

Peterson Elementary School

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

Barbara Crissman, Principal

barbara.crissman@hbcsd.us

2012-13 School Accountability Report Card Published During the 2013-14 School Year



Huntington Beach City School District

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

District Governing Board

Celia Jaffe

Rosemary Saylor

Shari Kowalke

Bridget Kaub

Brian E. Rechsteiner

District Administration

Gregory Haulk

Superintendent

Jennifer Shepard

Assistant Superintendent

Educational Services

Deborah Cockrell

Assistant Superintendent

Human Resources

Jon M. Archibald

Assistant Superintendent

Administrative Services

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 378-1515.

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 seven 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; the Extended Kindergarten program is a developmental Kindergarten program serving children who meet the age/birthday requirements for participation; the Title I program provides intervention opportunities to low performing students to close the achievement gap; the English Learner program provides language development for students who are second language English learners; and our preschool program, a tuition based program, that prepares three and four year olds for kindergarten. The school's population includes students from diverse ethnic backgrounds. Categorical funding includes 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, 100 Mile Club, enrichment assemblies and Standards aligned field trips for every child. Peterson also has the distinction of National PTA recognition as a "Parent Involvement School of Excellence". Peterson's mission statement and shared value statements were mutually developed and provide the foundation for our shared decision making. In 2000, Peterson earned recognition as an Honorable Mention for California Distinguished School. Peterson subsequently earned the honor of being named a California Distinguished School in 2004, 2008 and 2012. In 2011 Peterson became an over 900 API school and presently has an API of 938.

Opportunities for Parental 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 are given to 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. PTA also provides financial allocations for curriculum related assemblies and field trips for each class. In addition, the PTA has provided classroom technology such as SMART Boards, document cameras and n-computing in every classroom.

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 created a community partnership program in 2006-07 entitled Partners in Progress that has achieved great success. The program creates \$250 scholarships for each classroom that teachers may use for supplies, materials, and specific unit resources to support instruction. 2012-13 Partners include Quantum Signs and Graphics, Sharri G. Hillman, Nguyen-Dery Family, Lingard Family, Dennis and Sons Machinery Sales, Cub Scout Pack 290, Dr. Tran and Family, Samantha Schmidt, The Learning Center, Friedman Family, Louis C. Bellanca and Associates, Cravach Family, Empremsilapa Family, Girl Scouts Service Unit #1, Suplove Inc., H B Mazda, Warner Family, Solspot.com Surf Forecasting, Surf City Meats, Belles-Macewan Family, Suplove Inc., Freeman Family. 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 parent educational opportunities.

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

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

School Parental Involvement Policy
Peterson Elementary School
Huntington Beach City School District
2012-2013

* * * * *

STATEMENT OF PURPOSE:

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

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

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

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

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

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

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

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

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

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

Parent and Community Resource Binder will include:

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

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

The Home and School Agreement (Parent Compact) is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

- Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:
- Back to School and Open House/Science Fair afford parents the opportunity to meet the teacher, hear about the grade level curriculum and see their child's work.
- Regularly scheduled ELAC (English Language Advisory Committee) meetings are held at our site for parents of our English Learners. The meetings have a bilingual interpreter if necessary.
- Parent/Teacher Conferences offer parents the opportunity to conference with the teacher 1:1 to gather information regarding their child's individual progress toward meeting grade level standards.
- AT-Risk of Retention conferences/notices inform parents that their child is not meeting grade level expectations, review a plan for intervention, and monitor results.
- Bi-weekly email blasts help to keep parents informed of school activities and news that directly affects the school.
- The Peterson website (www.pes-huntington-ca.schoolloop.com) is updated throughout the school year with important school-based information and activities.
- Classroom volunteer opportunities exist in all of our classrooms, our Whales Tales and Garden programs as well as through our many PTA programs. The PTA holds a yearly Volunteer Orientation at the end of September.
- Annually, the Peterson PTA sponsors a Family Dinner Night for all Peterson families. Participation is no cost, however food and game tickets are available for purchase.
- The Huntington Beach Education Foundation is a non-profit organization that provides support to the Huntington Beach City School District. Volunteer opportunities are available by contacting the foundation at www.hbef4kids.org.

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

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	80
Gr. 1	90
Gr. 2	122
Gr. 3	109
Gr. 4	127
Gr. 5	109
Total	637

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	8.3
Filipino	0.5
Hispanic or Latino	21.0
Native Hawaiian/Pacific Islander	0.5
White	59.7
Two or More Races	8.4
Socioeconomically Disadvantaged	22.8
English Learners	9.9
Students with Disabilities	8.3

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	27.3	31.3	32.0	0	0	0	3	3	3	0	0	1
Gr. 1	29	31.7	32.1	0	0	0	3	3	3	0	0	0
Gr. 2	31.5	30	29.7	0	0	0	2	4	4	0	0	0
Gr. 3	30	30	30.2	0	0	0	1	3	4	0	0	0
Gr. 4	28.3	29	30.2	0	0	0	3	4	4	0	0	0
Gr. 5	33.5	31.3	31.1	0	0	0	0	2	4	2	2	0

* 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, English, Math, Science and Social Science (SS), rather than grade level.

School Safety Plan

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 2012.

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 received 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 designated restrooms as well as school-wide exterior painting.

