

John R. Peterson Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Vision: Inspiring learners to be creative, curious and caring.

Mission: Promoting academic, personal, and social excellence.

John R. Peterson School is a community TK-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 and most recently received full modernization with local bond funding via Measure Q in 2022. 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 program serves children identified as gifted and talented; 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 Transitional Kindergarten program prepares 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.

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, art instruction, enrichment assemblies, and standards-aligned field trips for every student. Peterson also has the distinction of National PTA recognition as a "Parent Involvement School of Excellence." Peterson's mission and vision 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	87
Grade 2	64
Grade 3	102
Grade 4	82
Grade 5	84
Total Enrollment	489

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.4%
Asian	7.8%
Black or African American	0.2%
Filipino	1%
Hispanic or Latino	29.4%
Two or More Races	12.5%
White	45.2%
English Learners	10.8%
Foster Youth	1%
Homeless	0.4%
Socioeconomically Disadvantaged	43.4%
Students with Disabilities	13.5%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.30	93.40	232.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.39	12115.80	4.41
Unknown	2.00	6.60	15.20	5.98	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.50	98.39	245.00	92.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.00	3.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.70	1.03	11953.10	4.28
Unknown	0.50	1.61	8.40	3.20	15831.90	5.67
Total Teaching Positions	31.00	100.00	265.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023-24 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.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	Yes	0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015	Yes	0.0%
Science	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	0.0%
History-Social Science	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

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	64	69	68	69	47	46
Mathematics (grades 3-8 and 11)	58	67	60	61	33	34

2022-23 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
All Students	269	268	99.63	0.37	69.40
Female	124	124	100.00	0.00	75.00
Male	145	144	99.31	0.69	64.58
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	71	98.61	1.39	53.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	44	44	100.00	0.00	68.18
White	124	124	100.00	0.00	72.58
English Learners	16	15	93.75	6.25	40.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	107	99.07	0.93	60.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	35.90

2022-23 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
All Students	269	269	100.00	0.00	66.54
Female	124	124	100.00	0.00	68.55
Male	145	145	100.00	0.00	64.83
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	43.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	44	44	100.00	0.00	65.91
White	124	124	100.00	0.00	74.19
English Learners	16	16	100.00	0.00	43.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	108	100.00	0.00	50.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	35.90

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.94	58.54	52.26	53.29	29.47	30.29

2022-23 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
All Students	83	82	98.80	1.20	58.54
Female	32	32	100.00	0.00	50.00
Male	51	50	98.04	1.96	64.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	57.14
White	38	38	100.00	0.00	68.42
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	0.00	57.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	97.6	100	100	100	100

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.

2023-24 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. 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. More information regarding this sponsorship program is available by calling the school office at 714-378-1515.

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. 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.

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. Peterson Elementary School convenes an annual meeting to inform parents of the following:

- 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

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

2023-24 Opportunities for Parental Involvement

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 is updated 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 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. Translators are available for school functions (upon request) as well as for any other school-based activity when possible.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	506	62	12.3
Female	241	236	23	9.7
Male	276	270	39	14.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	42	40	0	0.0
Black or African American	2	1	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	148	146	28	19.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	66	62	5	8.1
White	233	231	28	12.1
English Learners	56	55	5	9.1
Foster Youth	7	7	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	232	225	42	18.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	85	22	25.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.17	0.39	0.21	2.07	1.86	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0
Female	0.41	0
Male	0.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.52	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 2023-24 school year. The plan was reviewed and updated with staff and School Site Council in early 2024. 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 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 in August of 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.

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	
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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	14	5	0	0
1	17	2	3	0
2	16	4	0	0
3	20	1	4	0
4	21	1	3	0
5	28	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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	978

2022-23 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
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$21,822.58	\$2,281.17	\$19,541.41	\$87,238
District	N/A	N/A	\$9,694.75	\$99,997
Percent Difference - School Site and District	N/A	N/A	67.4	-13.6
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-200.0	-1.2

Fiscal Year 2022-23 Types of Services Funded

Peterson School continues to be designated as one of three 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 is reading, beginning with a focus on early intervention in grades kindergarten through fifth. In addition, English learners receive additional support from push-in instruction in English in grades kindergarten through fifth.

Peterson maintains two classrooms with 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 through fourth with an IEP who require over 50% of their day to be spent in a small group instructional setting. Services from a Speech Pathologists are also available for students qualifying through the assessment process and development of IEP goals.

Peterson also offers a Transitional Kindergarten program for children age four.

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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$50,648	\$54,046
Mid-Range Teacher Salary	\$88,308	\$84,515
Highest Teacher Salary	\$116,351	\$110,867
Average Principal Salary (Elementary)	\$144,039	\$136,841
Average Principal Salary (Middle)	\$143,420	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$254,970	\$217,473
Percent of Budget for Teacher Salaries	38.31%	32.43%
Percent of Budget for Administrative Salaries	5.88%	5.62%

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,

Professional Development

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 prior to the start of the school year and additional professional development was held during the school year which involved curriculum based training for Discovery Education (NGSS), HBCSD's Literacy Framework, Technology, Renaissance suite of assessments, data analysis, and writing.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13	11	60