



# John H. Eader Elementary School

9291 Banning Ave. • Huntington Beach, CA 92646 • (714) 962-2451 • Grades K-5

Deborah Randall, Principal

drandall@hbcasd.us

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Huntington Beach City School District

20451 Cramer Lane  
Huntington Beach, CA 92646  
(714) 964-8888  
www.hbcasd.us

#### District Governing Board

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

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 which 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.
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 community share the responsibility for advancing the school's mission and goals.
9. Diversity enriches our school through the recognition of the contributions of a variety of ideas, values, and cultures.

Eader Elementary School is a 2014 California Distinguished School, with a state rank of 10 and similar schools rank of 10, providing a stimulating quality educational program for pre-school through fifth grades. Our program consists of one three-year-old and one four-year-old Preschool Academy class, three SDC (Special Day Class) preschool classes, and twenty-one general education classes. Programs are offered for GATE (Gifted and Talented Education) students, SAI (Specialized Academic Instruction) students and EL (English Learner) students supplementing the core curriculum, based on a traditional school calendar. Eader's staff implements Common Core standards-based education while responding to the individual needs of students. Student progress monitoring is reviewed regularly with district benchmarks, curriculum-based measures on a trimester basis, and annually with statewide exams. Programs unique to Eader are the MIND Research Institute's STMath, which is a spatial-temporal reasoning math program, K-5 Music Program, Science Works, Cognitively Guided Instruction (CGI), Thinking Maps, Write from the Beginning, and CATCH-PE which supplement our district-wide adoptions in English Language Arts, Math, Science, and Social Science. Teachers have been trained in DII, (Direct Interactive Instruction) for optimal delivery of instruction. Technology improvements have been made with a new computer lab for 4th and 5th grades, and new Smartboards are being installed in our conference room and library. There are Smartboards and document cameras in every classroom and our site has three computer labs and a computer cart for mobile technology accessibility. A generous grant was recently awarded to purchase more computers in each classroom. Our outstanding parent involvement, extends student learning and community building activities such as the Family Fall Festival, Family Tile Night, field trips, assemblies, and Art Masters to name a few. Volunteers log in over 15,000 hours to programs such as Surf Tales, 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 1965.

Schoolwide goals for 2014-2015 are:

- 1) Improve student achievement in English Language Arts and Mathematics by improving instructional strategies, targeted interventions, and using data to guide instructional decisions.
- 2) Improve student achievement in science.
- 3) Improve student achievement for under-represented groups - English Learners, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged Students.

### 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 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 at (714) 962-2451 or the district office.

| 2014-15 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 0.7                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 5.7                         |
| Filipino                            | 1                           |
| Hispanic or Latino                  | 14.9                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 70.3                        |
| Two or More Races                   | 6.9                         |
| Socioeconomically Disadvantaged     | 13.7                        |
| English Learners                    | 2.6                         |
| Students with Disabilities          | 12.5                        |
| Foster Youth                        | 0.2                         |

| 2014-15 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 77                 |
| Grade 1                                   | 83                 |
| Grade 2                                   | 101                |
| Grade 3                                   | 106                |
| Grade 4                                   | 124                |
| Grade 5                                   | 91                 |
| Total Enrollment                          | 582                |

## 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                         |       |       |       |
|---|-------|-------|-------|
| John H. Eader Elementary School             | 13-14 | 14-15 | 15-16 |
| With Full Credential                        | 26    | 25    | 25    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Huntington Beach City School District       | 13-14 | 14-15 | 15-16 |
| With Full Credential                        | ♦     | ♦     | 264.8 |
| Without Full Credential                     | ♦     | ♦     | 0     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 11    |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| John H. Eader Elementary School                                    | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

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

### Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 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 |
| This School   | 91.3                                | 8.7                                     |
| Districtwide  |                                     |   |
| All Schools   | 99.4                                | 0.6                                     |
| High-Poverty Schools  | 100.0                               | 0.0                                     |
| Low-Poverty Schools   | 99.4                                | 0.6                                     |

\* 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 2015-16)**

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

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

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

Eader School, constructed in 1965, consists of nine separate buildings including an administration building with office and library, a multipurpose room, seven classroom buildings with 24 classrooms and a computer lab. The site has 8 portable classrooms added in the 1980'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 interior painting of classrooms, cafeteria, lounge and office areas, new roofs on Building 1 and Building 8, and slurry, stripe and overlay of playground area.

