John R. Peterson Elementary School

20661 Farnsworth Lane • Huntington Beach, CA 92646 • (714) 378-1515 • Grades K-5
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https://pes-huntington-ca.schoolloop.com/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Huntington Beach City School District

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School Description

Vision:

John R. Peterson Elementary School assesses its effectiveness on the basis of results rather than intentions. We will continue to cultivate a collaborative culture where learning is our fundamental purpose while striving to ensure all students succeed academically.

Individuals, grade level teams and administration will regularly review data to promote continuous improvement in student achievement levels and to ensure that all students attain proficient or advanced levels on the state and district assessments.

The school will be recognized as an inclusive community where staff, parents, administration and business partners actively work together to assure every student's academic, social and emotional success.

Mission:

The students, staff and parents of John R. Peterson Elementary School comprise a culturally diverse community whose purpose is to work together so all students achieve a level of literacy in English Language Arts and knowledge of mathematics that enables them to be college and career ready upon graduation from high school. All students will demonstrate strong character and positive values while striving to attain academic excellence.

Motto:

Creating a future of excellence

John R. Peterson School is a community K-5 elementary school located in the southeastern section of Huntington Beach. Peterson follows a traditional school schedule. It was built on a fifteen acre site originally opened in 1963. The Jack K. Clapp wing was added in 1977 to accommodate the district's special education students. Due to declining enrollment throughout the district, the site was closed to elementary students in 1981. As a result of increasing population and the implementation of the class size reduction program, Peterson was reopened in 1997 after being renovated for the twenty-first century at a cost of $2.3 million which provided full site cabling and internet capabilities, phone systems with voice mail in each classroom, upgraded electrical systems, renovated fields, paint, carpet, tile, remodeled offices, furnishings, and equipment. The site houses seven programs. The regular education program serves children who reside in the immediate area; the Specialized Academic Instruction (SAI) program serves Kindergarten through fifth grade students identified as needing academic, social and behavioral support; the Gifted and Talented Education (GATE) centered program serves children identified as gifted and talented who reside throughout the district; the Title I program provides intervention opportunities to low performing students to close the achievement gap; the English Learner program provides language development for students who are second language learners; and our preschool program, a fee based program, that prepares three and four year old children for kindergarten. The school's population includes students from diverse ethnicities. Categorical funding includes Title I and LCFF. Special Education resources on site include Speech and Language, Specialized Academic Instruction (SAI) and our K-1 Special Day Class. Peterson is fortunate to have an active PTA of over 700 members and over 30,000 hours of volunteer time each year.

PTA is devoted to in-classroom assistance and providing supplemental programs such as the Whale Tales Incentive Reading Program, Accelerated Reader(AR), 100 Mile Club, enrichment assemblies, and Standards aligned field trips for every child. Peterson also has the distinction of National PTA recognition as a "Parent Involvement School of Excellence". Peterson's mission and values statements were mutually developed and provide the foundation for our shared decision-making. The Peterson staff is committed to maintaining our school as a Professional Learning Community, in which all teachers collaborate regularly to discuss and analyze student assessment data and develop common instructional methods to ensure the academic success of all students. In 2000, Peterson earned recognition as an Honorable Mention for California Distinguished School. Peterson subsequently earned the honor of being named a California Distinguished School in 2004, 2008 and 2012.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	117
Grade 1	115
Grade 2	99
Grade 3	131
Grade 4	94
Grade 5	121
Total Enrollment	677

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	9.9
Filipino	1
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.3
White	56.7
Two or More Races	9
Socioeconomically Disadvantaged	23
English Learners	7.8
Students with Disabilities	9.9
Foster Youth	0.3

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.

Teacher Credentials			
John R. Peterson Elementary School	15-16	16-17	17-18
With Full Credential	29	28.5	22.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John R. Peterson Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017-18 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 Year and month in which data were collected: October 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Peterson School, constructed in 1963, consists of ten separate buildings including an administration building with office and library, a multipurpose room with kitchen, eight classroom buildings with 22 total classrooms. An additional classroom building, with 9 classrooms, was built in 1979. The site also has 4 portable classrooms added in the 1990's and a YMCA portable building used for before and after school child care.

