



John R. Peterson Elementary School

20661 Farnsworth Lane • Huntington Beach, CA 92646 • (714) 378-1515 • Grades K-5

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<https://pes-huntington-ca.schoolloop.com/>

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



Huntington Beach City School District

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(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 Shepaud
**Assistant Superintendent
Educational Services**

Patricia Hager
**Assistant Superintendent
Human Resources**

Jon M. Archibald
**Assistant Superintendent
Administrative Services**

Vision

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

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

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

Mission

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

Values

All students can learn, have an equal opportunity to learn, and deserve access to a rich instructional program in a community where students, staff, and parents know each other, care about each other, and feel valued as a member of the group.

Learning is a developmental process that can best be achieved by providing exciting, active, challenging, and purposeful higher order thinking experiences.

It is the responsibility of the staff to prepare students to participate in a culturally diverse, democratic society as an involved citizen. In that spirit, the development of decision making skills and the nurturing of positive values and strong character will be as high a priority as strong academic achievement.

Each student is a special and unique individual who deserves to be valued and accepted for their strengths and challenges.

Success comes from each staff member being committed to meeting every student's academic, social, and emotional needs through school-wide programs that emphasize a healthy mind and body.

Motto

We believe that one adult can change a child's life...and one child can change the world.

John R. Peterson School is a community Pre-K - 5 elementary school located in the southeastern section of Huntington Beach. Peterson follows a traditional school schedule. It was built on a fifteen acre site originally opened in 1963. The Jack K. Clapp wing was added in 1977 to accommodate the district's special education students. Due to declining enrollment throughout the district, the site was closed to elementary students in 1981. As a result of increasing population and the implementation of the class size reduction program, Peterson was reopened in 1997 after being renovated for the twenty-first century at a cost of \$2.3 million which provided full site cabling and internet capabilities, phone systems with voice mail in each classroom, upgraded electrical systems, renovated fields, paint, carpet, tile, remodeled offices, furnishings, and equipment. The site houses seven programs. The regular education program serves children who reside in the immediate area; the Voyager program serves first through fifth grade Asperger's students within the district; the Gifted and Talented Education centered program serves children identified as gifted and talented who reside throughout the district; the Extended Kindergarten program is a developmental Kindergarten program serving children who meet the age/birthday requirements for participation; the Title I program provides intervention opportunities to low performing students to close the achievement gap; the English Learner program provides language development for students who are second language English learners; and our preschool program, a tuition based program, that prepares three and four year olds for kindergarten. The school's population includes students from diverse ethnic backgrounds. Categorical funding includes School Library Improvement Block Grant (SLIPG), Title I, and Local Control Funding Formula (LCFF). Special Education resources on site include Speech and Language, Specialized Academic Instruction (SAI), and Voyager for grades 1-5 students identified with Asperger's Syndrome. Peterson is fortunate to have an active Parent Teacher Association (PTA) and over 20,000 hours of volunteer time each year devoted to in-classroom assistance and providing supplemental programs such as the Whale Tales Incentive Reading Program, Accelerated Reader, 100 Mile Club, enrichment assemblies, and Standards aligned field trips for every child. Peterson also has the distinction of National PTA recognition as a "Parent Involvement School of Excellence". Peterson's mission statement and shared value statements were mutually developed and provide the foundation for our shared decision making. In 2000, Peterson earned recognition as an Honorable Mention for California Distinguished School. Peterson subsequently earned the honor of being named a California Distinguished School in 2004, 2008 and 2012. In 2011 Peterson became an over 900 API school and presently has an API of 938.

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) 378-1515 or the district office.

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	8.9
Filipino	0.8
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.5
White	57.4
Two or More Races	8.9
Socioeconomically Disadvantaged	26.7
English Learners	11.2
Students with Disabilities	9
Foster Youth	0.2

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	120
Grade 2	80
Grade 3	111
Grade 4	135
Grade 5	122
Total Enrollment	652

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 R. Peterson Elementary School	13-14	14-15	15-16
With Full Credential	27	25	27
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 R. Peterson 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	1	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 Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
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 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 Adoption Year 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Adoption Year 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman 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	Scott Foresman - K-1 Adoption Year 2007 Houghton Mifflin - 2-5 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)

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

This site has been retrofit with energy efficient interior and exterior lighting.