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

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August 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>  | <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], Science California Standards Tests); 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

**2014-15 CAASPP Results for All Students**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |          |       |
|---------|--|----------|-------|
|         | School   | District | State |
| ELA     | 66   | 71       | 44    |
| Math    | 72   | 63       | 33    |

\* 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 |       |       |
|         | 12-13  | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 93   | 82    | 80    | 88       | 85    | 84    | 59    | 60    | 56    |

\* Results are for 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.

**Grade Level 2014-15 Percent of Students Meeting Fitness Standards**

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | 6.90   | 26.40  | 62.10  |

\* 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.

| 2014-15 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                 | 84  |
| All Student at the School               | 80  |
| Male                                    | 75  |
| Female                                  | 86  |
| Asian                                   | --  |
| Hispanic or Latino                      | 53  |
| White                                   | 87  |

| 2014-15 CAASPP Results by Student Group |   |
|---|---|
| Group                                   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| Two or More Races                       | --  |
| Socioeconomically Disadvantaged         | --  |
| English Learners                        | --  |
| Students with Disabilities              | 72  |
| Foster Youth                            | --  |

\* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |       |                    |        |                     |                  |                     |              |                   |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| Student Group   | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|   |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students  | 3     | 110                | 104    | 94.5                | 14               | 26                  | 23           | 37                |
|   | 4     | 124                | 123    | 99.2                | 12               | 15                  | 24           | 48                |
|   | 5     | 88                 | 86     | 97.7                | 12               | 22                  | 37           | 29                |
| Male  | 3     | 110                | 58     | 52.7                | 16               | 22                  | 24           | 38                |
|   | 4     | 124                | 55     | 44.4                | 15               | 15                  | 27           | 44                |
|   | 5     | 88                 | 46     | 52.3                | 15               | 33                  | 35           | 17                |
| Female  | 3     | 110                | 46     | 41.8                | 13               | 30                  | 22           | 35                |
|   | 4     | 124                | 68     | 54.8                | 10               | 16                  | 22           | 51                |
|   | 5     | 88                 | 40     | 45.5                | 8                | 10                  | 40           | 43                |
| Black or African American   | 4     | 124                | 2      | 1.6                 | --               | --                  | --           | --                |
| Asian   | 3     | 110                | 5      | 4.5                 | --               | --                  | --           | --                |
|   | 4     | 124                | 6      | 4.8                 | --               | --                  | --           | --                |
|   | 5     | 88                 | 9      | 10.2                | --               | --                  | --           | --                |
| Filipino  | 3     | 110                | 1      | 0.9                 | --               | --                  | --           | --                |
|   | 4     | 124                | 0      | 0.0                 | --               | --                  | --           | --                |
| Hispanic or Latino  | 3     | 110                | 15     | 13.6                | 27               | 33                  | 33           | 7                 |
|   | 4     | 124                | 20     | 16.1                | 20               | 20                  | 25           | 35                |
|   | 5     | 88                 | 14     | 15.9                | 7                | 43                  | 43           | 7                 |
| Native Hawaiian or Pacific Islander   | 3     | 110                | 1      | 0.9                 | --               | --                  | --           | --                |
| White   | 3     | 110                | 76     | 69.1                | 11               | 26                  | 22           | 41                |
|   | 4     | 124                | 80     | 64.5                | 10               | 11                  | 25           | 54                |
|   | 5     | 88                 | 58     | 65.9                | 12               | 16                  | 40           | 33                |
| Two or More Races   | 3     | 110                | 6      | 5.5                 | --               | --                  | --           | --                |
|   | 4     | 124                | 15     | 12.1                | 20               | 27                  | 20           | 33                |
|   | 5     | 88                 | 5      | 5.7                 | --               | --                  | --           | --                |

