



# Joseph R. Perry Elementary School

19231 Harding Lane • Huntington Beach, CA 92646 • (714) 962-3348 • Grades K-5

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Huntington Beach City School District

20451 Cramer Lane  
Huntington Beach, CA 92646  
(714) 964-8888  
[http://perry-huntington-  
ca.schoolloop.com/](http://perry-huntington-ca.schoolloop.com/)

#### District Governing Board

Shari Kowalke  
Bridget Kaub  
Brian E. Rechsteiner  
Paul Morrow, Ed. D.  
Rosemary Saylor

#### District Administration

Gregory Haulk  
**Superintendent**  
Jennifer Shepard  
**Assistant Superintendent  
Educational Services**  
Deborah Cockrell  
**Assistant Superintendent  
Human Resources**  
Jon M. Archibald  
**Assistant Superintendent  
Administrative Services**

### School Description

Welcome to Perry Elementary School! This report will provide parents and community members with information regarding achievement, resources, interventions, students and staff. We strive to ensure Perry is a welcome environment made only stronger by parent contributions. Collaboration with parents is a key to student success.

#### **PERRY ELEMENTARY SCHOOL MISSION STATEMENT:**

Perry School will be an inspirational catalyst for the community unifying parents, teachers, and students to share, develop and grow as life long learners. Perry School will promote individuality, the acceptance of diversity, and the formation of discipline, responsibility, courage, and commitment. Parents will be an integral part of their student's academic success. Students will maintain high academic and moral standards, be critical thinkers and problem solvers; thus enabling them to be confident, productive citizens.

#### **PERRY ELEMENTARY SCHOOL VISION STATEMENT:**

We envision Perry Elementary School as a place where staff:

- Work together in collaborative teams.
- Implement strategies to monitor and improve student achievement with ongoing, research based strategies.
- Demonstrate a personal commitment to the academic success and general well being of all students.
- Encourage responsibility, fairness, caring, citizenship, trustworthiness, and respect.
- Work together to develop a strong partnership with families
- Provide a safe and nurturing environment.

J.R. Perry has a long-standing tradition of excellence. Test scores continue to increase due to the dedication of all of the staff and their ability to reach all students. The staff at Perry School is highly qualified and engages in on-going learning of the best interventions and research-based programs available to increase student achievement. Reading success has been the main focus for students and teachers. Teachers are skilled at assessing, diagnosing, and delivering instruction in the five areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. Direct Interactive Instruction (DII) is also used as an instructional technique to support the implementation of the Common Core State Standards. STMath (Jiji), Number talks, and Cognitively-Guided Instruction (CGI) are being used to support the core math instruction. Social Studies and science uses hands-on, inquiry-based techniques to make the curriculum come alive. All of the subject areas are supported by the use of technology. The staff carefully reviews intervention programs and teaching strategies so they can increase their repertoire of skills to meet the individual needs of students.

All students are accepted and welcomed at Perry School. Perry school is proud of the diversity in ethnicity, economics, and learning styles. Perry School offers a program for the Gifted and Talented Education (GATE), English Language Learners, Title 1 students, and Special Education. Offerings in special education are combined creatively for the best possible Individual Education Plan (IEP) using speech, specialized academic instruction, mainstreaming into regular education classes, full inclusion, social skills groups, occupational therapy, and/or adaptive P.E. to meet each child's unique needs. We work with the entire student population using the 40 Developmental Assets Programs and Second Step, a bully prevention program. We teach students that it is their right to be safe and happy at school and the need to respect others rights to have the same.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (714) 962-3348.

| 2013-14 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kinder.                                   | 158                |
| Gr. 1                                     | 66                 |
| Gr. 2                                     | 63                 |
| Gr. 3                                     | 66                 |
| Gr. 4                                     | 57                 |
| Gr. 5                                     | 47                 |
| <b>Total</b>                              | <b>457</b>         |

