

# Agnes L. Smith Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Agnes L. Smith Elementary School
<b>Street</b>	770 17th Street
<b>City, State, Zip</b>	Huntington Beach, CA 92648
<b>Phone Number</b>	(714) 536-1469
<b>Principal</b>	Maria Ashton
<b>Email Address</b>	mashton@hbcsd.us
<b>School Website</b>	<a href="https://smith-huntington-ca.schoolloop.com/">https://smith-huntington-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	30-66530-6028831

## 2021-22 District Contact Information

<b>District Name</b>	Huntington Beach City School District
<b>Phone Number</b>	(714) 964-8888
<b>Superintendent</b>	Leisa Winston, Ed.D.
<b>Email Address</b>	LWinston@hbcsd.us
<b>District Website Address</b>	www.hbcsd.us

## 2021-22 School Overview

Smith Elementary School is located in the southern section of the City of Huntington Beach, three blocks from the Pacific Ocean. It was built in 1950 and was originally intended to be an extension of the K-8 school named, "Central School" as an overflow for their crowded campus. As the population of the surrounding neighborhood grew, Smith continued to add more classrooms to the campus. In September of 1965, Smith became an elementary school and Central School became a junior high school. Smith is named after its first principal, Agnes L. Smith, an instructional leader, dedicated to helping students become life-long learners and productive citizens. As it stands today, Smith's campus is 3 blocks wide, spanning from 14th Street to 17th Street.

Smith Elementary School operates on a traditional school schedule. It is a thriving learning community of 586 students in grades K-5, 36 teachers, 8 para-educators, and 20 support staff, along with an expanding extended family of parents and community members. Smith's Learning Community is a place where all stakeholders are engaged and collaborative participants in the learning process as they pursue the school vision of "High Academic Achievement for All Students". Smith's vision guides all decisions and determines all actions as all participants (students, staff, and families) work together to provide each student with a strong foundation for the future.

Smith Elementary School's mission of "The Relentless Pursuit of Learning" is observable throughout the campus, which is an inviting, safe, clean, and attractive campus that provides an optimal learning environment for all learners, as well as, is an asset to the Smith Surfer community. Common Core Standards and specific learning objectives guide daily classroom instruction and staff meet regularly to analyze student performance data and to plan research-based instruction and supports. Additionally, all 33 classrooms have been upgraded to a 21st-century learning environment with 1:1 technology devices in every classroom, along with a brand new library and media center.

Smith Elementary School is a Title 1 school serving a fair population of low socioeconomic students and English Learner students. The Smith Staff is diligent in its pursuit of optimal learning for all students, being recognized as a California Gold Ribbon School and Title 1 High Achievement School in 2016. Smith offers specialized classes in vocal music provided by a credentialed music teacher, intervention reading and math interventions provided by credentialed teachers, as well as English Learner Development supports, to meet the varying needs of its students. The Smith PTA also provides programs that enrich the daily program and provide enhanced learning opportunities for all of the diverse needs of Smith students such as Meet the Masters' art lessons, Red Ribbon Week activities, Freckle online computer programming, and much more. The Smith Surfer community continually strives to be the very best as we "Ride the Wave to Success".

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	99
Grade 2	92
Grade 3	127
Grade 4	103
Grade 5	140
<b>Total Enrollment</b>	<b>636</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
Asian	5
Black or African American	1.3
Filipino	0.6
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.6
White	52.7
English Learners	6.3
Foster Youth	0.2
Homeless	1.3
Socioeconomically Disadvantaged	30.5
Students with Disabilities	9.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2021-22 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

<b>Year and month in which the data were collected</b>	October 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	Yes	0.0%
<b>Mathematics</b>	McGraw Hill - My Math Adoption Year 2015	Yes	0.0%
<b>Science</b>	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	0.0%
<b>History-Social Science</b>	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007  Houghton Mifflin - History-Social Science Adoption Year 2007	Yes	0.0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Smith School was built at various times during the 1950's with portable classroom buildings added in the late 1980's through the 1990's. This site consists of an office area, library, multipurpose room, warming kitchen, original 23 classrooms and 9 portable classrooms. The site also has a YMCA portable building used for before and after school child care.

Improvements during 2020 include modernization of the classrooms into 21st Century classrooms with new furniture, technology, infrastructure and Chromebooks. Other repairs include roof replacement, upgrades to existing facilities P.A. and Bell system, updated phone and fire alarm. Upgrades made to MERV 13 air filters per CDC guidelines.

