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Grades Kindergarten through Five
Michael Andrzejewski, Principal

www.smithelementary.com

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Statistical data in this Annual Report Card are based on October 2003 CBEDS data provided by the California Department of Education. Statistical data for suspensions, expulsions, attendance, and instructional minutes 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 2005



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.

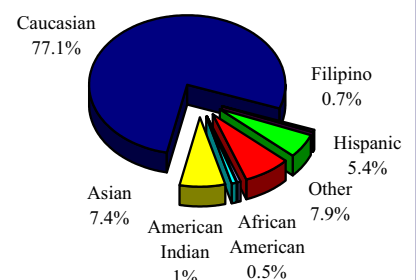
PERSEVERANCE -- The ambitious vision for Smith School can only be achieved through the dedication and sustained efforts of all stakeholders. We set high goals and work diligently to achieve them.

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

In 2003, Huntington Beach City School District celebrated its 100 year anniversary. Originally founded in 1903, the district has grown over the years from a single room schoolhouse with one teacher teaching first through eighth grade students to its current eight K-5 elementary schools and two 6-8 middle schools. The district is proud of its heritage in providing quality educational programs to the Huntington Beach community.

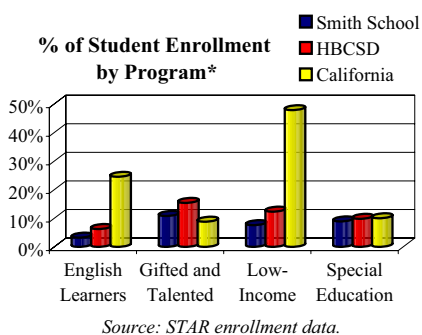
% of Student Enrollment
by Ethnic Group



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 approximately 600 students.

The GATE program at our school serves approximately 10-12 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.

This Annual School Report Card presents to the community an overview of Smith School and the programs it offers. State reporting requirements include disclosing information regarding subgroups such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in significant ethnic subgroups. A profile of Smith School's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



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 each September. 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.

	Suspensions & Expulsions					
	Smith School			HBCSD		
	2002	2003	2004	2002	2003	2004
Suspension (#)	0	5	5	361	358	282
Suspension (%)	0.0	0.8	0.8	5.2	5.1	4.1
Expulsion (#)	0	0	0	0	2	0
Expulsion (%)	0.0	0.0	0.0	0.0	0.0	0.0

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:

- *Students of the Month* and *Accelerated Readers* are recognized and awarded at monthly assemblies.
- The earning of "*Super You*" awards 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, students with no absences for the year receive a *Perfect Attendance Award*.
- Fifth grade students who meet established criteria may receive the *Presidential Academic Fitness Award*.
- *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
- Pastries with Parents
- Skating Parties
- Outdoor Science Education (5th Grade)
- Father/Daughter and Mother/Son Dances
- Family Nights
- Vocal Music Program
- Chorus (Grades 4-5)
- Band (Grades 4-5)

Homework

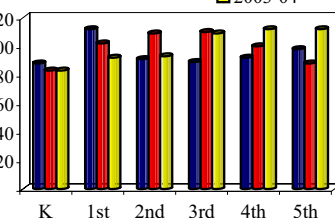
The Huntington Beach City School District Board of Trustees views homework as an extended learning time and a planned part of the curriculum. Homework helps students to develop study skills and promotes student responsibility and self-discipline. Our teachers assign homework on a regular basis for all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

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

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2003-04 school year was 609 students.

Enrollment by Grade Level



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 monitors student attendance to identify those students exhibiting excessive absences and offer assistance when necessary. During the 2003-04 school year, the actual attendance rate for all grade levels at Smith School was 95.84 percent.

Class Size

Smith School maintained a schoolwide average class size of 25 students and a pupil-to-teacher ratio of 23:1 for the 2003-04 school year. The pupil-to-teacher ratio varies by grade level. All students receive instruction in a self-contained classroom environment. In some instances, homeroom teachers will include their classes with those of other teachers who have expertise in specific subject areas.