This site has a solar array on the field at the edge of the playground area providing shade for students. This site has been retrofit with energy efficient interior and LED exterior lighting.

Improvements completed during 2017 included new carpet and tile in one classroom, and the addition of one 21st Century demonstration classroom.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 25, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	76	78	74	74	48	48
Math	73	71	67	68	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	77	84	84	86	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	9.2	30	47.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	136	134	98.5	84.3
Male	69	67	97.1	88.1
Female	67	67	100.0	80.6
Asian	13	13	100.0	92.3
Hispanic or Latino	31	31	100.0	71.0
White	76	74	97.4	86.5
Two or More Races	13	13	100.0	92.3
Socioeconomically Disadvantaged	32	32	100.0	68.8
Students with Disabilities	12	12	100.0	75.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	349	348	99.71	77.87
Male	188	187	99.47	77.01
Female	161	161	100	78.88
Black or African American	--	--	--	--
Asian	40	40	100	90
Hispanic or Latino	68	68	100	58.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	194	194	100	78.35
Two or More Races	35	34	97.14	94.12
Socioeconomically Disadvantaged	75	74	98.67	59.46
English Learners	39	39	100	61.54
Students with Disabilities	32	32	100	31.25

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	349	349	100	70.77
Male	188	188	100	71.81
Female	161	161	100	69.57
Black or African American	--	--	--	--
Asian	40	40	100	100
Hispanic or Latino	68	68	100	39.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	194	194	100	72.68
Two or More Races	35	35	100	88.57
Socioeconomically Disadvantaged	75	75	100	45.33
English Learners	39	39	100	56.41
Students with Disabilities	32	32	100	40.63

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Parents and the community are very supportive of the educational programs at Peterson School. Each year more than 22,000 hours of volunteer time are given to the various PTA sponsored fundraising activities and service projects to support the visual arts program, Beach Clean-Up, Family Dinner Nights, Movie Nights, Fall Festival, and the Whale Tales and Accelerated Reading incentive reading programs. PTA also provides financial allocations for curriculum related assemblies, technology acquisition, classroom supplies, and field trips for each class. In addition, the PTA sponsors and operates the 100 Mile Club which encourages students and their families to run each morning before school. Over 89% of Peterson students participate in this program which supports a healthy life style and starting the day with exercise.

Peterson is a PTA Parent Involvement School of Excellence by meeting a variety of criteria in areas such as communication, volunteerism, parenting, student learning, school decision making, advocacy, collaboration with the community, and parent and family involvement. We are proud of the accomplishments of our PTA members. PTA Membership has grown to over 710 members with two local businesses becoming Gold Members of the PTA: Matt Kanoudi of the Kanoudi Group and Ryan Gale of JMJ Financial.

Peterson School created a community partnership program in 2006-07 entitled Partners in Progress that has achieved great success. The program creates $250 scholarships for each classroom which teachers may use for supplies, materials, and specific unit resources to support instruction. We are thankful for their support. More information regarding sponsorships are available by calling the school office at 714- 378-1515.

The Huntington Beach Education Foundation(HBEF), a joint business and educational partnership, provides funding for teacher mini-grants and technology. As well the Huntington Beach Assistance League provides generous grants to our teachers to support and encourage implementation of hands-on learning experiences in our classrooms.

Parents who wish to volunteer or participate in Peterson School's leadership teams, school committees, or school activities may contact the school at the number listed above or visit www.petersonpta.org We also highly encourage parents and community members to LIKE our Peterson School and Families Peterson Elementary PTA Facebook page for the most current information on school activities and events. The school staff and PTA utilize all methods of communication to keep families and the community informed, including but not limited to, social media, email, text messages and automated phone calls.

As a Title I school, we have crafted a Parent Involvement Policy that is reviewed yearly by teacher and parent groups then approved by our Peterson School Site Council. A copy of this policy is available on our John R. Peterson Elementary School website.

