



# Joseph R. Perry Elementary School

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

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<http://perry-huntington-ca.schoolloop.com>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Huntington Beach City School District

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#### District Governing Board

Bridget Kaub  
Ann Sullivan  
Paul Morrow, Ed. D.  
Shari Kowalke  
Rosemary Saylor

#### District Administration

Gregory Haulk  
**Superintendent**  
Jennifer Shepard  
**Assistant Superintendent  
Educational Services**  
  
Patricia Hager  
**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.

Joseph R. Perry Elementary 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. ST Math (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.

In addition, the staff, students, families, and community members at Perry Elementary have responded to the needs of our diverse student population by implementing a school-wide Science, Technology, Engineering, and Mathematics (STEM) program. The Perry K-5 STEM program is also coupled with model practices of interdisciplinary integration of the Next Generation Science Standards (NGSS). In alignment with our district's LCAP and the state of California's initiative to advance students' understanding of Science, Technology, Engineering, and Mathematics. Perry Elementary students are continuing to learn to become problem solvers, innovators, creators, and collaborators. STEM is being used as a vehicle to engage, motivate, and to create meaning for students. Professional Learning Communities and data driven instructional practices are ongoing practices that support student-learning objectives. Fifth grade science CST scores, benchmark data, and qualitative data reveal promising evidence that supports the school's STEM and NGSS implementation.

All students are accepted and welcomed at Perry School. Perry school is proud of the diversity in ethnicity, economics, and learning styles. Perry Elementary 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 our Perry Positive Behavior Intervention Systems (PBIS). 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

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	144
Grade 1	55
Grade 2	58
Grade 3	48
Grade 4	59
Grade 5	66
<b>Total Enrollment</b>	<b>430</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	4.2
Filipino	1.2
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.9
White	37
Two or More Races	7.7
Socioeconomically Disadvantaged	53.7
English Learners	27.2
Students with Disabilities	11.9
Foster Youth	0

### 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	14-15	15-16	16-17
<b>With Full Credential</b>	21	19	18.5
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Huntington Beach City School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	276.98
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Joseph R. Perry Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	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

2015-16 Percent of Classes in Core Academic Subjects 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>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 2016-17)

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 2015-16 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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin - A Legacy of Literacy Adoption Year: 2003  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%

### 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 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 2016 included addition of 2 new backstops, underground pipes lined by lower grade buildings, new siding on front portable, electrical for A/C server, lab and preschool rooms, ceiling fans in all rooms without A/C, replace door and windows at office entrance, replace gutters on backside of office, and repair playground equipment.

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

#### 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 25, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	33	37	71	74	44	48
<b>Math</b>	33	34	64	67	34	36

\* 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	58	81	54	85	84	86	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	15.4	20	18.5

\* 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	65	65	100.0	53.9
Male	33	33	100.0	60.6
Female	32	32	100.0	46.9
Hispanic or Latino	37	37	100.0	37.8
White	13	13	100.0	69.2
Socioeconomically Disadvantaged	45	45	100.0	46.7
English Learners	23	23	100.0	34.8
Students with Disabilities	15	15	100.0	26.7

\* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	56	56	100.0	26.8
	4	62	61	98.4	42.6
	5	65	65	100.0	41.5
Male	3	30	30	100.0	16.7
	4	30	30	100.0	30.0
	5	33	33	100.0	51.5
Female	3	26	26	100.0	38.5
	4	32	31	96.9	54.8
	5	32	32	100.0	31.3
Hispanic or Latino	3	25	25	100.0	20.0
	4	40	40	100.0	27.5
	5	37	37	100.0	29.7
White	3	23	23	100.0	34.8
	4	13	12	92.3	75.0
	5	13	13	100.0	30.8
Socioeconomically Disadvantaged	3	43	43	100.0	25.6
	4	41	41	100.0	29.3
	5	45	45	100.0	35.6
English Learners	3	16	16	100.0	6.3
	4	27	27	100.0	22.2
	5	23	23	100.0	21.7
Students with Disabilities	3	11	11	100.0	
	5	15	15	100.0	