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. In the 2003-04 school year all

K-2 classrooms were included in the Class Size Reduction program. Parent volunteers working in the classrooms help to further reduce the student/adult ratio. Starting with the 2003-04 school year, all K-5 schools in the Huntington Beach City School District are providing a Kindergarten Class Size Reduction, Option 2, program which maintains a ratio of 20 or fewer students for a portion of the day that occurs during critical instructional time for reading, language arts, and mathematics. During the remaining half of the day, a district average of 30 students per teacher is maintained.

	Class Size Distribution									
	Average Class Size			Classrooms Containing:						
	02	03	04	1-20 Students		21-32 Students			33+ Students	
K	19	19	28	4	4	1	3			
1st	20	20	19	5	5	6	1			
2nd	18	20	19	3	5	5				
3rd	20	20	32	5	6			2		2
4th	31	33	30				4	2	4	2
5th	30	29	32	1			1	3	3	2
K-3	18	20		2	2					
3rd-4th			27						1	
4th-5th			29						1	

Instructional Time

During the 2003-04 school year, instructional minutes offered at Smith School exceeded state requirements. The adjacent table illustrates the actual instructional time offered to our students during the 2003-04 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 2003-04 school year, Smith School offered 180 days of instruction, including 144 regular days and 36 minimum days. Minimum days are used by our staff for curriculum development, instructional planning, coordination between teachers, parent conferences, and professional inservices.

Student Achievement

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 California Achievement Test (CAT/6) and California Standards Tests (CSTs) 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 CAT/6 and CST tests. Results from the Houghton Mifflin Leveled Reading Passages Assessment 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 CAT/6 and CST tests. Report card grades are combined with results of the Houghton Mifflin Emerging Literacy Survey and a writing sample to determine grade level proficiency.

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 CAT/6, CSTs, 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 CAT/6 and CST tests. Math proficiency is determined through report card grades and performance results on end of year exams which match the standards.

Adequate Yearly Progress (AYP)

In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year.

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014 as required by NCLB. Beginning with spring 2003 test results, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% in Mathematics on California Standards Tests (CSTs). Additional AMOs contributing to whether or not an elementary or middle school demonstrates AYP include: a 95% or above participation rate on the CSTs (grades 2-8) and an Academic Performance Index (API) of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. **Smith School does not receive Title I funding; therefore, it is not subject to Federal Program Improvement mandates.** More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress								
California Standards Test (CST)								
English/Language Arts								
		Participation Rate		% Proficient & Advanced				
Year Ending	03	04	03	04	03	04	04	
Target	95%		13.6%					
	Met	%	Met	%	Met	%	Met	%
All Students	Yes	100	Yes	99	Yes	56.9	Yes	56.1
Caucasian	Yes	100	Yes	99	Yes	56.1	Yes	56.0
Math								
		Participation Rate		% Proficient & Advanced				
Year Ending	03	04	03	04	03	04	04	
Target	95%		16.0%					
	Met	%	Met	%	Met	%	Met	%
All Students	Yes	100	Yes	99	Yes	65.9	Yes	65.7
Caucasian	Yes	100	Yes	99	Yes	66.0	Yes	64.1
Academic Performance Index (API)								
	03		04					
Target	Minimum score of 560 or 1 point increase							
	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	833	Yes	825				

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 CAT/6 and CST results. The interim statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the interim statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's STAR testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program (currently unfunded) are the two remaining components of the PSAA. API results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

API School Results								
All Students	Base			Percent Tested	Growth			
	2001	2002	2003		01-02	02-03	03-04	
Percent Tested	99	99	100	Percent Tested	99	99	99	
API Score	798	815	835	API Growth Score	826	833	825	
Growth Target	1	*	*	Actual Growth	28	18	-10	
Statewide Rank	8	9	9	Eligible for Awards	Yes	Yes	No	
Similar Schools Rank	2	1	2	Eligible for II/USP	No	No	No	
Subgroups								
Caucasian								
Base API Score	800	811	835	API Growth Score	828	833	823	
Growth Target	*	*	*	Actual Growth	28	22	-12	
*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.								
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.								



