

Agnes L. Smith Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 580 students in grades K-5, 28 teachers, 4 para-educators, and 15 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 25 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 population of low socioeconomic students and English Learner students. The Smith Staff is diligent in its pursuit of optimal learning for all students. 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 and IXL 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	106
Grade 2	91
Grade 3	95
Grade 4	99
Grade 5	127
Total Enrollment	600

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2%
Male	46.8%
American Indian or Alaska Native	0.2%
Asian	6.3%
Black or African American	0.3%
Filipino	0.5%
Hispanic or Latino	28.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	11.3%
White	49%
English Learners	6%
Foster Youth	0.3%
Homeless	0.7%
Socioeconomically Disadvantaged	41.7%
Students with Disabilities	8.7%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.50	100.00	232.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.39	12115.80	4.41
Unknown	0.00	0.00	15.20	5.98	18854.30	6.86
Total Teaching Positions	27.50	100.00	254.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.50	100.00	245.00	92.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.00	3.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.70	1.03	11953.10	4.28
Unknown	0.00	0.00	8.40	3.20	15831.90	5.67
Total Teaching Positions	31.50	100.00	265.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023-24 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.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	Yes	0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015	Yes	0.0%
Science	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - History-Social Science Adoption Year 2007	Yes	0.0%

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

August 17, 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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).

College and Career Ready

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	74	68	69	47	46
Mathematics (grades 3-8 and 11)	61	64	60	61	33	34

2022-23 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	321	97.57	2.43	73.83
Female	181	176	97.24	2.76	73.86
Male	148	145	97.97	2.03	73.79
American Indian or Alaska Native	0	0	0	0	0
Asian	18	17	94.44	5.56	76.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	71.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23	3.77	72.55
White	155	150	96.77	3.23	75.33
English Learners	22	17	77.27	22.73	23.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	138	97.18	2.82	63.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	40.00

2022-23 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	327	99.09	0.91	64.22
Female	182	182	100.00	0.00	58.79
Male	148	145	97.97	2.03	71.03
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	60.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	52	98.11	1.89	71.15
White	156	154	98.72	1.28	64.29
English Learners	22	22	100.00	0.00	22.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	141	99.30	0.70	51.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	40.00

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.49	50.77	52.26	53.29	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	130	99.24	0.76	50.77
Female	69	69	100.00	0.00	49.28
Male	62	61	98.39	1.61	52.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	53.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	40.00
White	68	67	98.53	1.47	52.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15	1.85	35.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.2	99.2	99.2	99.2	99.2

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.

2023-24 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, 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 Boosterthon, 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 https://smith.hbcasd.us/4147_2 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. 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 School.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	637	627	107	17.1
Female	340	336	55	16.4
Male	297	291	52	17.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	42	42	3	7.1
Black or African American	3	2	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	176	174	29	16.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	76	73	11	15.1
White	312	308	55	17.9
English Learners	48	48	6	12.5
Foster Youth	5	3	2	66.7
Homeless	11	11	6	54.5
Socioeconomically Disadvantaged	275	270	65	24.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	77	17	22.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.30	0.32	0.94	0.21	2.07	1.86	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0
Female	0.29	0
Male	1.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.32	0
White	1.28	0
English Learners	4.17	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	1.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.56	0

2023-24 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 2022-2023 school year. The plan was reviewed and updated with staff and School Site Council in early 2024.

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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22		4	
1	21		4	
2	19	5		
3	22	1	3	
4	21	4	2	
5	20	5		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	1	3	0
1	27	0	4	0
2	23	0	4	0
3	24	0	4	0
4	25	0	4	0
5	25	0	5	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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	1200

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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
School Site	\$9,167.11	\$1,155.56	\$8,011.55	\$90,665
District	N/A	N/A	\$9,694.75	\$99,997
Percent Difference - School Site and District	N/A	N/A	-19.0	-9.8
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-19.4	2.7

Fiscal Year 2022-23 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 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 Chromebooks and hot spots for use by our English learners to provide additional access to our supplemental programs. A certificated teacher provides before school homework help and instruction, and the school checks out loaner computers to students who do not have access to a computer at home.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$50,648	\$54,046
Mid-Range Teacher Salary	\$88,308	\$84,515
Highest Teacher Salary	\$116,351	\$110,867
Average Principal Salary (Elementary)	\$144,039	\$136,841
Average Principal Salary (Middle)	\$143,420	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$254,970	\$217,473
Percent of Budget for Teacher Salaries	38.31%	32.43%
Percent of Budget for Administrative Salaries	5.88%	5.62%

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. A minimum of 10 professional development days were available prior to the start of the school year and additional professional development was held during the school year which involved curriculum based training for Discovery Education (NGSS), HBCSD's Literacy Framework, Technology, Renaissance suite of assessments, data analysis, and writing.

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 writing/ language arts by utilizing the district's Literacy TOSAs for job-embedded professional development which include co-planning lessons and units of study, modeling and feedback of instructional reading strategies, data analysis of local assessments for target instruction, and professional learning communities. Additional trainings focused on Positive Behavior Interventions and Supports and mathematics.

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 Orange County Department of Education. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13	12	60