The new Administration building and additional classrooms were completed creating a single point of entry to the campus as well as security fencing, a new drop off and parking area. Facilities are inspected continuously by custodial and maintenance personnel, and work orders are submitted as needed.

Year and month of the most recent FIT report

October 28, 2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	368	NT	NT	NT	NT
<b>Female</b>	183	NT	NT	NT	NT
<b>Male</b>	185	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	100	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	45	NT	NT	NT	NT
<b>White</b>	200	NT	NT	NT	NT
<b>English Learners</b>	23	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	111	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	46	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	368	NT	NT	NT	NT
Female	183	NT	NT	NT	NT
Male	185	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	100	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	45	NT	NT	NT	NT
White	200	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	111	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	362	360	99%	1%	76.7%
Female	178	178	100%	0%	80.3%
Male	184	182	98.9%	1.08%	74.2%
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100	0	83.3%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	97	97.9%	2.02%	74.2%

<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	59	35	59.3%	40.7%	91.4%
<b>White</b>	266	266	100%	0%	75.9%
<b>English Learners</b>	21	21	100%	0%	52.4%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	105	105	100%	0%	69.52%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	40	25	62.5%	37.5%	48%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	362	325	89.8%	10.2%	79.7%
<b>Female</b>	178	156	87.6%	12.4%	76.9%
<b>Male</b>	184	169	91.8%	8.2%	82.2%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	17	94.4%	5.6%	82.4%
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	99	85	85.9%	14.1%	74.1%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	59	54	91.5%	8.5%	87%
<b>White</b>	266	236	88.7%	11.3%	77.5%
<b>English Learners</b>	21	21	100%	0%	66.7%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	105	93	88.6%	11.4%	72%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	40	37	92.5%	7.5%	45.9%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	136	NT	NT	NT	NT
<b>Female</b>	66	NT	NT	NT	NT
<b>Male</b>	70	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	39	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	NT	NT	NT	NT
<b>White</b>	72	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	39	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive and collaborative of the educational programs at Smith Elementary School. The Smith School Parent Teacher Association (PTA) has made generous contributions of time and money to numerous programs and classroom learning experiences, including field trips, assemblies, book fairs, skating parties, Meet the Masters, PTA Reflections, and Imagination Playground blocks, which all enable students to have a quality experience at Smith Elementary School. Additionally, PTA has provided grant opportunities for teachers to fund additional instructional materials and enrichment activities. Smith Elementary School is fortunate to have a large number of parents who volunteer their time working in the classroom to assist teachers and support small group instruction. The school's programs have also been enriched by the generous contributions made by the following organizations: Barnes and Noble Booksellers, Huntington Harbor Philharmonic, Las Damas, 25 degrees, Miguel's Jr., and other local businesses.

Parents are encouraged to be involved at Smith School by volunteering in the classroom, planning school PTA sponsored activities such as the Read-A-Thon, and joining one of the many PTA or school committees, all of which enhance our school program. Families are also encouraged to attend Family Movie Nights and Smith Family Restaurant Nights. Parents can go to our PTA website at [www.smithpta.org](http://www.smithpta.org) to learn how to get involved. Additionally, parents have opportunities on several committees that support Smith Elementary School. The Smith Elementary School Site Council is a leadership body consisting of staff and parents. Interested parents can submit their names in the fall and participate in an election for representation on the council. The council gathers input for use in the decision-making process regarding the expenditure of site funds in alignment with the implementation of our school plan. Families participate in school meetings such as Back to School Night, PTA meetings, SSC and ELAC meetings, and parent-teacher conferences. All parents of Smith's English Learner population are encouraged to participate in Smith's English Learner Advisory Committee (ELAC) to provide input and get connected to the Smith Elementary School culture. Parents of Title 1 students are involved in creating and implementing the Parent Involvement Home-School Compact distributed to all parents during Aeries data confirmation and throughout the school year.

