

# John R. Peterson Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	John R. Peterson Elementary School
<b>Street</b>	20661 Farnsworth Lane
<b>City, State, Zip</b>	Huntington Beach, CA 92646
<b>Phone Number</b>	(714) 378-1515 Ex. 150
<b>Principal</b>	Dr. Kevin Smith-Johnson
<b>Email Address</b>	ksmith-johnson@hbcsd.us
<b>School Website</b>	<a href="https://pes-huntington-ca.schoolloop.com/">https://pes-huntington-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	30-66530-6028872

## 2022-23 District Contact Information

<b>District Name</b>	Huntington Beach City School District
<b>Phone Number</b>	(714) 964-8888
<b>Superintendent</b>	Leisa Winston, Ed.D.
<b>Email Address</b>	LWinston@hbcsd.us
<b>District Website Address</b>	www.hbcsd.us

## 2022-23 School Overview

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

**Mission:** The students, staff, and parents of John R. Peterson Elementary School comprise a culturally diverse community whose purpose is to work together so all students thrive. All students will demonstrate strong character and positive values while striving to attain academic excellence.

**Motto:** Creating a Future of Excellence

Individuals, grade-level teams, and administration will regularly review data to promote continuous improvement in student achievement levels and to ensure that all students attain "at standard" or "above standard" levels on the state and district assessments. The school will be recognized as an inclusive community where staff, parents, administration, and business partners actively work together to assure every student's academic, social and emotional success.

John R. Peterson School is a community K-5 elementary school located in the southeastern section of Huntington Beach. Peterson follows a traditional school-year 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 the 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. The site houses seven programs. The regular education program serves children who reside in the immediate area; the Specialized Academic Instruction (SAI) program serves Kindergarten through fifth-grade students identified as needing academic, social, and behavioral support; the Gifted and Talented Education centered program serves children identified as gifted and talented who reside throughout the district; the Title I program provides intervention opportunities to low performing students to close the achievement gap; the English Learner (EL) program provides language development for students who are second language learners; and our preschool program, a fee-based program, prepares three and four-year-old children for kindergarten. The school's population includes students from diverse ethnic backgrounds. Categorical funding includes Title I. Special Education resources on-site include Speech and Language, Specialized Academic Instruction (SAI), and our K-1 and 2-3 Special Day Classes.

## 2022-23 School Overview

Peterson is fortunate to have an active PTA of 400+ members and averages over 18,000 hours of volunteer time in a typical year. The Peterson PTA is devoted to classroom assistance and providing supplemental programs such as NGSS-aligned Project Lead the Way at all grade levels, incentives for the Accelerated Reading program, 100 Mile Club, art instruction, 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 and values statements were mutually developed and provided the foundation for our shared decision-making. The Peterson staff is committed to maintaining our school as a Professional Learning Community (PLC), in which all teachers collaborate regularly to discuss and analyze student assessment data and develop common instructional methods to ensure the academic success of all students. Peterson has earned the honor of being named a California Distinguished School in multiple years as well as having been recognized by OCDE for civics instruction at the elementary level.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	60
Grade 2	100
Grade 3	98
Grade 4	85
Grade 5	128
<b>Total Enrollment</b>	<b>554</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.0
Male	57.0
American Indian or Alaska Native	0.4
Asian	9.0
Black or African American	0.0
Filipino	1.1
Hispanic or Latino	26.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.4
White	47.5
English Learners	10.3
Foster Youth	0.4
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	31.8
Students with Disabilities	12.8

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.30	93.40	232.00	91.08	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.50	2.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	0.39	12115.80	4.41
<b>Unknown</b>	2.00	6.60	15.20	5.98	18854.30	6.86
<b>Total Teaching Positions</b>	30.30	100.00	254.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.50	98.39	245.00	92.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.00	3.42	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.70	1.03	11953.10	4.28
<b>Unknown</b>	0.50	1.61	8.40	3.20	15831.90	5.67
<b>Total Teaching Positions</b>	31.00	100.00	265.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2022-23 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