| 2013-14 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 0.4                         |
| American Indian or Alaska Native    | 0.0                         |
| Asian                               | 6.8                         |
| Filipino                            | 1.5                         |
| Hispanic or Latino                  | 47.0                        |
| Native Hawaiian/Pacific Islander    | 0.9                         |
| White                               | 36.8                        |
| Two or More Races                   | 6.6                         |
| Socioeconomically Disadvantaged     | 52.7                        |
| English Learners                    | 22.5                        |
| Students with Disabilities          | 11.6                        |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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                                |       |       |       |
|--|-------|-------|-------|
| Joseph R. Perry Elementary School                  | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | 23    | 21    | 21    |
| <b>Without Full Credential</b>                     | 0     | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | 1     | 0     | 0     |
| Huntington Beach City School District              | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | ♦     | ♦     | 269   |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Joseph R. Perry Elementary   | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| <b>Total Teacher Misassignments</b>                                | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>                                    | 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.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 100.00                              | 0.00                                    |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 100.00                              | 0.00                                    |
| <b>High-Poverty Schools</b>   | 100.00                              | 0.00                                    |
| <b>Low-Poverty Schools</b>  | 100.00                              | 0.00                                    |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 2014-15 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 2014   |  |
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
| <b>Reading/Language Arts</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0%  | Houghton Mifflin<br>Adoption Year 2003   |
| <b>Mathematics</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0%            | Houghton Mifflin<br>Adoption Year 2002   |
| <b>Science</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0%                | Pearson Scott Foresman<br>Adoption Year 2008   |
| <b>History-Social Science</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0.0% | Houghton Mifflin - 2-5<br>Adoption Year 2007<br><br>Scott Foresman - K-1<br>Adoption Year 2007 |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Perry School, constructed in 1964, consists of six separate buildings including an administration building with office and library, a multipurpose room, four classroom buildings, with 28 total classrooms, two computer labs, and a new media/technology room that is adjacent to the library. 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 been retrofit with energy efficient interior and exterior lighting. Improvements completed during 2014 included slurry and striping of playground area, new concrete and artificial turf areas with five new benches around the multipurpose room, removal of wooden ball wall, placement of a storage container in the preschool/kindergarten area and the addition of air conditioning in the new computer room.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed to address any concerns.

| School Facility Good Repair Status (Most Recent Year)                      |               |      |      |   |
|--|---------------|------|------|---|
| Year and month in which data were collected: August 26, 2014               |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [X]           | [ ]  | [ ]  |   |
| <b>Interior:</b><br>Interior Surfaces                                      | [X]           | [ ]  | [ ]  |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [X]           | [ ]  | [ ]  |   |
| <b>Electrical:</b><br>Electrical   | [X]           | [ ]  | [ ]  |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [X]           | [ ]  | [ ]  |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]           | [ ]  | [ ]  |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]           | [ ]  | [ ]  |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [X]           | [ ]  | [ ]  |   |
| <b>Overall Rating</b>  | Exemplary     | Good | Fair | Poor                                      |
|  | [ ]           | [X]  | [ ]  | [ ]                                       |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

| CAASPP Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 11-12  | 12-13 | 13-14 | 11-12    | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science   | 66   | 82    | 59    | 86       | 88    | 86    | 60    | 59    | 60    |

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

| STAR Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 10-11  | 11-12 | 12-13 | 10-11    | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA   | 55   | 58    | 54    | 78       | 81    | 80    | 54    | 56    | 55    |
| Math  | 61   | 67    | 68    | 74       | 75    | 79    | 49    | 50    | 50    |
| HSS   |  |       |       | 72       | 74    | 75    | 48    | 49    | 49    |

\* STAR Program was last administered in 2012-13. 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.

| Academic Performance Index Ranks - Three-Year Comparison |         |         |         |
|--|---------|---------|---------|
| API Rank   | 2010-11 | 2011-12 | 2012-13 |
| Statewide  | 5       | 5       | 6       |
| Similar Schools  | 4       | 4       | 7       |

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 26.1  | 21.7   | 17.4   |

\* 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.

| 2013-14 CAASPP Results by Student Group       |   |
|---|---|
| Group   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| All Students in the LEA                       | 86  |
| All Student at the School                     | 59  |
| Male  | 53  |
| Female  | 67  |
| Black or African American                     |   |
| American Indian or Alaska Native              |   |
| Asian   |   |
| Filipino                                      |   |
| Hispanic or Latino                            | 57  |
| Native Hawaiian/Pacific Islander              |   |
| White   |   |
| Two or More Races                             |   |
| Socioeconomically Disadvantaged               | 38  |
| English Learners                              |   |
| Students with Disabilities                    |   |
| Students Receiving Migrant Education Services |   |