**School Year 2014-15 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 Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Socioeconomically Disadvantaged | 3     | 110                | 13     | 11.8                | 23               | 31                  | 23           | 23                |
|                                 | 4     | 124                | 17     | 13.7                | 18               | 18                  | 12           | 53                |
|                                 | 5     | 88                 | 12     | 13.6                | 17               | 42                  | 17           | 25                |
| Students with Disabilities      | 3     | 110                | 15     | 13.6                | 33               | 27                  | 7            | 33                |
|                                 | 4     | 124                | 14     | 11.3                | 36               | 14                  | 29           | 21                |
|                                 | 5     | 88                 | 7      | 8.0                 | --               | --                  | --           | --                |
| Foster Youth                    | 3     | --                 | --     | --                  | --               | --                  | --           | --                |
|                                 | 4     | --                 | --     | --                  | --               | --                  | --           | --                |
|                                 | 5     | --                 | --     | --                  | --               | --                  | --           | --                |

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                        | 3     | 110                | 104    | 94.5                | 9                | 20                  | 36           | 36                |
|                                     | 4     | 124                | 124    | 100.0               | 5                | 17                  | 35           | 43                |
|                                     | 5     | 88                 | 86     | 97.7                | 6                | 28                  | 29           | 36                |
| Male                                | 3     | 110                | 58     | 52.7                | 3                | 21                  | 34           | 41                |
|                                     | 4     | 124                | 56     | 45.2                | 7                | 11                  | 38           | 45                |
|                                     | 5     | 88                 | 46     | 52.3                | 9                | 33                  | 24           | 35                |
| Female                              | 3     | 110                | 46     | 41.8                | 15               | 20                  | 37           | 28                |
|                                     | 4     | 124                | 68     | 54.8                | 3                | 22                  | 34           | 41                |
|                                     | 5     | 88                 | 40     | 45.5                | 3                | 23                  | 35           | 38                |
| Black or African American           | 4     | 124                | 2      | 1.6                 | --               | --                  | --           | --                |
| Asian                               | 3     | 110                | 5      | 4.5                 | --               | --                  | --           | --                |
|                                     | 4     | 124                | 6      | 4.8                 | --               | --                  | --           | --                |
|                                     | 5     | 88                 | 9      | 10.2                | --               | --                  | --           | --                |
| Filipino                            | 3     | 110                | 1      | 0.9                 | --               | --                  | --           | --                |
|                                     | 4     | 124                | 1      | 0.8                 | --               | --                  | --           | --                |
| Hispanic or Latino                  | 3     | 110                | 15     | 13.6                | 13               | 33                  | 47           | 7                 |
|                                     | 4     | 124                | 20     | 16.1                | 5                | 25                  | 45           | 25                |
|                                     | 5     | 88                 | 14     | 15.9                | 7                | 43                  | 43           | 7                 |
| Native Hawaiian or Pacific Islander | 3     | 110                | 1      | 0.9                 | --               | --                  | --           | --                |