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

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

<b>Year and month in which the data were collected</b>	October 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	Yes	0.0%
<b>Mathematics</b>	McGraw Hill - My Math Adoption Year 2015	Yes	0.0%
<b>Science</b>	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	0.0%
<b>History-Social Science</b>	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007  Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007	Yes	0.0%

### School Facility Conditions and Planned Improvements

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 four portable classrooms added in the 1990's and a YMCA portable building used for before and after school child care. This site has a solar array on the field at the edge of the playground area providing shade for students. This site has been retrofit with energy efficient interior and LED exterior lighting.

Improvements completed during the year include campus wide modernization including installation of 21st century learning equipment, new furniture, and finishes throughout.

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

Year and month of the most recent FIT report

August 24, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	64	N/A	68	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	58	N/A	60	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	309	308	99.68	0.32	63.96
<b>Female</b>	123	122	99.19	0.81	65.57
<b>Male</b>	186	186	100.00	0.00	62.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	32	100.00	0.00	93.75
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	83	98.81	1.19	43.37
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	46	46	100.00	0.00	71.74
<b>White</b>	143	143	100.00	0.00	66.43
<b>English Learners</b>	22	21	95.45	4.55	28.57
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	99	98	98.99	1.01	44.90
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	40	40	100.00	0.00	32.50

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	309	309	100.00	0.00	58.25
<b>Female</b>	123	123	100.00	0.00	53.66
<b>Male</b>	186	186	100.00	0.00	61.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	32	100.00	0.00	81.25
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	84	100.00	0.00	36.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	46	46	100.00	0.00	56.52
<b>White</b>	143	143	100.00	0.00	65.73
<b>English Learners</b>	22	22	100.00	0.00	22.73
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	99	99	100.00	0.00	30.30
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	40	40	100.00	0.00	45.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	51.94	NT	52.26	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	129	129	100	0	51.94
<b>Female</b>	48	48	100	0	41.67
<b>Male</b>	81	81	100	0	58.02
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100	0	71.43
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	32	100	0	40.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	19	100	0	57.89
<b>White</b>	62	62	100	0	50
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	36	36	100	0	19.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	98	98	98	98

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Peterson Elementary School. In a typical school year, more than 18,000 hours of volunteer time are given to the various PTA sponsored fundraising activities and service projects to support the visual arts program, Beach Clean-Up, Family Dinner Nights, Movie Nights, Fall Festival, Spring Fling, and the Accelerated Reader incentivized reading programs. PTA also provides financial allocations for curriculum-related assemblies, Project Lead the Way STEM enrichment, technology acquisition, classroom supplies, and field trips for each class. As a result of COVID-19 and the impact this has caused, our families participate in school meetings such as PTA meetings, School Site Council, Title 1, ELAC/DELAC meetings, parent-teacher conferences, etc. via teleconferencing programs such as ZOOM. We have observed an increase in parent participation in meetings due to the flexibility this opportunity has created.

Peterson is a PTA 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. We are proud of the accomplishments of our PTA members. Even during the recent global pandemic, PTA membership has held strong at over 500+ members with two local businesses becoming Gold Members of the PTA.

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

The Huntington Beach Assistance League also provides generous grants to our teachers to support and encourage implementation of hands-on, project-based learning experiences in our classrooms.

Parents who wish to volunteer or participate in Peterson Elementary School's leadership teams, school committees, or school activities may contact the school at the number listed above or visit [www.petersonpta.org](http://www.petersonpta.org). We also highly encourage parents and community members to LIKE our Peterson School and Families Peterson Elementary PTA Facebook page for the most current information on school activities and events. The school staff and PTA utilize all methods of communication to keep families and the community informed, including but not limited to: Parent Square, social media, e-mail, text messages, and automated phone calls.

## 2022-23 Opportunities for Parental Involvement

As a Title I school, we have crafted a Parent Involvement Policy that is reviewed yearly by teacher and parent groups (Title 1, ELAC, SSC, etc.) and then approved by our Peterson School Site Council. A copy of this policy is available on our John R. Peterson Elementary School website as well as the HBCSD website.

