

# School Accountability Report Card

Reported for the 2009-10 School Year

Published During 2010-11



## John H. Eader Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about the school, parents and community members should contact the school principal or the district office.

## I. School Information

### Contact Information (2010-11 School Year)

This section provides the school's contact information.

School		District	
<b>School Name</b>	John H. Eader Elementary	<b>District Name</b>	Huntington Beach City Elementary
<b>Street</b>	9291 Banning Ave.	<b>Phone Number</b>	(714) 964-8888
<b>City, State, Zip</b>	Huntington Beach, CA, 92646-8302	<b>Website</b>	www.hbcasd.k12.ca.us
<b>Phone Number</b>	714.962.2451	<b>Superintendent</b>	Kathy Kessler
<b>Principal</b>	Cynthia Guerrero	<b>E-mail Address</b>	Kathy.kessler@hbcasd.k12.ca.us
<b>E-mail Address</b>	cynthia.guerrero@hbcasd.k12.ca.us	<b>CDS Code</b>	30665306028864

### Principal's Message (2009-10 School Year)

This section provides information about the school, its programs and its goals.

Our mission as the Eader School community is to provide a safe and appropriate environment in which ALL students LEARN. WE do this by working as a team and by modeling our expectations. Eader students will reach their individual potential in order to be an asset to society.

"It's a great day....to be an Eader Eagle!"

An exemplary school provides a warm, inviting climate that enables students to enjoy their elementary school experience and results in a shared sense of pride in the school. At Eader School, the following commitments guide our actions toward our shared vision:

1. All students can learn and achieve high standards of learning.
2. Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
3. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
4. A safe and supportive learning environment promotes student achievement.
5. The development of the curriculum, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.

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6. The allocation of our resources (e.g. staffing, time, instructional resources, facilities, financial resources) in alignment with our mission and goals helps to maximize the opportunity for students to learn and experience success in schools.
7. Effective collaboration and communication with families, as partners in the education of their children, is essential to the success of our school.
8. Teachers, administrators, parents, and the community share the responsibility for advancing the schools mission and goals.
9. Diversity enriches our school through the recognition of the contributions of a variety of ideas, values, and cultures.

Eader School is a pre-school through 5th grade elementary school providing a stimulating quality educational program for 602 students, including two special day classes, 20 regular education classes, a resource program, GATE cluster classes, and English Learners program on a traditional school calendar. Eader's fee-based preschool program embarked on its inaugural year in Fall 2007 with two classes that focus on literacy and arts education. Eader staff implements standards based education while responding to the individual needs of students as measured by state and local tests. Student progress monitoring is reviewed regularly with curriculum based measures, trimesterly with local measures, and annually on statewide exams. Programs unique to Eader are the MIND Institute which is a spatial-temporal reasoning math program, K-5 Music Program, Earobics, Step Up to Writing, My Access!, Thinking Maps, and CATCH-PE which supplement our district-wide adoptions in English/Language Arts, Math, Science, and Social Science. Of course, our outstanding parent involvement supported by our PTA extends student learning and community building activities such as Family Reading Night, Family Dinner Night, field trips and assemblies, and Art Masters to name a few. Volunteers log in over 15,000 hours to programs such as Surf Tales, in-class activities, math centers, reading centers, organizing school and community fundraisers, and contributing to decision-making committees. The school is located in the southeastern section of Huntington Beach. The boundaries for Eader School include the Santa Ana River to the east, Atlanta to the north, Magnolia to the west, and Pacific Coast Highway to the south. Eader School has served the community since 1966.

## Parental Involvement (2009-10 School Year)

This section provides information about opportunities for parents to become involved with school activities.

<b>Contact Person Name:</b>	Kelly Solorzano	<b>Contact Person Phone Number:</b>	714-962-2451
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Parents and the community are very supportive of the educational programs at Eader School. The PTA and the Huntington Beach Education Foundation have made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer programs in art, music, and reading, and they also enrich classroom learning experiences through donations that support assemblies and field trips, and/or purchase instructional supplies.

Eader School's PTA was named the 1993 Outstanding Education Partnership Serving An Elementary School by the California School Volunteer Partnership, Inc. Eader School was also nominated for Redbook's America's Best Schools Project in 1993. The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy.

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>Kindergarten</b>	32	0	2	2	28	0	5	0	Click here to enter	Click here to enter	Click here to enter text.	Click here to enter

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<b>Grade 1</b>	20	5	0	0	20	5	0	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Grade 2</b>	19	4	0	0	20	4	0	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Grade 3</b>	34	0	0	2	28	0	3	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Grade 4</b>	31	0	2	0	30	0	3	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Grade 5</b>	32	0	2	0	34	0	0	3	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Grade 6</b>	0	0	0	0	0	0	0	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>K-3</b>	20	2	0	0	20	1	0	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>3-4</b>	33	0	0	1	0	0	0	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>4-8</b>	32	0	1	0	0	0	0	0	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Other</b>	6	1	0	0	0	0	0	0	Click here to	Click here to	Click here to enter	Click here to