School Parental Involvement Policy
Peterson Elementary School
Huntington Beach City School District

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STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Home and School Agreement, which is distributed annually during Parent-Teacher Conferences to all students and their parents. Teachers review the Home and School Agreement and policies with the students during the period of Parent-Teacher Conferences. The Home and School Agreement (Parent Compact) is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. Parents are asked to read and discuss the Home and School Agreement with their students and sign and return an acknowledgment form.
- Peterson Elementary School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- Peterson Elementary School makes the School Parental Involvement Policy available to the local community through the following sources:
- Peterson's Web Site: https://pes-huntington-ca.schoolloop.com/
- PTA Newsletter, Peterson PTA Facebook, Peterson Family and email
- Twilight Program.
- Peterson Elementary School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- Peterson Elementary School has adopted the school's Home and School Agreement (school-parent compact) as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Peterson Elementary School convenes an annual meeting to inform parents of the following (transportation, babysitting, flexible meeting times will be addressed):

- That their child's school participates in Title I
- About the requirements of Title I
- Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- About the school's participation in Title I (status of targeted assistance program)
- About the programs and methods used to instruct children participating in Title I intervention

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

Back to School and Open House/Science Fair afford parents the opportunity to meet the teacher, hear about the grade level curriculum and see their child's work.

Regularly scheduled English Language Advisory Committee (ELAC) meetings are held at our site for parents of our English Learners. The meetings have a bilingual interpreter if necessary.

Parent/Teacher Conferences offer parents the opportunity to conference with the teacher 1:1 to gather information regarding their child's individual progress toward meeting grade level standards.

AT-Risk of Retention conferences/notices inform parents that their child is not meeting grade level expectations, review a plan for intervention, and monitor results.

The Peterson website (www.pes-huntington-ca.schoolloop.com) is updated throughout the school year with important school-based information and activities.

Classroom volunteer opportunities exist in all of our classrooms, our Whales Tales and Garden programs as well as through our many PTA programs. The PTA holds a yearly Volunteer Orientation at the end of September.

Annually, the Peterson PTA sponsors a Fall Festival, Family Dinner Nights, Movie Nights and Beach Clean Ups for all Peterson families. Participation is no cost, however food and game tickets are available for purchase.

The Huntington Beach Education Foundation (HBEF) is a non-profit organization that provides support to the Huntington Beach City School District. Volunteer opportunities are available by contacting the foundation at www.hbef4kids.org.

The Huntington Beach City School District has developed a new website that offers a wealth of information to parents. In the spring, parents have the opportunity to submit online responses to a survey regarding the effectiveness of their home school's educational programs. This survey is offered in both English and Spanish. The parents are provided access to a computer during Title I Parent Night where they are provided the opportunity to submit the survey if they wish. Parents of Title I students can take Title I Parent Survey (Spanish: Evaluacion de necesidades del Titutlo I) on the Huntington Beach City School District Website: http://www.hbcsd.k12.ca.us/

Additionally, Peterson Elementary School conducts an open forum for parents and community members to further involve them in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

The school's website includes:
- School Parent Involvement Policy
- School/Meeting Calendar
- Parent/Student Handbook
- Link to PTA Website for Volunteer Applications/Information and PTA sponsored events
- Assessment Information: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Benchmarks, Testing Calendar
- Curriculum Descriptions for English Language Arts and Math and other content areas; Standards
- Information about the staff, classroom activities and parent resources.
- Links to the California State Standards for each grade level
- The PTA Newsletter, PTA Facebook, Peterson School and Family Facebook, Principal's Emails, automated phone calls, and text messages through Remind provide information and parent feedback
- Translators are available for Parent-Teacher Conferences.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. Both the principal and school staff encourage parents to call or email questions or concerns.

Peterson Elementary School believes a student's academic, social, and emotional needs can only be met when parents and school staff work together in the best interest of the student. Communication is key to that success.

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.

School Safety Plan
Many people visit the campus to volunteer in the classroom and participate in school events. It is the goal of Peterson to closely monitor all individuals coming onto campus during the day. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district and the site to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment and appropriate response to emergency situations. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; 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. A copy of the Comprehensive Safe School Plan is available through the school's website.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in January of 2015. The plan included both reactive and proactive school response to emergency and safety situations involving students and staff. The plan is based on the Incident Command System (ICS). Staff receives on-going training on professional development days, as well as through the school's web-based School Safety & Emergency Response Program: Hour-Zero. More information is available at www.hour-zero.com

A school safety committee, comprised of both certificated and classified staff and the principal, meets regularly during the school year to review school safety and current concerns for improvement in the response to safety issues. The school safety committee also makes requests/recommendations to the district safety committee regarding safety and emergency response issues effecting the entire district.