**School Year 2014-15 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 Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White                           | 3     | 110                | 76     | 69.1                | 8                | 17                  | 34           | 41                |
|                                 | 4     | 124                | 80     | 64.5                | 5                | 14                  | 33           | 49                |
|                                 | 5     | 88                 | 58     | 65.9                | 3                | 28                  | 29           | 40                |
| Two or More Races               | 3     | 110                | 6      | 5.5                 | --               | --                  | --           | --                |
|                                 | 4     | 124                | 15     | 12.1                | 7                | 27                  | 33           | 33                |
|                                 | 5     | 88                 | 5      | 5.7                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged | 3     | 110                | 13     | 11.8                | 31               | 23                  | 23           | 23                |
|                                 | 4     | 124                | 17     | 13.7                | 12               | 18                  | 24           | 47                |
|                                 | 5     | 88                 | 12     | 13.6                | 8                | 58                  | 25           | 8                 |
| Students with Disabilities      | 3     | 110                | 15     | 13.6                | 27               | 20                  | 20           | 33                |
|                                 | 4     | 124                | 14     | 11.3                | 21               | 29                  | 29           | 21                |
|                                 | 5     | 88                 | 7      | 8.0                 | --               | --                  | --           | --                |
| Foster Youth                    | 3     | --                 | --     | --                  | --               | --                  | --           | --                |
|                                 | 4     | --                 | --     | --                  | --               | --                  | --           | --                |
|                                 | 5     | --                 | --     | --                  | --               | --                  | --           | --                |

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 students that did not receive a score; 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 students with 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

Parents and the community are very supportive of the educational programs at Eader Elementary School. The PTA and the Huntington Beach Education Foundation (HBEF) have made generous contributions of time and money to numerous programs and activities. PTA organizes many community events such as Family Movie Night, Skate Night, the Fall Festival, and they offer programs in art, music, and reading. They also enrich classroom learning experiences through donations which support assemblies and field trips, and/or purchase instructional supplies. Parents volunteer in classrooms, coordinate student events such as the 100 Mile Club and Ecology Recycling Club, and parents are invited to participate in school governance through School Site Council, as well as participate on district committees such as DELAC (District English Learners Advisory Committee). PTA sponsors educational and social awareness opportunities for parents and the community, such as Traffic Safety, Common Core Standards, and other topics of interest as they arise from the community.

#### 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

Eader School Staff implements the Positive Behavior Intervention Support (PBIS) program to ensure a positive, welcoming, learning environment and safe, orderly campus. Using assertive discipline and teaching expectations clearly and positively, greatly reduces suspensions and expulsions. Our campus is very parent-friendly. Many volunteer in classrooms and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival to obtain a visitors badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, playground 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.

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, and at the start of each school year. In the fall of 2015, five staff members attended the Huntington Beach City Emergency Evacuation Training, then shared the information with the staff.

The district progressively addresses structural needs at each school to ensure facilities are safe and in compliance with education codes and building and safety regulations.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 0.43    | 0.30    | 0.33    |
| Expulsions Rate            | 0.00    | 0.00    | 0.00    |
| District                   | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 1.85    | 1.86    | 2.40    |
| Expulsions Rate            | 0.00    | 0.00    | 0.03    |
| State                      | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 5.07    | 4.36    | 3.80    |
| Expulsions Rate            | 0.13    | 0.10    | 0.09    |

### 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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria |        |          |       |
|--|--------|----------|-------|
| AYP Criteria   | School | District | State |
| <b>English Language Arts</b>                             |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| <b>Mathematics</b>                                       |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| Made AYP Overall   | Yes    | Yes      | Yes   |
| Met Attendance Rate                                      | Yes    | Yes      | Yes   |
| Met Graduation Rate                                      | N/A    | N/A      | Yes   |

| 2015-16 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2012-2013 |
| Year in Program Improvement                         |        | Year 2    |
| Number of Schools Currently in Program Improvement  |        | 4         |
| Percent of Schools Currently in Program Improvement |        | 100.0     |