State Assessments

Huntington Beach City School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CSTs), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. SABE/2 is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. For more information on the STAR Program, please visit: <http://www.star.cde.gov>.

California Achievement Test (CAT/6)

The CAT/6 is a norm-referenced test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade in a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT9 norm-referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT9.**

SAT9 Survey Norm Referenced Test*									
2002									
% At or Above 50th Percentile									
Subject Area	Reading				Math				
	2	3	4	5	2	3	4	5	
Grade Level	2	3	4	5	2	3	4	5	
All Students									
Smith School	82	83	78	82	81	83	81	79	
HBCSD	76	76	75	73	80	81	81	76	
California	53	47	49	46	62	62	58	57	
Subgroups									
Females	86	87	85	81	79	82	87	78	
Males	79	80	64	83	83	84	70	80	
English Learners									
Non English Learners	82	83	79	84	81	83	82	81	
SED^			75				75		
Non SED	82	85	78	86	80	85	82	81	
Caucasian	86	82	75	82	84	82	81	80	

^SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT/6 Survey Norm Referenced Test*																	
2003, 2004																	
% At or Above 50th Percentile																	
Subject Area	Reading				Math												
	2	3	4	5	2	3	4	5									
Grade Level	2	3	4	5	2	3	4	5									
Year Ending	03	04	03	04	03	04	03	04	03	04							
All Students																	
Smith School	64	78	53	54	60	55	72	75	80	84	74	69	71	64	76	79	
HBCSD	66	68	60	53	61	59	58	65	79	80	76	71	69	68	67	73	
California	46	47	34	35	35	36	40	41	57	59	52	54	48	49	49	50	
Subgroups																	
Females	77	79	60	61	68	60	79	79	83	79	74	75	68	60	74	84	
Males	52	76	46	45	54	51	59	72	78	90	74	62	74	67	81	76	
English Learners																	
Non English Learners	64	78	53	55	61	54	75	76	80	85	74	70	73	63	78	81	
SED^																	
Non SED	65	78	52	55	62	56	76	75	81	84	74	70	74	65	78	80	
Asian		86				83				93				100			
Caucasian	62	76	55	52	58	53	71	76	80	86	72	66	72	60	76	82	

*Scores included in this report card were based on STAR test reports published in October 2004.
^SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average. In this report card, the percentage of Smith School students achieving Advanced (A) and Proficient (P) levels is reported. District level and statewide scores for sake of comparison may be found in the *Huntington Beach City School District Report Card*.

CELDT

Procedures are implemented to carefully identify students who are English language learners (ELL). 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. Individual CELDT results and program information are sent home to parents on an individual basis. The percentage of ELL students at Smith School is very low and most acquire English fluency within a reasonable time frame.

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).

Sports, Play & Active Recreation for Kids! (SPARK)

The SPARK program provides a comprehensive health related physical exercise curriculum for all classes at Smith School. The focus of SPARK is the development of healthy life styles, motor skills and movement knowledge, and social and personal skills.

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, 9 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.

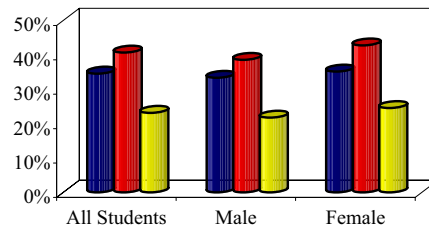
Cleanliness of the school campus is a high priority. A team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community.