\* \* \* \* \*

### 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 are on advisory committees to assist in the education of their child.

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

- The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Home and School Agreement, which is distributed annually during Parent-Teacher Conferences to all students and their parents. Teachers review the Home and School Agreement and policies with the students during the period of Parent-Teacher Conferences. The Home and School Agreement (Parent Compact) is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents, and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. Parents are asked to read and discuss the Home and School Agreement with their children 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: <https://pes-huntington-ca.schoolloop.com/>
- PTA Newsletter, Peterson PTA Facebook, ParentSquare, and e-mail
- 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, and flexible meeting times will be addressed):

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

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

Back to School and Open House afford parents the opportunity to meet the teacher, hear about the grade-level curriculum and see their child's work. Regularly scheduled English Language Advisory Committee (ELAC) meetings are held at our site for parents of our English learners. The meetings offer bilingual interpretation. Parent/Teacher Conferences offer parents/guardians the opportunity to conference with the teacher, 1:1, to gather information regarding their child's individual progress toward meeting grade-level standards. At-Risk of Retention conferences/notices inform parents that their child is not meeting grade-level expectations, review a plan for intervention, and monitor results.

The Peterson website ([www.pes-huntington-ca.schoolloop.com](http://www.pes-huntington-ca.schoolloop.com)) is updated weekly throughout the school year with important school-based information and activities and maintains the school calendar of events. Classroom volunteer opportunities exist in all of our classrooms, as well as through our Accelerated Reader and Peterson Garden programs, our Project Lead the Way



## 2022-23 Opportunities for Parental Involvement

STEM program, and through our many other PTA programs. The Peterson PTA holds a yearly Volunteer Orientation at the end of September. Annually, the Peterson PTA sponsors a Fall Festival/Spring Fling, Family Dinner Nights (monthly), Movie Nights, and Beach Clean Ups for all Peterson families.

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

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

The school's website includes:

- School Parent Involvement Policy
  - School/Meeting Calendar
  - Parent/Student Handbook
  - Link to PTA Website for Volunteer Applications/Information and PTA sponsored events
  - Assessment Information: CAASPP/SBAC, CAST, STAR Reading/STAR Early Literacy, STAR Math, Benchmarks,

Testing Calendar

- Curriculum Descriptions for English Language Arts and Math as well as other content areas
- Information about the staff, classroom activities and parent resources
- Links to the California State Standards and NGSS for each grade level
- The PTA weekly Newsletter, PTA Facebook, Peterson School and Family Facebook, Principal's e-mails, automated phone calls, and messages through Parent Square provide information and solicit community feedback
- Translators are available for school functions (upon request) as well as for any other school-based activity when possible

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. Both the principal and school staff encourage parents to call or e-mail questions or concerns.

Peterson Elementary School believes a student's academic, social, and emotional needs can only be met when parents, community members, and school staff work together in the best interest of all students. Communication is key to that success, and we encourage our parents/guardians to be involved.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	595	582	73	12.5
Female	255	248	27	10.9
Male	339	333	46	13.8
American Indian or Alaska Native	2	2	0	0.0
Asian	50	50	4	8.0
Black or African American	0	0	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	157	156	29	18.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	78	74	10	13.5
White	288	280	29	10.4
English Learners	63	63	10	15.9
Foster Youth	3	3	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	199	198	43	21.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	91	18	19.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.77	1.14	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.17	0.21	2.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.00	0.00
Male	0.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.35	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.08	0.00

## 2022-23 School Safety Plan

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 with 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 and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; 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 makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff during the winter of the 2022-23 school year. The plan was reviewed and updated with staff and School Site Council in early 2023.