As a result of COVID-19, families are provided in-person and teleconferencing options to participate in school meetings such as Back to School Night, PTA meetings, SSC, Title 1, and ELAC meetings. Parents are also able to choose between in-person or virtual parent-teacher conferences, IEPs, 504s, and SSTs. With this flexibility of opportunities to attend, Smith Elementary School has observed an increase in parent participation. This participation is critical to the success of Smith Elementary

## 2021-22 Opportunities for Parental Involvement

School. Additionally, Smith Surfer families support the implementation of home practice by establishing an environment in which students can continue to practice their newly acquired skills and monitor their child's progress and completion.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	665	656	81	12.3
Female	337	331	42	12.7
Male	328	325	39	12.0
American Indian or Alaska Native	0	0	0	0.0
Asian	32	32	0	0.0
Black or African American	8	8	1	12.5
Filipino	4	4	0	0.0
Hispanic or Latino	188	186	31	16.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	66	64	6	9.4
White	351	347	41	11.8
English Learners	42	40	4	10.0
Foster Youth	3	3	1	33.3
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	215	214	46	21.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	81	10	12.3

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.39	0.30	1.97	0.21	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.40	1.14	2.45
<b>Expulsions</b>	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.30	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.61	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.57	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.22	0.00

## 2021-22 School Safety Plan

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff during the winter of the 2021-22 school year. The plan was reviewed and updated with staff and School Site Council in early 2022.

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. One automated external defibrillator (AED) was installed in the administration building. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District-wide modernization efforts. The Smith campus was under construction during the 2019-20 school year and major improvements included the renovation of learning spaces and relocation of the administration building. Permanent campus perimeter fencing was completed during Winter 2019 to increase student safety. Modernization of facilities was completed in 2020-21.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	30		4	
2	30		4	
3	32		4	
4	30		5	
5	27		5	
6				



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	30		3	
2	32		4	
3	29		4	
4	31		4	
5	28		5	
6				
Other	28		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	3	
1	25	1	3	
2	18	4	1	
3	25		5	
4	21	1	4	
5	20	2	5	
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.8
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.1
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,653.75	\$1,225.87	\$5,427.88	\$ 102,693
<b>District</b>	N/A	N/A	\$2,329.96	\$95,013
<b>Percent Difference - School Site and District</b>	N/A	N/A	79.9	-200.0
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-43.5	-200.0

## 2020-21 Types of Services Funded

For students identified and who meet eligibility criteria, Smith provides Gifted and Talented Education (GATE) instruction through cluster classes for grades two through five. Instruction within these classes focuses on teaching grade-level standards through the use of Sandra Kaplan's depth and complexity icons. This program provides challenging instruction to students capable of achieving significantly beyond the level of their peers. GATE classes are taught by fully credentialed, GATE-trained teachers, who annually participate and attend GATE training and workshops sponsored by the California Association for the Gifted.

Title I funding plays a critical role in the Education Act, Every Child Succeeds Act (ESSA). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Smith School uses Title I funds to assist students identified as failing, or most at-risk of failing, to meet the State Board of Education standards. Information regarding Title I designation assists parents and the school community to understand the impact ESSA will have on Smith School. ESSA requires evaluation of student performance both school-wide and by specific subgroups within the student population. Two credentialed instructors provide small group instruction to students needing academic support in reading, through an intervention program.

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,654	\$52,060
<b>Mid-Range Teacher Salary</b>	\$93,514	\$84,043
<b>Highest Teacher Salary</b>	\$114,069	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$137,484	\$133,582
<b>Average Principal Salary (Middle)</b>	\$131,153	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$241,672	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	39%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development offerings. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Twenty professional development days were available and held during the school year which involved curriculum based training for ST Math, Mimio Studio Notebook, OC STEM Science training, Write from The Beginning, Stop the Bleed, Modernization Overlook training, and data analysis through Professional Learning Communities. As a result of the COVID-19 school closures and need to provide distance learning, HBCSD increased its professional development offerings during the 2019-20 and 2020-21 school years to increase capacity of teachers to provide distance learning. These sessions included on-demand learning of pre-recorded, self-paced modules as well as live sessions with topics ranging from ZOOM, Screencastify, Clever, Canvas Learning Management System, SchoolsPLP digital curriculum, The Distance Learning Playbook to name a few.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Smith School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts in the area of staff development. Recent topics included the Accelerated Reader program for increasing reading comprehension, Thinking Maps, Rebecca Sitton Word Study Skills and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments in grades K-5. Smith staff has also focused on improving math instruction. Staff development has been provided in Cognitively Guided Instruction (CGI), in grades kindergarten through second. Staff development in Extending Children's Mathematics has been provided in third through fifth grades. All staff has participated in staff development for ST Math through the Mind Research Institute.

