

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Peterson Elementary School	District Name	Huntington Beach City School District
Street	20661 Farnsworth Lane	Phone Number	(714) 964-8888
City, State, Zip	Huntington Beach, CA 92646	Web Site	http://www.hbcasd.k12.ca.us/
Phone Number	(714) 378-1515	Superintendent	Gregory Haulk
Principal	Barbara Crissman	E-mail Address	ghaulk@hbcasd.k12.ca.us
E-mail Address	barbara.crissman@hbcasd.k12.ca.us	CDS Code	30-66530-6028872

School Description and Mission Statement (School Year 2010-11)

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

Vision

John R. Peterson 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 for API scores above 900.

Individuals, grade level teams and administration will regularly seek data to promote continuous improvement to ensure that all students attain proficient or advanced levels on the statewide Standards assessment exams.

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 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 meet all State Standards and interact appropriately within our diverse society. 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.

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 teacher can change a child's life...and one child can change the world.

John R. Peterson School is a community 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 four programs. The regular education program serves children who reside in the immediate area; the Voyagers' Class 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; 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 ethnicities. Categorical funding includes SLIP, Title I, EIA/LEP. Special Education resources on site include Speech and Language, RSP and our "Voyagers' Class" for grades 1-5 students with high-functioning Asperger's Syndrome. Peterson is fortunate to have an active PTA and over 11,000 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, enrichment assemblies and Standards aligned field trips for every child. 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 was named a 2003 & 2008 California Distinguished School and in 2011 became an over 900 API school. Peterson also has the distinction of National PTA recognition as a "Parent Involvement School of Excellence".

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and the community are very supportive of the educational programs at Peterson School. Each year more than 11,000 hours of volunteer time support the various PTA-sponsored fundraising activities to support the vocal music and band programs, Science Fair, Meet the Masters art instruction, and the Whale Tales incentive reading program. In addition, the PTA directly supports classroom learning experiences through financial allocations for curriculum related assemblies and field trips for each class.

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 11,000 hours of volunteer service to our school. We are proud of the accomplishments of our PTA members. Peterson School continued a community partnership program in 2006-07 entitled Partners in Progress and 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. Partners include the Exxon Mobil Corporation (Mobil station on Adams and Magnolia), Surf City Properties, David J. Hauss, D.M.D., Inc. Dentistry, Toyota, Jackie Sienski Court Reporting Services, Mark A. Goodfellow, D.D.S., Inc. Dentistry, Springdale Country, scouting groups, as well as individual families. 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, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy. Parents who wish to volunteer or participate in Peterson Schools leadership teams, school committees, or school activities may contact the school at the number listed above.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	107
Grade 1	95
Grade 2	111
Grade 3	92
Grade 4	124
Grade 5	122
Total Enrollment	651

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6	White	58.1
American Indian or Alaska Native	0.5	Two or More Races	7.5
Asian	9.5	Socioeconomically Disadvantaged	4.3
Filipino	0.3	English Learners	14
Hispanic or Latino	21	Students with Disabilities	9.1
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31	0	3	0	30	0	3	0	27.3	0	3	0
1	18.2	5	0	0	18.6	1	4	0	29	0	3	0
2	19.5	6	0	0	18.2	0	5	0	31.5	0	2	0
3	29.7	0	3	0	24.6	0	4	1	30	0	1	0
4	29.3	0	3	0	23.6	0	5	0	28.3	0	3	0
5	28.3	0	4	0	26.6	0	5	0	33.5	0	0	2
Other	0	0	0	0								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in October 2010.

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 make requests/recommendations to the district safety committee.

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. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation provide the necessary funding for district wide modernization efforts. Peterson School receive an apportionment of approximately \$1.4 million for its upgrades and modernization projects. Previous improvements at the Peterson campus included installation of new roofing, water and gas line replacement, kindergarten playground resurfacing, phone system upgrade, and replacement of windows and doors. More recent improvements to provide a safe and healthy environment include carpet replacement in several classrooms and the school office and new floor tile in the nurse's office and restroom.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.61	0.45	1.08	1.98	4.05	4.23
Expulsions	0.0	0.0	0.0	0.06	0.01	0.09

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 25, 2011

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.

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

Other projects completed in 2011 include repair, overlay and slurry of 2 parking lots, installation of water isolation shutoff valves, replacement of 6 classroom furnaces and enclosure of 2 electrical gears.

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

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	22	24	274
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adoption Year 2003	Yes	0.0%
Mathematics	Houghton Mifflin Adoption Year 2002	Yes	0.0%
Science	Pearson Scott Foresman Adoption Year 2008	Yes	0.0%
History-Social Science	Scott Foresman - K-1 Adoption Year 2007 Houghton Mifflin - 2-5 Adoption Year 2007	Yes	0.0%
Foreign Language			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	4,911.65	1,218.63	3,693.03	75,450
District	---	---	1,294.56	73,041
Percent Difference: School Site and District	---	---	65.0%	3.2%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	26.4%	9.8%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Peterson is the centered Gifted and Talented Education 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/or instructional assistants. The area targeted for improvement is reading, beginning with a focus on early intervention in grades one through three and an after school guided program.

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

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,692
Mid-Range Teacher Salary	\$77,179	\$68,251
Highest Teacher Salary	\$94,135	\$86,582
Average Principal Salary (Elementary)	\$116,365	\$108,334
Average Principal Salary (Middle)	\$115,283	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$190,000	\$180,492
Percent of Budget for Teacher Salaries	46%	42%
Percent of Budget for Administrative Salaries	6%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	75	74	83	74	77	78	49	52	54
Mathematics	76	73	85	74	74	74	46	48	50
Science	80	81	77	79	82	84	50	54	57
History-Social Science	N/A	N/A	N/A	62	65	72	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	74	84	72
All Student at the School	83	85	77	N/A
Male	82	87	81	N/A
Female	83	84	74	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	89	96	93	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	62	66	50	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	90	92	89	N/A
Two or More Races	80	83	0	N/A
Socioeconomically Disadvantaged	59	68	54	N/A
English Learners	24	49	12	N/A
Students with Disabilities	74	83	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.9	18	56.6

* 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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	1	3	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	22	-5	38
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	10	-14	60
Native Hawaiian/Pacific Islander			
White	19	-4	30
Two or More Races	N/D		
Socioeconomically Disadvantaged	50	-9	69
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.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	425	925	5,307	895	4,683,676	778
Black or African American	3		31	869	317,856	696
American Indian or Alaska Native	2		31	873	33,774	733
Asian	46	970	502	945	398,869	898
Filipino	1		30	916	123,245	859
Hispanic or Latino	83	827	886	831	2,406,749	729
Native Hawaiian/Pacific Islander	2		22	848	26,953	764
White	253	950	3,511	903	1,258,831	845
Two or More Races	35	939	294	914	76,766	836
Socioeconomically Disadvantaged	90	833	848	808	2,731,843	726
English Learners	47	765	440	805	1,521,844	707
Students with Disabilities	55	859	618	758	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
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All training and curriculum development at Peterson School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. In the 2010-11 school year, staff development was held during early release Thursdays. District-level training activities and professional development revolved around Path to Proficiency training and HM Medallion training. Site-based professional development centered on Cognitively Guided Instruction (CGI) training, SMART Board training and Power Standards instruction along with differentiated instructional strategies to meet the needs of all students.

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 the textbook adoption cycle. Progress is assessed yearly using multiple criteria including STAR testing results, writing sample results, reading test results, student work, teacher observation, and criterion based testing. 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; POWER Standards; assessment/accountability. A portion of our school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching 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.