Improvements completed during 2014 included new floor tile in two classrooms, replacement of carpet in three classrooms, and new roofs on four portable classrooms.

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		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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

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	88	84	77	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.

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	74	71	44
Math	73	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.90	15.40	60.80

* 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	77
Male	81
Female	73
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	50

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	84
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	27
Students with Disabilities	55
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)
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	114	112	98.2	5	24	20	51
	4	137	136	99.3	4	16	29	51
	5	131	130	99.2	13	15	31	42
Male	3	114	54	47.4	7	30	20	43
	4	137	71	51.8	6	20	25	49
	5	131	67	51.1	18	15	30	37
Female	3	114	58	50.9	3	19	19	59
	4	137	65	47.4	3	12	32	52
	5	131	63	48.1	8	14	32	46
Black or African American	3	114	1	0.9	--	--	--	--
American Indian or Alaska Native	5	131	1	0.8	--	--	--	--
Asian	3	114	10	8.8	--	--	--	--
	4	137	13	9.5	0	8	15	77
	5	131	9	6.9	--	--	--	--
Filipino	3	114	1	0.9	--	--	--	--
	4	137	1	0.7	--	--	--	--
	5	131	2	1.5	--	--	--	--
Hispanic or Latino	3	114	28	24.6	18	43	21	18
	4	137	30	21.9	7	27	37	30
	5	131	27	20.6	26	22	37	15
Native Hawaiian or Pacific Islander	3	114	1	0.9	--	--	--	--
White	3	114	59	51.8	2	19	22	58
	4	137	76	55.5	4	14	26	55
	5	131	81	61.8	10	15	32	43

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
Two or More Races	3	114	12	10.5	0	8	25	67
	4	137	15	10.9	7	13	27	53
	5	131	9	6.9	--	--	--	--
Socioeconomically Disadvantaged	3	114	27	23.7	19	37	19	26
	4	137	29	21.2	14	28	31	28
	5	131	40	30.5	28	30	30	13
Students with Disabilities	3	114	14	12.3	29	21	14	36
	4	137	14	10.2	7	43	7	43
	5	131	7	5.3	--	--	--	--
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	114	113	99.1	7	14	31	46
	4	137	136	99.3	0	22	32	46
	5	131	130	99.2	15	22	22	41
Male	3	114	55	48.2	9	18	22	49
	4	137	71	51.8	0	18	34	48
	5	131	67	51.1	12	25	19	43
Female	3	114	58	50.9	5	10	40	43
	4	137	65	47.4	0	26	29	45
	5	131	63	48.1	19	17	25	38
Black or African American	3	114	1	0.9	--	--	--	--
American Indian or Alaska Native	5	131	1	0.8	--	--	--	--
Asian	3	114	10	8.8	--	--	--	--
	4	137	13	9.5	0	0	23	77
	5	131	9	6.9	--	--	--	--
Filipino	3	114	1	0.9	--	--	--	--
	4	137	1	0.7	--	--	--	--
	5	131	2	1.5	--	--	--	--

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
Hispanic or Latino	3	114	29	25.4	17	34	34	10
	4	137	30	21.9	0	47	23	30
	5	131	27	20.6	37	26	26	11
Native Hawaiian or Pacific Islander	3	114	1	0.9	--	--	--	--
White	3	114	59	51.8	5	8	29	56
	4	137	76	55.5	0	14	37	49
	5	131	81	61.8	10	23	22	44
Two or More Races	3	114	12	10.5	0	8	42	50
	4	137	15	10.9	0	33	20	47
	5	131	9	6.9	--	--	--	--
Socioeconomically Disadvantaged	3	114	27	23.7	19	26	26	22
	4	137	29	21.2	0	52	24	24
	5	131	40	30.5	33	28	23	18
Students with Disabilities	3	114	14	12.3	21	7	36	29
	4	137	14	10.2	0	36	36	29
	5	131	7	5.3	--	--	--	--
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 Peterson School. Each year more than 20,000 hours of volunteer time are given to the various PTA sponsored fundraising activities to support the visual arts program, foreign language after-school program, Science Fair, and the Whale Tales incentive reading program. PTA also provides financial allocations for curriculum related assemblies, technology acquisition, and field trips for each class. In addition, the PTA sponsors the 100 Mile Club and encourages students and their families to be physically healthy by organizing Family Fitness Night.

