

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	Joseph R. Perry Elementary School	District Name	Huntington Beach City School District
Street	19231 Harding Lane	Phone Number	(714) 964-8888
City, State, Zip	Huntington Beach, CA 92646	Web Site	http://www.hbcsd.us/
Phone Number	(714) 962-3348	Superintendent	Gregory Haulk
Principal	Monique Huibregtse, Ed.D	E-mail Address	info@hbcsd.k12.ca.us
E-mail Address	mvan@hbcsd.us	CDS Code	30-66530-6028880

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

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

Welcome to Perry Elementary School! This report will provide parents and community members with information regarding achievement, resources, interventions, students and staff. We strive to ensure Perry is a welcome environment made only stronger by your contributions as our collaboration with you is a key to student success.

PERRY ELEMENTARY SCHOOL MISSION STATEMENT:

Perry School will be an inspirational catalyst for the community unifying parents, teachers, and students to share, develop and grow as life long learners. Perry School will promote individuality, the acceptance of diversity, and the formation of discipline, responsibility, courage, and commitment. Students will maintain high academic and moral standards, be critical thinkers and problem solvers; thus enabling them to be confident, productive citizens.

PERRY ELEMENTARY SCHOOL VISION STATEMENT:

We envision Perry Elementary School as a place where staff:

- Work together in collaborative teams.
- Implement strategies to monitor and improve student achievement with ongoing, research based strategies.
- Demonstrate a personal commitment to the academic success and general well being of all students.
- Encourage responsibility, fairness, caring, citizenship, trustworthiness, and respect.
- Provide a safe and nurturing environment.

J.R. Perry has a long-standing tradition of excellence. Test scores have steadily increased over the past twelve years due to the dedication of all of the staff and their ability to reach parents and students. The staff at Perry School is highly qualified and engages in on-going learning of the best interventions and research-based programs available to increase student achievement. Reading success has been the main focus for students and teachers. Based on the National Reading Panel report, teachers are skilled at assessing, diagnosing and delivering instruction in the five areas of reading, Phonemic awareness, phonics, fluency, vocabulary and comprehension. To support math instruction the school is working towards all classrooms using Cognitively-Guided Instruction. Social Studies and science uses hands-on, inquiry-based techniques to make the curriculum come alive. All of the subject areas are supported by the use of technology. The staff carefully reviews intervention programs and teaching strategies so that they can increase their repertoire of skills to meet the individual needs of students.

All students are accepted, welcomed and feel comfortable at Perry School. We pride ourselves on the diversity of ethnicity, economics, and learning styles. Perry School offers a program for gifted, English Language Learners, Title 1 students and special education. Our offerings in special education are combined for the best possible Individual Education Plan using speech, the resource specialist program, special day class, mainstreaming into regular education classes, full inclusion, a behavior support class, social skills groups, occupational therapy, assisted P.E. and DTT to meet the child’s unique needs. We work with the entire student population using the 40 Developmental Assets Programs and Second Step, a bully prevention program. We teach students their rights to be safe and happy at school and the need to respect others rights to that as well.

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 community members are always welcome for a visit and encouraged to assist in the classroom. Since the home and school collaboration is a key to student success, we hope you will find Perry a welcome environment made only stronger by your contributions. Perry invites parents to be a part of the School Site Council, the PTA, Title I, ELAC or a volunteer in the classroom. Community members are also invited to join and support the Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and the Parent Empowerment Academy.

Please contact the school principal, Dr. Monique Huibregtse, 714-962-3348, to find out more about how to be involved in your child's education.

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

Grade Level	Number of Students
Kindergarten	172
Grade 1	52
Grade 2	52
Grade 3	76
Grade 4	68
Grade 5	65
Total Enrollment	485

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	40.8
American Indian or Alaska Native	0	Two or More Races	7.4
Asian	7.4	Socioeconomically Disadvantaged	10.9
Filipino	0.4	English Learners	29.3
Hispanic or Latino	41	Students with Disabilities	15.7
Native Hawaiian/Pacific Islander	1		

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	29	0	2	2	25.75	0	4	0	13.2	3	2	0
1	17.7	3	0	0	15.33	1	2	0	25	0	1	0
2	18.3	3	0	0	21.66	0	3	0	28	0	1	0
3	26	0	3	0	31	0	2	0	27.5	0	2	0
4	31	0	1	0	26	0	1	1	30.5	0	2	0
5	31	0	1	0	24.5	0	1	1	26.5	0	2	0
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.