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

| Average Class Size |         |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                    |         |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
| Grade              | 2012-13 | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K                  | 26      | 26      | 26      | 1                     |         |         | 4       | 4       | 3       |         |         |         |
| 1                  | 29      | 30      | 27      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 2                  | 31      | 30      | 28      |                       |         |         | 4       | 3       | 3       |         |         |         |
| 3                  | 31      | 30      | 30      |                       |         |         | 3       | 4       | 4       |         |         |         |
| 4                  | 33      | 33      | 31      |                       |         |         | 2       | 1       | 3       | 1       | 2       | 1       |
| 5                  | 34      | 32      | 24      |                       |         | 1       |         | 2       | 3       | 3       | 2       |         |
| Other              |         | 8       |         |                       | 1       |         |         |         |         |         |         |         |

**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) | N/A  |
| Library Media Teacher (Librarian)                   | N/A  |
| Library Media Services Staff (Paraprofessional)     | .375 |
| Psychologist  | .6   |
| Social Worker                                       | N/A  |
| Nurse   | N/A  |
| Speech/Language/Hearing Specialist                  | 2.2  |
| Resource Specialist                                 | N/A  |
| Other   | N/A  |
| <b>Average Number of Students per Staff Member</b>  |      |
| 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.

**Professional Development provided for Teachers**

All training and curriculum development at Eader School are based upon the California Common Core Standards and Frameworks.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when implementing professional development. Instructional program improvement is driven by student needs and guided by state standards and district frameworks. District and school administrators use site trend analyses, 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. Professional Development has been incorporated into staff meetings, early release days on Thursdays, and substitute release days, to allow for teachers to have time for data analysis, and to plan implementation of Common Core Standards lessons along with the newly adopted math curriculum.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff. 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 State testing results, writing sample results, reading test results, student work, teacher observation, and criterion-based testing. A portion of our school 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. Funding is also provided from the district for intervention programs with the Before and After School Grant opportunity.

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 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. All staff are supported in their implementation of professional development with coaching opportunities, peer-teaching, peer observations, and principal coaching.

| FY 2013-14 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$43,038        | \$43,091                                     |
| Mid-Range Teacher Salary                       | \$81,044        | \$70,247                                     |
| Highest Teacher Salary                         | \$98,852        | \$89,152                                     |
| Average Principal Salary (ES)                  | \$122,672       | \$112,492                                    |
| Average Principal Salary (MS)                  | \$119,284       | \$116,021                                    |
| Average Principal Salary (HS)                  |                 | \$117,511                                    |
| Superintendent Salary                          | \$200,510       | \$192,072                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 45%             | 41%  |
| 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 4858.34                | 807.99     | 4050.35      | 80758                  |
| District   | ◆                      | ◆          | 1544.10      | 80000                  |
| State  | ◆                      | ◆          | \$5,348      | \$72,993               |
| Percent Difference: School Site/District                           |                        |            | 162.3        | 0.9                    |
| Percent Difference: School Site/ State                             |                        |            | -24.3        | 10.6                   |

\* Cells with ◆ do not require data.

### Types of Services Funded

A significant portion of Eader School's categorical program budget is allocated for professional development to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students. Teachers have been trained in Cognitively Guided Instruction (CGI), STMath, and Number Talks, for math, and Path to Proficiency, Thinking Maps, and Write from the Beginning, for language development and writing. The Kindergarten and 1st Grade teachers have also had training in Developmental Reading Awareness (DRA), to target specific areas of strength and weakness in early reading skills.

Each year a portion of Eader's School Library Improvement Block Grant (SLIBG) 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. In 2014-2015, a portion of Eader's SLIBG funds were used to provide before-school and after-school intervention programs for students who were not proficient on state and district assessments.

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 district utilizes veteran teachers as "consultants" to assist with staff development district wide.

Gifted and Talented Education (GATE) Program cluster classes are provided for grades 2-5 for GATE identified students. GATE teachers have been given the opportunity to update their GATE teaching strategies by attending a GATE refresher conference in the summer. (A rotation of two teachers per year attend the GATE conference.) All staff members are committed to creating and maintaining an environment in which students grow physically, emotionally, and intellectually into healthy, contributing citizens.

### 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, the county, and the state. 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.