksellers
- YMCA
- La Petite Academy
- Boys & Girls Clubs

Many parents also participate in programs where their employers match donations to the school.

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.