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 23, 2013

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

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

Improvements completed during 2012-13 included new floor tile in one restroom, new HVAC unit in the server room, and new fencing behind the portable classrooms to improve safety..

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	1.08	1.80	1.10
Expulsions Rate	0.0	0.0	00
Districtwide	10-11	11-12	12-13
Suspensions Rate	4.23	4.8	3.33
Expulsions Rate	0.09	.10	0.0

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

School Facility Good Repair Status (School Year 2013-14)

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)

School Facility Good Repair Status				
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]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	24	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	279
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
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.

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.

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. District-level training activities and professional development revolved around Illuminate Report Card and Action Learning Data Analysis.

In alignment with the district's long-range curriculum plan, professional development opportunities are available for teachers, support personnel, administrators, and classified staff at Peterson School. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and 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; Common Core Standards; assessment/accountability and data analysis. In the 2012-13 school year, staff development was held during early release Thursdays and two contracted staff development days. School site training included: SMART Board classroom implementation, Number Talks, CGI, EDI, Bullying, and Common Core Standards in ELA and Math. A portion of our school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. All teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the Orange County Department of Education. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching opportunities to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

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

Core Academic Classes Taught by Highly Qualified Teachers

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: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.4
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,604.61	1,007.97	3,596.64	\$71,546
District	♦	♦	1,253.19	\$76,029
State	♦	♦	\$5,537	\$70,193
Percent Difference: School Site/District			187.0	-9.5
Percent Difference: School Site/ State			-32.0	-2.0

* **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 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 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,451
Mid-Range Teacher Salary	\$77,179	\$67,655
Highest Teacher Salary	\$94,135	\$85,989
Average Principal Salary (ES)	\$110,543	\$108,589
Average Principal Salary (MS)	\$106,029	\$111,643
Average Principal Salary (HS)	\$0	\$110,257
Superintendent Salary	\$189,000	\$182,548
Percent of District Budget		
Teacher Salaries	45.7%	41.8%
Administrative Salaries	5.8%	5.5%

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

Types of Services Funded (Fiscal Year 2012-13)

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

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

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 instruction 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 2013

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 2013-14 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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin Adoption Year 2003</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin Adoption Year 2002</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Scott Foresman Adoption Year 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Scott Foresman - K-1 Adoption Year 2007</p> <p>Houghton Mifflin - 2-5 Adoption Year 2007</p>

Note: 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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	83	83	83	78	81	80	54	56	55
Math	85	86	90	74	75	79	49	50	50
Science	77	82	88	84	86	88	57	60	59
H-SS				72	74	75	48	49	49

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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	80	79	88	75
All Student at the School	83	90	88	
Male	79	90	89	
Female	87	91	88	
Black or African American				
American Indian or Alaska Native				
Asian	97	100		
Filipino				
Hispanic or Latino	66	80	74	
Native Hawaiian/Pacific Islander				
White	88	94	92	
Two or More Races	74	86	92	
Socioeconomically Disadvantaged	64	79	70	
English Learners	35	65		
Students with Disabilities	66	82		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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 www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.9	22.9	54.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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 www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	38	-2	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	60	9	39
Native Hawaiian/Pacific Islander			
White	30	-12	18
Two or More Races			
Socioeconomically Disadvantaged	69	12	26
English Learners			
Students with Disabilities			

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	10	10
Similar Schools	1	5	5

Federal Intervention Program (School Year 2013-14)

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: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	445	5,376	4,655,989
	API-G	938	910	790
Black or African American	Students	1	27	296,463
	API-G		878	708
American Indian or Alaska Native	Students	2	18	30,394
	API-G		872	743
Asian	Students	38	509	406,527
	API-G	985	961	906
Filipino	Students	3	45	121,054
	API-G		884	867
Hispanic or Latino	Students	84	1,010	2,438,951
	API-G	874	846	744
Native Hawaiian/Pacific Islander	Students	3	22	25,351
	API-G		889	774
White	Students	275	3,367	1,200,127
	API-G	955	920	853
Two or More Races	Students	39	378	125,025
	API-G	941	926	824
Socioeconomically Disadvantaged	Students	101	944	2,774,640
	API-G	869	831	743
English Learners	Students	51	431	1,482,316
	API-G	850	821	721
Students with Disabilities	Students	55	710	527,476
	API-G	861	777	615

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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

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	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A



Huntington Beach City School District School Home/School Compact Agreement



The following is an agreement among the staff, parents, and students of Agnes L. Smith School. To ensure success for all students, we have developed this agreement and expect that all participants will uphold their commitments to the fullest. Please review this agreement and return it with appropriate signatures to your child's teacher.

Staff Pledge: To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning in accordance with Board Policy
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge: To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and classroom rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school, including giving my parents or adults in my home all notices and information received by me from my school
- Limit and monitor my TV watching and use of technology
- Read every day outside of school time for at least 15 minutes (Kindergarten-2nd grade) or 30 minutes (3rd-8th grades)
- Respect the school, classmates, staff and families

Family/Parent Pledge: To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's TV viewing and use of technology
- Read to my child or encourage my child to read every day outside of school
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as Back to School Night, Parent-Teacher Conferences, Open House, school decision making meetings and/or volunteering
- Respect the school, staff, students, and families

Student

Date

Teacher

Date

Parent/Guardian

Date