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## Student Enrollment by Grade Level (2009-10 School Year)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	94	Grade 8	0
Grade 1	111	Ungraded Elementary	0
Grade 2	82	Grade 9	0
Grade 3	106	Grade 10	0
Grade 4	88	Grade 11	0
Grade 5	92	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	573

## Student Enrollment by Group (2009-10 School Year)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.0%	White (not Hispanic)	75.0%
American Indian or Alaska Native	0.0%	Two or More Races	5.0%
Asian	6.0%	Socioeconomically Disadvantaged	11.0%
Filipino	1.0%	English Learners	5.0%
Hispanic or Latino	11.0%	Students with Disabilities	10.0%
Native Hawaiian or Pacific Islander	0.0%	n/a	--

## II. School Safety and Facilities

### School Safety Plan (2009-10)

This section provides information about the school's comprehensive safety plan.

<b>Date School Safety Plan last reviewed:</b>	Click here to enter text.
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Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and 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. 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. 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 2005. The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Recent improvements at the Eader campus include the upgrade of water lines, modernization of classrooms and restrooms, resurfacing of the playground, construction of a new parking lot, installation of new playground equipment, and installation of a new telephone system. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation provides the necessary funding for districtwide modernization efforts. Eader School is projected to receive an apportionment of \$4.7 million for its upgrades and modernization projects.

## Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspension Rate</b>	0.0%	1.0%	1.0%	5.0%	2.0%	4.0%
<b>Expulsion Rate</b>	0.0%	0.0%	0%	0.0%	0.0%	0%.

## School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Eader School, constructed in 1965, consists of 9 separate buildings including an administration building with office and library, a multipurpose room, seven classroom buildings with 24 total classrooms and a computer lab. The site also has 8 portable classrooms, added in the 1990's and a YMCA portable building used for before and after school child care.

Wooden ramps were replaced with concrete ramps on 8 portable buildings. Carpet was replaced in 4 portable classrooms. Floors were tiled in 2 student restrooms and 2 staff restrooms. The main parking lot was repaired, sealed and striped. Rain gutters were replaced on all permanent buildings.

Interior and exterior lighting was upgraded with more efficient lighting in all areas. Lighting sensors were installed in all classrooms and restroom buildings.

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

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## Planned Improvements (2010-11 School Year)

N.A.

## School Facility Good Repair Status (2010-11 School Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	X			Click here to enter text.
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	X			Click here to enter text.
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	X			Click here to enter text.
<b>Electrical:</b> Electrical Systems (interior and exterior)	X			Click here to enter text.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)	X			Click here to enter text.
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	X			Click here to enter text.
<b>Structural:</b> Structural Condition, Roofs	X			Click here to enter text.
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			Click here to enter text.

## Overall Summary of School Facility Good Repair Status (2010-11 School Year)

	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>		X		
<b>Date of inspection:</b>	March 4, 2011			
<b>Completion date of inspection form:</b>	March 25, 2011			

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## III. Curriculum and Academics

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2010-11 School Year)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or 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 2008-09 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.

### Textbook and Instructional Materials List

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

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin	2003
History-Social Science	Scott Foresman - K-1, Houghton Mifflin	2007, 2007
Mathematics	Houghton Mifflin	2002
Other	The Medallion Edition	2009
Science	Pearson Scott Foresman	2008

### Availability of Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%

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<b>Science</b>	0.0%
<b>History-Social Science</b>	0.0%
<b>Foreign Language</b>	0.0%
<b>Health</b>	0.0%
<b>Visual and Performing Arts</b>	0.0%
<b>Science Laboratory Equipment (Grades 9-12)</b>	N.A.

<b>Textbook Information Collection Date:</b>	October, 2009
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## Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
<b>Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials</b>	Yes.

## Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

N.A.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.



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## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>English-Language Arts</b>	71.0%	76.0%	76.0%	70.0%	77.0%	77.0%	46.0%	50.0%	52.0%
<b>Mathematics</b>	72.0%	79.0%	79.0%	70.0%	74.0%	74.0%	43.0%	46.0%	48.0%
<b>Science</b>	70.0%	79.0%	79.0%	75.0%	82.0%	82.0%	46.0%	50.0%	54.0%
<b>Social Science</b>	0.0%	0.0%	0.0%	54.0%	65.0%	65.0%	36.0%	41.0%	44.0%

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the District</b>	77.0%	74.0%	82.0%	65.0%
<b>All Students at the School</b>	76.0%	79.0%	79.0%	0.0%
<b>Black or African American</b>	*	*	*	
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	58.0%	75.0%	*	
<b>Filipino</b>	*	*	*	
<b>Hispanic or Latino</b>	68.0%	70.0%	75.0%	
<b>Native Hawaiian or Pacific Islander</b>				
<b>White (not Hispanic)</b>	80.0%	80.0%	82.0%	
<b>Two or More Races</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Male</b>	75.0%	79.0%	79.0%	
<b>Female</b>	78.0%	79.0%	79.0%	
<b>Economically Disadvantaged</b>	61.0%	70.0%	*	
<b>English Learners</b>	29.0%	71.0%	*	
<b>Students with Disabilities</b>	76.0%	82.0%	*	
<b>Students Receiving Migrant Education Services</b>				