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.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.9	1.1	2.1
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.4	2.7	2.3
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.80
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.4
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	28	28	27				3	5	4			
1	30	26	31		1		4	3	3			
2	30	23	29		2		2	4	5			
3	31	30	31				4	3	3			
4	30	25	29		1		4	4	4			
5	30	27	30		1		5	4	5			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All training and curriculum development at Peterson Elementary School supports the implementation of Common Core State Standards. Teachers align classroom curriculum to ensure all students meet or exceed proficiency in English Language Arts, Math, Science, and Social Studies at each grade level and are acquiring the skills necessary to be college and career ready.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with Common Core State Standards. Instructional program improvement is driven by student needs and guided by state standards. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. Teachers at Peterson Elementary School meet on a monthly basis for grade level collaboration and data review. The school's mission and vision is supported through the implementation of the Professional

Learning Community model. GATE, Special Education, and Intervention teachers also collaborate on a weekly and monthly basis to ensure students with specific academic needs are being successful.

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. District-level training activities and professional development revolved around Illuminate Report Card and Action Learning Data Analysis.

In alignment with the district's long-range curriculum plan, professional development opportunities are available for teachers, support personnel, administrators, and classified staff at Peterson School. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and on-going academic assessment review. Progress is assessed yearly using multiple criteria including state and district assessments, writing sample results, reading test results, student work, teacher observation, and criterion based testing. Areas of focus for staff development include: integration of technology; teaching to English Language Learners; Reading/Language Arts and Mathematics instruction; strategies for at-risk students; Common Core Standards; assessment/accountability and data analysis. Staff development is held during early release Thursdays and three contracted staff development days. School site training included: Cognitively Guided Instruction (CGI), Direct Interactive Instruction (DII), Bullying, Emergency Response, Behavior Intervention Strategies, Physical Education, Growth Mindset and Common Core Standards in English Language Arts and Math. A portion of our school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. All teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the Orange County Department of Education. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching opportunities to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school and district level. In-services for classified staff are geared to their specialty areas.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,175	$48,678
Mid-Range Teacher Salary	$90,731	$78,254
Highest Teacher Salary	$110,675	$96,372
Average Principal Salary (ES)	$134,807	$122,364
Average Principal Salary (MS)	$129,610	$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$219,103	$212,818
Percent of District Budget		
Teacher Salaries	42%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,500.14	$979.32	$4,520.82	$82,393
District	♦	♦	$2,179.27	$88,973
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			107.4	-7.4
Percent Difference: School Site/ State			-31.2	5.1

* Cells with ♦ do not require data.

Types of Services Funded
Peterson is the Centered Gifted and Talented Education (GATE) Program school for students identified as GATE in grades 2 -5. 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.

Peterson School continues to be designated as one of four schools within the Huntington Beach City School District to receive Title I funds from the federal government. Identified students are eligible to receive additional assistance and support from their classroom teacher and a credentialed Title I/English Learner teacher. The area targeted for improvement is reading, beginning with a focus on early intervention in grades two through four. In addition, English Language Learners receive additional support from pull-out instruction in English in grades kindergarten through fifth.

Peterson maintains a classroom with two Specialized Academic Instruction (SAI) teachers who provide pull-out and push-in academic services to students in grades kindergarten through fifth with an Individualized Educational Plan (IEP). A Special Day Class (SDC) program is maintained for students in grades kindergarten and first with an IEP who require over 50% of their day be spent in a small group instructional setting. Services from two Speech Pathologists is also available for students qualifying through the assessment process and development of IEP goals.

Peterson also offers a fee-based preschool program for children ages three through five.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

For experienced teachers, the Peer Assistance and Review Program utilizes the district's veteran teachers as "consultants" to assist with staff development district-wide, with a particular focus on teacher needs.

Teachers are provided weekly (1.5 hr) and monthly (1/2 day) opportunities to collaborate with their grade level colleagues on student progress, assessment data results, instructional strategies and lesson development.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at 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).

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.