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 improvements at the Smith campus include replacement of roofing, installation of a new telephone system, and

California Standards Test (CST)*													
2002, 2003, 2004													
Combined % of Students Scoring at Proficient and Advanced Levels													
Smith School													
	Language Arts			Math Standards			Language Arts			Math Standards			Science (5th)
	02	03	04	02	03	04	02	03	04	02	03	04	
	Second Grade						Third Grade						
All Students	51	52	57	60	72	78	53	50	36	58	63	58	
Females	58	63	58	60	75	73	54	57	40	60	62	65	
Males	45	41	56	60	69	84	53	43	31	57	64	51	
English Learners													
Non English Learners	51	52	59	60	71	77	54	49	38	59	63	59	
SED^													
Non SED	50	51	60	59	71	78	55	48	38	61	61	59	
Special Education							30			36			
Asian			71			86							
Caucasian	53	48	56	64	71	79	50	51	33	55	61	54	
	Fourth Grade						Fifth Grade						
All Students	64	65	61	65	61	57	59	60	65	49	62	68	46
Females	64	68	67	68	65	54	69	64	77	58	59	70	47
Males	64	62	56	59	57	61	50	50	57	43	69	67	45
English Learners													
Non English Learners	65	66	60	65	61	57	60	62	66	51	67	70	47
SED^	41			50									
Non SED	68	66	62	68	63	57	62	63	67	51	66	70	48
Special Education			8			8			17			8	17
Asian			92			92							
Caucasian	63	64	61	64	63	55	55	59	67	46	64	69	44

*Scores included in this report card were based on STAR test reports published in Oct. 2004.
^SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level/subgroup.

Students in Healthy Fitness Zone
Grade 5



modernization of five classroom buildings. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation provide the necessary funding for districtwide modernization efforts. Smith School received 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 a visitor's badge 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 STAR 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. The School Safety Plan is updated and reviewed with school staff annually.

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.

The district nurse is scheduled at Smith School for two half days each month. 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.

Support Services Staff			
Title	Number of Staff	Days Available Per Week	Full Time Equivalent
Psychologist	1	As needed	-
Health Clerk	1	5	0.4
Nurse	1	1	0.1
Speech/Language Specialist	1	3	0.6

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. Children may be referred to local health agencies for free immunization clinics. 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.

Once each year, Huntington Beach City School District sponsors a Parent Empowerment Academy. The Academy provides a guest speaker and activities geared toward the concerns of parents and their children. In October of 2003, the Academy featured Clay Roberts who spoke on the 40 Developmental Assets and how parents can develop resiliency traits in themselves and their children that can help them lead productive lives. In January of 2004, Jim Trelease will speak on "READING ALOUD: Motivating children to make books into friends, not enemies."

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 (WOCCSE), 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. Smith School offers a full range of special education services including a Resource Specialist Program, Special Day Classes (primary grades), and speech therapy.

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 rotating cycle. This review ensures that the instructional materials used by students are current and standards-based. All students, including Special Education and English learner students, are given their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

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 language arts during the 2002-03 school year for all grade levels.

District-Adopted Textbooks & Instructional Materials		
Subject/ Year Adopted	Series	Grades
Reading & Language Arts		
2003	Houghton Mifflin: <i>A Legacy of Literacy</i>	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
Science Kits		
	Insights (Center for Hands-On Learning)	K, 2
	FOSS (Full Option Science System)	K, 3-6
	STC (Science and Technology for Children)	1-4

Smith School's recently modernized library is stocked with 11,700 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 media/technology center offers a 26-station Pentium computer lab with Internet access. Our students visit the media/technology center on a weekly basis. The school is also in the process of updating all classroom computers; each upper grade classroom is receiving 3 new state-of-the-art computers and each lower grade classroom is receiving two. Software available for student use includes Accelerated Reader, Kid Pix, and Worldbook, an encyclopedia which can be accessed from home over the Internet.

	Computer Resources		
	2001-02	2002-03	2003-04
Computers	110	110	150
Students per computer	5.3	5.5	4.1
Classrooms connected to Internet	28	28	78

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 2003-04 school year, Smith School had 29 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	30	32	29
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	30	32	29
Working Outside Subject	0	0	0
Teacher Misassignments			0
Teacher Vacancies			0
Average Years Teaching	13.1	13.7	14.5
Average Years in District	11.2	11.6	12.2
<i>Data not required to be reported for this time period.</i>			

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the time this report was published, information regarding classes taught by NCLB-compliant teachers was not available. This district is currently defining the process to be used to identify NCLB-compliant teachers; results will be available in the January 2006 Annual School Report Card.