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 on the CAAs divided by the

total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	56	56	100.0	32.1
	4	62	61	98.4	45.9
	5	65	65	100.0	23.1
Male	3	30	30	100.0	30.0
	4	30	30	100.0	50.0
	5	33	33	100.0	33.3
Female	3	26	26	100.0	34.6
	4	32	31	96.9	41.9
	5	32	32	100.0	12.5
Hispanic or Latino	3	25	25	100.0	16.0
	4	40	40	100.0	32.5
	5	37	37	100.0	18.9
White	3	23	23	100.0	52.2
	4	13	12	92.3	75.0
	5	13	13	100.0	7.7
Socioeconomically Disadvantaged	3	43	43	100.0	27.9
	4	41	41	100.0	31.7
	5	45	45	100.0	17.8
English Learners	3	16	16	100.0	
	4	27	27	100.0	33.3
	5	23	23	100.0	8.7
Students with Disabilities	3	11	11	100.0	
	5	15	15	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### 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 (School Year 2016-17)**

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 (this year in October). 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.

Additionally, Perry has events designed to encourage parent participation. For the 2016-17 school year we have the following family events planned:

First Day of School Coffee/Breakfast with the Principal- Thursday, September 8 (8:15 a.m.)

Welcome Back Family Breakfast- Saturday, September 17 (9:00 a.m.-11:00 a.m.)

PTA Family Dine Out Fundraisers (monthly)

Perry Family Art Night- Wednesday, October 12 (5:00 p.m.-6:30 p.m.)

Trunk or Treat/Fall Festival (families and community members are all encouraged to attend- Thursday, October 20 (5:00 p.m.-7:00 p.m.)

Moms and Muffins/Book Fair Kick Off- Monday, December 5 (7:30 a.m.)

Dads and Doughnuts/Book Fair Kick Off- Tuesday, February 14 (7:30 a.m.)

Open House- Thursday, February 16 (5:00 p.m.-7:00 p.m.)

Jog-A-Thon- Thursday, April 6

Spring Family Event (TBD)

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

Please contact the school principal, Dr. Renee Polk Johnson, 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 religious 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 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 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 September of 2016. The school holds monthly emergency drills and even held a "full scale" emergency drill (practicing all of the different roles) on 11/04/2016.

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	2013-14	2014-15	2015-16
Suspensions Rate	4.6	4.3	4.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	2.4	2.7
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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	

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	.6
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	26	29	1	1		5	6	6			
1	28	28	27				2	2	2			
2	30	25	30				2	2	2			
3	32	21	28		1		2	2	2			
4	34	30	31					2	2	1		
5	24	20	33	1	1		2	2	1			1
Other	11			1								

#### Professional Development provided for Teachers

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 a weekly 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 Fetzter, Response to Intervention (RTI), Thinking Maps, Write From the Beginning, Path to Proficiency, and Direct Interactive Instruction (DII). Joseph R. Perry Elementary is also continuing to work on best practices with the implementation of the Common Core State Standards and the Next Generation Science Standards (NGSS).

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$44,573
Mid-Range Teacher Salary	\$81,044	\$72,868
Highest Teacher Salary	\$98,852	\$92,972
Average Principal Salary (ES)	\$119,970	\$116,229
Average Principal Salary (MS)	\$122,537	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$206,525	\$201,784
Percent of District Budget		
Teacher Salaries	43%	39%
Administrative Salaries	6%	5%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,277.17	\$1,418.23	\$4,858.94	\$76,561
District	◆	◆	\$1,917.62	\$84,118
State	◆	◆	\$5,677	\$75,137
Percent Difference: School Site/District			153.4	-9.0
Percent Difference: School Site/ State			-14.4	1.9

\* Cells with ◆ do not require data.

\* 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/).

### Types of Services Funded

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, Imagine Learning, Accelerated Reader, 6 minute solution, Read Naturally, Thinking Maps, Nancy Fetzter reading and writing strategies, Corrective Reading, Reading Mastery, and McGraw Hill: "My Math" ancillary materials are 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.