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information

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regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	89.3%	75.5%	43.6%
7			
9			

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	9	8
Similar Schools	3	1	1

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	0	-3	40
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--

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Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	-7	5	46
Two or More Races	Click here to enter text.	Click here to enter text.	Click here to enter text.
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API		
	School	District	State
All Students at the School	901	889	767
Black or African American	--	--	685
American Indian or Alaska Native	--	--	728
Asian	--	948	889
Filipino	--	--	851
Hispanic or Latino	--	825	715
Native Hawaiian or Pacific Islander	--	--	754
White (not Hispanic)	912	896	838
Two or More Races	--	914	807
Socioeconomically Disadvantaged	--	800	712
English Learners	--	791	691
Students with Disabilities	--	759	580

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

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- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (2009-10 School Year)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

	School	District
<b>Overall</b>	Yes	No
<b>Participation Rate – English-Language Arts</b>	Yes	Yes
<b>Participation Rate – Mathematics</b>	Yes	Yes
<b>Percent Proficient – English-Language Arts</b>	Yes	Yes
<b>Percent Proficient – Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	N/A

## Federal Intervention Program (2010-11 School Year)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>		Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	--	
<b>Percent of Schools Currently in Program Improvement</b>	--	

## IV. Teachers & Support Staff

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	26	26	27	289
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	Click here to enter text.	Click here to enter text.	0	13

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicators	School		
	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	1	1	0
<b>Vacant Teacher Positions</b>	1	0	0
<b>Total Teacher Misassignments</b>	1	1	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	0
<b>All Schools in District</b>	100%	0
<b>High-Poverty Schools in District</b>	Click here to enter text.	Click here to enter text.
<b>Low-Poverty Schools in District</b>	Click here to enter text.	Click here to enter text.

## Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

All training and curriculum development at Eader School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. In the 2005-06 school year, three mandatory staff development days were held during the school year. District-level training activities and professional development revolved around the new language arts textbook adoption and differentiated instructional strategies to meet the needs of all students.

In alignment with the districts long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Eader 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 the textbook adoption cycle. Progress is assessed yearly using multiple criteria including STAR testing results, writing sample results, reading test results, student work, teacher observation, and criterion based testing. Each year, approximately ten percent of Eader's School Improvement funds are allocated to staff development. Recent training areas included technology, writing to a prompt, standards-based instruction, report card development, and strategies for at-risk students.

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

## Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Indicator	Professional Development Days		
	2007-08	2008-09	2009-10
Annual number of school days dedicated to staff development	3	3	3

## Academic Counselors and Other Support Staff (2009-10 School Year)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor	N.A.	Click here to enter text.
Counselor (Social /Behavioral or Career Development)	.44	--
Library Media Teacher (Librarian)	N.A.	--
Library Media Services Staff (paraprofessional)	.33	--
Psychologist	.53	--
Social Worker	N.A.	--
Nurse	N.A.	--
Speech/Language/Hearing Specialist	1.4	--
Resource Specialist (non-teaching)	N.A.	--
Other	N.A.	--

## V. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (2008-09 Fiscal Year)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	5,306.53	981.72	4,324.81	70,819
District	--	--	1,066.87	\$73,200.00
State	--	--	\$5,681.00	\$68,212.00
Percent Difference – School and District	--	--	75.4%	3.3%
Percent Difference – School and State	--	--	31.3%	3.7%

### Types of Services Funded (2009-10 Fiscal Year)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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A significant portion of Eader School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students.

Each year a portion of Eader's School/Library Improvement Block Grant funds are used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to 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.

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

Gifted and Talented Education Program cluster classes are provided for grades 2-5 for GATE identified students. All staff members are committed creating and maintaining an environment where students can grow physically, emotionally, and intellectually into healthy, contributing citizens.

## Teacher and Administrative Salaries (2008-09 Fiscal Year)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average for Districts in the Same Category
<b>Beginning Teacher Salary</b>	\$41,284.00	\$41,988.00
<b>Mid-Range Teacher Salary</b>	\$77,732.00	\$68,649.00
<b>Highest Teacher Salary</b>	\$94,808.00	\$87,156.00
<b>Average Principal Salary (Elementary)</b>	\$116,746.00	\$109,026.00
<b>Average Principal Salary (Middle)</b>	\$116,112.00	\$112,489.00
<b>Average Principal Salary (High)</b>	\$0.00	\$113,872.00
<b>Superintendent Salary</b>	\$215,494.00	\$181,890.00
<b>Percent of Budget for Teacher Salaries</b>	45.4%	42.5%
<b>Percent of Budget for Administrative Salaries</b>	5.7%	5.5%



## VI. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.