The school site safety plan is reviewed and updated each year. The plan is reviewed by staff and the PTA. The School Site Council approves this plan each year. The key elements of the plan are covered by four broad goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religions backgrounds.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.73	5.49	3.71	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 26, 2011

Perry School, constructed in 1964, consists of six separate buildings including an administration building with office and library, a multipurpose room, four classroom buildings, with 28 total classrooms and a computer lab. 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 buildings.

Other projects completed in 2011 include repair, overlay, seal and stripe playground areas, installation of water isolation shutoff valves and painting of the school office.

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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	20	23	23	274
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	2	---

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%
Mathematics	Houghton Mifflin Adoption Year 2002	Yes	0%
Science	Pearson Scott Foresman Adoption Year 2008	Yes	0%
History-Social Science	Houghton Mifflin - 2-5 Adoption Year 2007 Scott Foresman - K-1 Adoption Year 2007	Yes	0%
Foreign Language			
Health			
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	5,821.69	2,214.71	3,606.98	69,709
District	---	---	1,294.56	73,041
Percent Difference: School Site and District	---	---	64.1%	4.8%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	27.5%	8.6%

* **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 assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low income, low-achieving students and other designated students with special needs. Perry School uses Title I funds to assist students identified as failing, or most at risk of failing, to meet the State Board of Education standards. Information regarding Title I designation assists parents and the school community to understand the impact NCLB will have on Perry School. NCLB Requires evaluation of student performance both school wide and by specific subgroups within the student population. A Title 1 support teacher, a Title 1 aide, Earobics, Accelerated Reader, 6 minute solution, Language!, Read Naturally and Phonics for Reading are a few of the interventions programs being implemented.

Perry School also receives EIA funding to support those students who are designated as an English Language Learner as determined by the CELDT test. This funding is used for an EL support aide and partially funds a certificated teacher who assist our EL learners. This funding also supports programs such as Language for Learning, Thinking and Writing, Houghton Mifflin 'Medallions,' and Path to Proficiency.

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

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	50	54	55	74	77	78	49	52	54
Mathematics	63	66	61	74	74	74	46	48	50
Science	36	61	67	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	55	61	67	N/A
Male	51	59	78	N/A
Female	60	64	55	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	68	77	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	47	55	59	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	61	62	71	N/A
Two or More Races	50	79	0	N/A
Socioeconomically Disadvantaged	49	58	64	N/A
English Learners	37	49	0	N/A
Students with Disabilities	34	41	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	20	16.9	32.3

* 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	5	5	5
Similar Schools	1	1	4

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	6	26	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	35	20
Native Hawaiian/Pacific Islander			
White	12	35	-25
Two or More Races	N/D		
Socioeconomically Disadvantaged	7	34	26
English Learners	21	22	35
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	235	802	5,307	895	4,683,676	778
Black or African American	2		31	869	317,856	696
American Indian or Alaska Native	0		31	873	33,774	733
Asian	21	869	502	945	398,869	898
Filipino	1		30	916	123,245	859
Hispanic or Latino	102	780	886	831	2,406,749	729
Native Hawaiian/Pacific Islander	3		22	848	26,953	764
White	92	802	3,511	903	1,258,831	845
Two or More Races	14	847	294	914	76,766	836
Socioeconomically Disadvantaged	129	786	848	808	2,731,843	726
English Learners	77	779	440	805	1,521,844	707
Students with Disabilities	62	675	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	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	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.)?

The teaching/learning interaction is the cornerstone of a good instructional program leading to student academic success. To improve the quality of the program, Perry School staff engage in staff development. Teaching is an ongoing combination art and skill and requires teachers to continually update their craft with the best teaching practices based on research. All training and curriculum development at Perry School revolves around the California State Content Standards and Frameworks based on student data. Just as we hope for Perry students, Perry teachers are lifelong learners.

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

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Three mandatory staff development days are normally held during the school year. District-level training activities and professional development are based both on school site needs and district needs. Currently, English Language Learners and Math are two focus areas for further staff development.

On an annual basis, the Perry school staff looks at the district and state assessment data, classroom portfolios, and work samples to determine the needs of students. Each grade level makes recommendations for new additional strategies, training, or supplemental materials that may help students in the learning process. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Articulation between grade levels helps to give consistency to the school program. Currently, the topics for staff development at Perry School include:

Science Works, My Access Writing, Technology

Research-based Title I Strategies, Junior Great Books, Cognitively Guided Instruction (CGI), Guided Language Acquisition Development (GLAD)

Professional Learning Communities, Earobics

Dynamic Indicators of Basic Literacy Skills (DIBELS), Thinking Maps, Write From the Beginning, Path to Proficiency

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

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