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

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. One automated external defibrillator (AED) was installed in the administration building. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District-wide modernization efforts. Permanent campus perimeter fencing was completed during Winter 2019 to increase student safety and several additional safety-related upgrades have been planned based on input from staff and School Site Council members. Peterson Elementary campus was fully modernized with 21st century learning environments, 1:1 technology, and flexible classroom furniture on August 2022.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	
1	23	1	3	
2	35		2	1
3	31		4	
4	26		4	
5	29		3	
6				
Other	21	1	2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	1	
1	18	4	1	
2	19	3	2	
3	23	2	2	
4	25	1	4	
5	25	1	3	
6				
Other	10	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	2	
1	15	4		
2	17	5	1	
3	16	6		
4	21		4	
5	21	2	4	
6				

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1108

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 7,161.13	\$ 1,508.86	\$ 5,652.28	\$ 94,556
District	N/A	N/A	\$ 2,329.96	\$98,407
Percent Difference - School Site and District	N/A	N/A	71.7	-200.0
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

## 2021-22 Types of Services Funded

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

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

Peterson maintains a classroom with two Specialized Academic Instruction (SAI) teachers who provide pull-out and push-in academic services to students in grades kindergarten through fifth with an Individualized Educational Plan (IEP). A Special Day Class (SDC) program is maintained for students in grades kindergarten and second with an IEP who require over 50% of their day to be spent in a small group instructional setting. Services from two Speech Pathologists are also available for students qualifying through the assessment process and development of IEP goals.

Peterson also offers a fee-based preschool program for children ages three through five years of age.

The Induction program offers additional support and opportunities to new teachers through the Orange County Department of Education. The program is designed to assist those new to teach to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Teachers are provided weekly (1.5 hr) and bi-monthly (1/2 day) opportunities to collaborate with their grade level colleagues on student progress, assessment data results, instructional strategies, and lesson development.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,654	\$52,641
<b>Mid-Range Teacher Salary</b>	\$86,576	\$83,981
<b>Highest Teacher Salary</b>	\$114,069	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$138,520	\$136,247
<b>Average Principal Salary (Middle)</b>	\$138,898	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$248,500	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	38%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

All training and curriculum development at Peterson Elementary School supports the implementation of Common Core State Standards. Teachers align classroom curriculum to ensure all students meet or exceed proficiency in English Language Arts, Math, Science, and Social Studies at each grade level and are acquiring the skills necessary to be college and career ready. Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with Common Core State Standards. Instructional program improvement is driven by student needs and guided by state standards. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. Teachers at Peterson Elementary School meet on a monthly basis for grade-level collaboration and data review. The school's mission and vision is supported through the implementation of the Professional Learning Communities (PLC) model. GATE, Special Education, and Intervention teachers also collaborate on a weekly and monthly basis to ensure students with specific academic needs are being successful. The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. A minimum of 10 professional development days were available and held during the school year which involved curriculum based training for Discovery Education (NGSS), Creating with Canva, math, Second Step, Canvas Studio, Tech Refresher, Marzano's New Art and Science of Teaching, and Thrivers.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Peterson School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts by utilizing the district's Literacy TOSAs for job-embedded professional development which include co-planning lessons and units of study, modeling and feedback of instructional reading strategies, data analysis of local assessments for target instruction, and professional learning communities. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and on-going academic assessment review. Progress is assessed yearly using multiple criteria including state and district assessments, writing sample results, reading test results, student work, teacher observation, and criterion-based testing. Areas of focus for staff development include: integration of technology; teaching to English learners; Reading/Language Arts and Mathematics instruction; strategies for at-risk students; Common Core Standards; assessment/accountability; and data analysis. Staff development is held during early release Thursdays and three contracted staff development days. School site training included: Cognitively Guided Instruction (CGI), Direct Interactive Instruction (DII), Bullying, Emergency Response, Behavior Intervention Strategies, Physical Education, Growth Mindset, Accelerated Reader, Factswise and Common Core Standards in English Language Arts and Math, and Project Lead The Way. A portion of our school funds is used to enable staff members to attend teaching seminars, on-line training 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 Induction 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	50	13	11