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

| API Growth by Student Group – Three-Year Comparison |                   |       |       |
|---|-------------------|-------|-------|
| Group   | Actual API Change |       |       |
|   | 10-11             | 11-12 | 12-13 |
| All Students at the School                          | 2                 | 1     | 9     |
| Black or African American                           |                   |       |       |
| American Indian or Alaska Native                    |                   |       |       |
| Asian   |                   |       |       |
| Filipino  |                   |       |       |
| Hispanic or Latino                                  | 20                | -15   | 15    |
| Native Hawaiian/Pacific Islander                    |                   |       |       |
| White   | -25               | 30    | 17    |
| Two or More Races                                   |                   |       |       |
| Socioeconomically Disadvantaged                     | 26                | -8    | 8     |
| English Learners                                    | 35                | -31   | 32    |
| Students with Disabilities                          |                   | -39   | 7     |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents and community members are always welcome to visit Perry school and encouraged to assist in the classroom. Collaboration between home and school is necessary for students to succeed. Parents are also encouraged to attend parent/teacher conferences held annually in December.

We hope families will find Perry a welcome environment made only stronger by everyone's contributions. Perry invites parents to be a part of the School Site Council (SSC), the Parent Teacher Association (PTA), Title I, District English Learner Advisory Committee (DELAC) / District Advisory Committee (DAC) and/ or volunteer in the classroom. Community members are also invited to join and support the Huntington Beach Education Foundation (HBEF), a joint business and educational partnership which provides funding for teacher mini-grants, classroom speakers and supplemental materials.

Information about other opportunities for parents to be involved at Perry are communicated through the school's website and through a weekly "eblast" sent out by the principal.

Please contact the school principal, Ms. Renee Polk, 714-962-3348, to find out more about how to be involved in your child's education.

### State Priority: School Climate

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

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

### School Safety Plan

The school site safety plan is reviewed and updated each year. The plan is reviewed by staff and the PTA. The School Site Council approves this plan each year. The key elements of the plan are covered by four broad goals:

- Goal #1: All students and staff members are provided a safe teaching and learning environment.
- Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- Goal #3: District programs and approved community resources are made available to students and parents.
- Goal #4: Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religions backgrounds.

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are required to check in at the school office upon arrival and obtain a visitors 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 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 includes the following requirements of SB 187: 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. 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 October of 2014.

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. Improvements at the Perry campus include working with the City of Huntington Beach Police Department to stay current in practicing the best safety procedures in the event of an armed intruder on the school site.

| Suspensions and Expulsions |       |       |       |
|----------------------------|-------|-------|-------|
| School                     | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 3.4   | 4.9   | 4.6   |
| Expulsions Rate            | 0.0   | 0.0   | 0.0   |
| District                   | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 2.9   | 1.8   | 1.9   |
| Expulsions Rate            | 0.0   | 0.0   | 0.0   |
| State                      | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 5.7   | 5.1   | 4.4   |
| Expulsions Rate            | 0.1   | 0.1   | 0.1   |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria   | School | District |
| Made AYP Overall   |        |          |
| Met Participation Rate: English-Language Arts            |        |          |
| Met Participation Rate: Mathematics                      |        |          |
| Met Percent Proficient: English-Language Arts            |        |          |
| Met Percent Proficient: Mathematics                      |        |          |
| Met API Criteria   |        |          |

| 2014-15 Federal Intervention Program                |           |           |
|---|-----------|-----------|
| Indicator   | School    | District  |
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2012-2013 | 2012-2013 |
| Year in Program Improvement                         | Year 2    | Year 2    |
| Number of Schools Currently in Program Improvement  | 4         |           |
| Percent of Schools Currently in Program Improvement | 100.0     |           |