In 2004, Peterson's PTA was one of 22 in California to receive an award of recognition by the National PTA. The school was recognized as a Parent Involvement School of Excellence by meeting a variety of criteria in areas such as communication, volunteerism, parenting, student learning, school decision making, advocacy, collaboration with the community, and parent and family involvement. Yearly, parent volunteers provide over 15,000 hours of volunteer service to our school. We are proud of the accomplishments of our PTA members. PTA Membership has grown to over 700 members with two local businesses becoming Gold Members of the PTA: Matt Kanoudi of the Kanoudi Group and Ryan Gale of JMJ Financial.

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

The Huntington Beach Education Foundation (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports parent educational opportunities.

Parents who wish to volunteer or participate in Peterson School's leadership teams, school committees, or school activities may contact the school at the number listed above or visit www.petersonpta.org

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

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

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STATEMENT OF PURPOSE:

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

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

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

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

- The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Home and School Agreement, which is distributed annually during Parent-Teacher Conferences to all students and their parents. Teachers review the Home and School Agreement and policies with the students during the period of Parent-Teacher Conferences. The Home and School Agreement (Parent Compact) is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. Parents are asked to read and discuss the Home and School Agreement with their students and sign and return an acknowledgment form.
- Peterson Elementary School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- Peterson Elementary School makes the School Parental Involvement Policy available to the local community through the following sources:
 - Peterson's Web Site: <http://www.hbcasd.k12.ca.us/peterson/>
 - PTA Newsletter: The Peterson Gazette
 - Twilight Program
- Peterson Elementary School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- Peterson Elementary School has adopted the school's Home and School Agreement (school-parent compact) as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

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

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

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

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

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

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

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

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

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

Annually, the Peterson PTA sponsors a Fall Festival, Holiday Boutique, and Family Fitness Nights for all Peterson families. Participation is no cost, however food and game tickets are available for purchase.

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

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

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

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

The school's website includes:

- School Parent Involvement Policy
- School/Meeting Calendar
- Parent/Student Handbook
- Volunteer Applications/Information
- Assessment Information: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Benchmarks, Testing Calendar
- Curriculum Descriptions for English Language Arts and Math and other content areas; Standards
- The School's Web Site provides information about the staff, classroom activities and parent resources.
- A brochure is distributed for each grade level describing which standards will be taught for the year. California state standards are distributed to parents in each child's classroom at Back to School Night.
- The PTA Newsletter and the "Dolphin News" email blasts provide information and parent feedback
- Translators are available for Parent-Teacher Conferences.

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

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

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 visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

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

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

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

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

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.45	0.13	0.92
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Elementary)

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

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	.8
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1
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.

Professional Development provided for Teachers

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

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

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. District-level training activities and professional development revolved around Illuminate Report Card and Action Learning Data Analysis.

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

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

FY 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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4925.42	724.88	4200.54	77649
District	◆	◆	1544.10	80000
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			172.0	-2.9
Percent Difference: School Site/ State			-21.5	6.4

* Cells with ◆ do not require data.

Types of Services Funded

Peterson is the Centered Gifted and Talented Education (GATE) Program school for students identified as GATE in grades 2 -5. GATE classes are taught by fully credentialed, GATE-trained teachers, who annually participate and attend GATE training and workshops sponsored by the California Association for the Gifted.

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

Our Voyager's Class provides in-class support for students diagnosed with autism who are main-streamed into the regular classroom. In addition, Voyager's students receive social skills instruction on a pull-out basis with social behavior management support both in the classroom and on the playground.

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

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

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.