A portion of our school funding is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Professional Development Center. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	50	13

# Huntington Beach City School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Huntington Beach City School District
<b>Phone Number</b>	(714) 964-8888
<b>Superintendent</b>	Leisa Winston, Ed.D.
<b>Email Address</b>	LWinston@hbcsd.us
<b>District Website Address</b>	www.hbcsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3730	33	0.88	99.12	9.09
<b>Female</b>	1786	5	0.28	99.72	--
<b>Male</b>	1943	28	1.44	98.56	10.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	422	4	0.95	99.05	--
<b>Black or African American</b>	16	1	6.25	93.75	--
<b>Filipino</b>	18	0	0.00	100.00	--
<b>Hispanic or Latino</b>	743	7	0.94	99.06	--
<b>Native Hawaiian or Pacific Islander</b>	14	0	0.00	100.00	--
<b>Two or More Races</b>	452	3	0.66	99.34	--
<b>White</b>	2059	18	0.87	99.13	5.56
<b>English Learners</b>	193	0	0.00	100.00	--
<b>Foster Youth</b>	11	0	0.00	100.00	--
<b>Homeless</b>	60	2	3.33	96.67	--
<b>Military</b>	27	1	3.70	96.30	--
<b>Socioeconomically Disadvantaged</b>	771	11	1.43	98.57	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	474	33	6.96	93.04	9.09

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3730	33	0.88	99.12	6.06
Female	1786	5	0.28	99.72	--
Male	1943	28	1.44	98.56	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	422	4	0.95	99.05	--
Black or African American	16	1	6.25	93.75	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	743	7	0.94	99.06	--
Native Hawaiian or Pacific Islander	14	0	0.00	100.00	--
Two or More Races	452	3	0.66	99.34	--
White	2059	18	0.87		5.56
English Learners	193	0	0.00	100.00	--
Foster Youth	11	0	0.00	100.00	--
Homeless	60	2	3.33	96.67	--
Military	27	1	3.70	96.30	--
Socioeconomically Disadvantaged	771	11	1.43	98.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	474	33	6.96	93.04	6.06

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3667	3543	96.60%	3.40%	67.40%
Female	1760	1704	96.80%	3.20%	69.70%
Male	1902	1831	96.30%	3.70%	65.50%
American Indian or Alaska Native	12	12	100%	0%	33.30%
Asian	392	363	92.60%	7.40%	78.20%

<b>Black or African American</b>	15	15	100%	0%	73.30%
<b>Filipino</b>	25	25	100%	0%	72%
<b>Hispanic or Latino</b>	738	722	97.80%	2.20%	55.30%
<b>Native Hawaiian or Pacific Islander</b>	16	16	100%	0%	68.80%
<b>Two or More Races</b>	532	481	90.40%	9.60%	70.30%
<b>White</b>	2559	2482	97%	3%	65.20%
<b>English Learners</b>	192	188	97.90%	2.10%	25%
<b>Foster Youth</b>	11	11	100%	0%	54.50%
<b>Homeless</b>	17	17	100%	0%	76.50%
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	674	606	89.90%	10.10%	61.70%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	468	263	56.20%	43.80%	47.50%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	3667	2899	79.10%	20.9%	82.80%
<b>Female</b>	1760	1391	79%	21%	80.40%
<b>Male</b>	1902	1506	79.20%	20.80%	85%
<b>American Indian or Alaska Native</b>	12	9	75%	25%	100%
<b>Asian</b>	392	310	79.10%	20.90%	93.50%
<b>Black or African American</b>	15	13	86.70%	13.30%	84.60%
<b>Filipino</b>	25	20	80%	20%	90%
<b>Hispanic or Latino</b>	738	571	77.40%	22.60%	70.40%
<b>Native Hawaiian or Pacific Islander</b>	13	11	84.60%	15.40%	84.60%
<b>Two or More Races</b>	532	429	80.60%	19.40%	85.80%
<b>White</b>	2559	2015	78.70%	21.30%	79.90%
<b>English Learners</b>	192	160	83.30%	16.70%	57.50%
<b>Foster Youth</b>	11	11	100%	0%	90.90%
<b>Homeless</b>	17	13	76.50%	23.50%	76.90%
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	674	537	79.70%	20.30%	65.40%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--



<b>Students with Disabilities</b>	468	346	73.90%	26.10%	53.80%
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\*At or above the grade-level standard in the context of the local assessment administered.