Teacher Education Levels 2003-04	
	Smith School
Master's Degree +30*	34.5%
Master's Degree	6.9%
Bachelor's Degree +30*	58.6%
<i>*Indicates additional hours above and beyond degree.</i>	

Under No Child Left Behind, 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 170 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. In the rare event a substitute teacher is not available, students are sent to other classrooms to receive instruction from a certificated teacher.

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 in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend 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 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 2003-04 school year, three mandatory staff development days were held during the school year. District-level training activities and professional development revolved around the new language arts textbook adoption and differentiated instructional strategies to meet the needs of all students.

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 schoolwide implementation of the Nancy Fetzter Writing Program and the Dynamic Indicators of Basic Literacy Skills (DIBELS) assessments in grades K-3.

A portion of our school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend inservices offered by 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.

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.

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.

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.

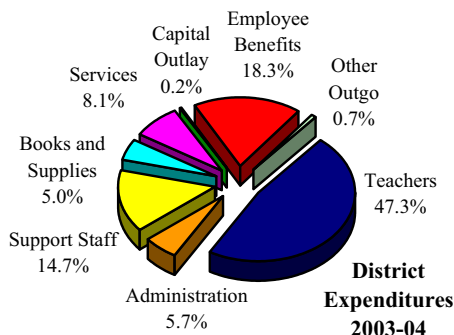
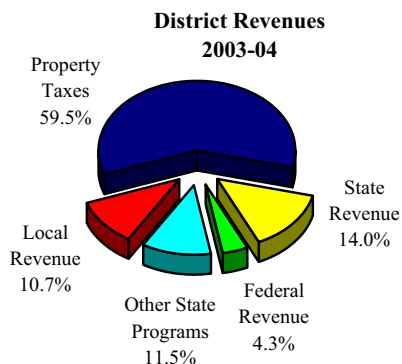
Expenditures & Services Funded

At the time this report was published, the most recent financial comparison data for the State of California was for the 2002-03 fiscal year. For the 2002-03 school year, Huntington Beach City School District spent an average of \$6,227 to educate each student (based on 2002-03 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per average daily attendance (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*		
2002-2003		
Statewide Average		
All Elementary School		
HBCSD	Districts	All Districts
\$6,227	\$6,542	\$6,822

Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.

In addition to general fund state funding, Huntington Beach City School District receives state and federal categorical funding for special programs. For the 2002-03 school year, the district received approximately \$1,161 per student in federal and state aid for categorical, special education, and other support programs. Smith School receives federal and state support for Limited English Proficient, School Improvement Program, and Economic Impact Aid.



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 - Principal - Superintendent		
2002-03		
	HBCSD	State Average
Beginning Teachers	\$35,415	\$37,951
Mid-Range Teachers	\$66,678	\$61,262
Highest Teachers	\$81,324	\$74,414
Elementary Principals	\$98,998	\$94,506
Middle School Principals	\$95,011	\$94,506
Superintendent	\$142,007	\$140,715
Salaries as a Percentage of Total Budget		
Teacher Salaries	48.75%	44.63%
Administrative Salaries	5.99%	5.51%

Community Involvement

Parents and the community are very supportive of the educational programs at Smith School. The Smith School Parent Teacher Association (PTA) has made generous contributions of time and money to numerous programs and activities, including: field trips, assemblies, book fairs, skating parties, Art Masters, Art Reflections, and Family Art Nights. The school's programs have also been enriched by the generous contributions made by the following organizations:

- Huntington Beach Education Foundation
- Barnes & Noble Booksellers
- Huntington Harbor Philharmonic
- Las Damas
- Boys & Girls Clubs
- Albertsons
- Target
- Washington Mutual
- Rainbow Recycling

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

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

Contact Information

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