



John H. Eader Elementary School

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

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



Huntington Beach City School District

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

Eader 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, three special day classes, twenty regular education classes, a resource program, Gifted and Talented Education (GATE) cluster classes, and English Learner (EL) program on a traditional school calendar. Eader's fee-based preschool program focuses on literacy and arts education. Eader staff implement the 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 on 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, ScienceWorks, and 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 Direct Interactive Instruction (DII), a delivery system which ensures optimal instruction. Technology improvements have been made with the installation of fiber optic lines to increase bandwidth, hub systems to increase computer to student ratio, SMART Boards and docucameras in classrooms to increase access to online resources.

Our outstanding parent involvement supported by our Parent Teacher Association (PTA), 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 2013-2014 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 962-2451.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	92
Gr. 1	106
Gr. 2	103
Gr. 3	127
Gr. 4	100
Gr. 5	111
Total	639

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	5.2
Filipino	1.1
Hispanic or Latino	13.8
Native Hawaiian/Pacific Islander	0.3
White	71.5
Two or More Races	6.9
Socioeconomically Disadvantaged	15.0
English Learners	2.5
Students with Disabilities	10.3

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	12-13	13-14	14-15
Fully Credentialed	26	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	269
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John H. Eader Elementary School	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

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

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

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

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

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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Houghton Mifflin Adoption Year 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Houghton Mifflin Adoption Year 2002
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Pearson Scott Foresman Adoption Year 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Scott Foresman - K-1 Adoption Year 2007 Houghton Mifflin Adoption Year 2007

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	
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	90	94	81	86	88	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	79	80	81	78	81	80	54	56	55
Math	84	84	89	74	75	79	49	50	50
HSS				72	74	75	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	9	10
Similar Schools	4	8	10

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.6	21.9	53.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	81
Male	80
Female	83
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	77
Native Hawaiian/Pacific Islander	
White	82
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	8	10	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	10	6	17
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Eader School. The PTA and the Huntington Beach Education Foundation (HBEF) have made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer programs in art, music, and reading, and they also enrich classroom learning experiences through donations which support assemblies and field trips, and/or purchase instructional supplies. Parents volunteer in classrooms, coordinate student and community programs and events, and participate in school governance through School Site Council (SSC), as well as district committees. 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 implement 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. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. In the fall of 2014, three staff members and the principal attended the Huntington Beach City Emergency Evacuation Training, and shared the information with the staff.

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	11-12	12-13	13-14
Suspensions Rate	1.0	0.4	0.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.9	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
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

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.33
Psychologist	.6
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	2.1
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	28.3	21	18	0	2	2	4	3	3	0		
Gr. 1	32	21	21	0	2	2	5	3	3	0		
Gr. 2	29.3	23	21	0	2	2	3	4	3	0		
Gr. 3	29.7	18	25	0	3	2	3	2	3	0		
Gr. 4	32	22	20	0	2	3	1	2		2	1	2
Gr. 5	27.5	28	22	0	1	2	4		1	0	2	2

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

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

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4769.09	832.95	3936.14	76571
District	♦	♦	1222.48	\$76,696
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			222.0	-0.2
Percent Difference: School Site/ State			-16.1	8.2

Types of Services Funded at John H. Eader Elementary School

A significant portion of Eader School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students. 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 2013-14, 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 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.

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

Professional Development provided for Teachers at John H. Eader Elementary School

All training and curriculum development at Eader School revolves around 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 and focus. 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 received professional development programs.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Eader School. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and the textbook adoption cycle. Progress is assessed yearly using multiple criteria including 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.

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

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas. All staff are supported in their implementation of professional development with coaching opportunities, peer-teaching, peer observations, and principal coaching.