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| 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)            | .24 |
| Psychologist   | .6  |
| Social Worker  | N/A |
| Nurse  | N/A |
| Speech/Language/Hearing Specialist                         | 1.2 |
| 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 |                    |    |    |                       |    |    |       |    |    |     |    |    |
|--|--------------------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Grade  | Average Class Size |    |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |                    |    |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
|  | 12                 | 13 | 14 | 12                    | 13 | 14 | 12    | 13 | 14 | 12  | 13 | 14 |
| Kinder.  | 32.4               | 23 | 26 | 0                     | 2  | 1  | 2     | 5  | 5  | 3   |    |    |
| Gr. 1  | 24.7               | 17 | 17 | 1                     | 2  | 2  | 2     | 2  | 2  | 0   |    |    |
| Gr. 2  | 21                 | 16 | 21 | 1                     | 3  | 1  | 1     | 2  | 2  | 0   |    |    |
| Gr. 3  | 28                 | 14 | 22 | 0                     | 3  | 1  | 1     | 1  | 2  | 0   |    |    |
| Gr. 4  | 24                 | 12 | 19 | 1                     | 3  | 2  | 0     | 1  |    | 2   |    | 1  |
| Gr. 5  | 26.3               | 17 | 16 | 1                     | 2  | 2  | 3     | 2  | 1  | 0   |    |    |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| FY 2012-13 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$40,989        | \$41,507                                     |
| Mid-Range Teacher Salary                       | \$77,179        | \$67,890                                     |
| Highest Teacher Salary                         | \$94,135        | \$86,174                                     |
| Average Principal Salary (ES)                  | \$115,959       | \$109,131                                    |
| Average Principal Salary (MS)                  | \$111,974       | \$111,937                                    |
| Average Principal Salary (HS)                  | \$0             | \$109,837                                    |
| Superintendent Salary                          | \$194,670       | \$185,462                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 46              | 42   |
| Administrative Salaries                        | 6               | 6  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5638.96                | 1625.35    | 4013.62      | 74113                  |
| District   | ♦                      | ♦          | 1222.48      | \$76,696               |
| State  | ♦                      | ♦          | \$4,690      | \$70,788               |
| Percent Difference: School Site/District                           |                        |            | 228.3        | -3.4                   |
| Percent Difference: School Site/ State                             |                        |            | -14.4        | 4.7                    |

### **Types of Services Funded at Joseph R. Perry Elementary School**

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). 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. Perry School uses Title I funds to assist students identified as failing, or most at risk of failing, to meet the State Board of Education content standards. Information regarding Title I designation assists parents and the school community to understand the impact NCLB will have on Perry School. NCLB Requires evaluation of student performance both school wide and by specific subgroups within the student population. A Title 1 support teacher, E-aerobics, Accelerated Reader, 6 minute solution, Read Naturally, Thinking Maps, Nancy Fetzer reading and writing strategies, and Phonics for Reading are a few of the intervention programs being implemented.

Perry School also receives Local Control Funding Formula (LCFF) funding to support those students who are designated as an English Language Learner as determined by the California English Language Development Test (CELDT). This funding is used for an English Language support aide and partially funds a certificated teacher to assist our English Language learners. This funding also supports programs such as Language for Learning, Thinking and Writing, Houghton Mifflin 'Medallions,' and Path to Proficiency.

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.

### **Professional Development provided for Teachers at Joseph R. Perry Elementary School**

The teaching/learning interaction is the cornerstone of a good instructional program leading to student academic success. To improve the quality of the program, Perry School staff engage in staff development. Teaching is an ongoing combination of art and skill and requires teachers to continually update their craft with the best teaching practices based on research. All training and curriculum development at Perry School revolves around the Common Core State Standards. Just as we hope for Perry students, Perry teachers are lifelong learners.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. 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. Three mandatory staff development days are normally held during the school year. District-level training activities and professional development are based both on school site needs and district needs. Currently, Cognitively Guided Instruction (CGI), Direct Interactive Instruction (DII), Number Talks, Spatial Temporal (ST) Math, and the implementation of the Common Core State Standards are focus areas for staff development.

On an annual basis, the Perry school staff looks at the district and state assessment data, classroom portfolios, and work samples to determine the needs of students. Each grade level makes recommendations for new additional strategies, training, or supplemental materials that may help students in the learning process. Teachers align classroom curriculum to ensure that all students either meet or exceed the Common Core State Standards objectives. Articulation between grade levels helps to give consistency to the school program. Currently, the topics for staff development at Perry School include:

Science Works, Technology, Research-based Title I Strategies, Cognitively Guided Instruction (CGI), Guided Language Acquisition Development (GLAD), Number Talks, ST Math, Strategies for Reading and Writing by Nancy Fetzer, Response to Intervention (Rtl), Thinking Maps, Write From the Beginning, Path to Proficiency, and Direct Interactive Instruction (DII). J.R. Perry is also continuing to work on best practices with the implementation of the Common Core State Standards.

A portion of school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

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