

John R. Peterson Elementary School

2021 School Accountability Report Card



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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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 Address	www.hbcsd.us

2021-22 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.

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.

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 achieve a level of literacy in English Language Arts and knowledge of mathematics that enables them to be college and career ready upon graduation from high school. All students will demonstrate strong character and positive values while striving to attain academic excellence.

Motto:

Creating a Future of Excellence

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

2021-22 School Overview

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 ethnicities. 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 500+ 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 Project Lead the Way at all grade levels, the Whale Tales Incentive 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 2004, 2008, and 2010.

During the 2020-21 school year, COVID-19 has upended our educational delivery as we know it. To respond to the pandemic, we implemented a distance learning model and hybrid model (AM/PM 4x/day and one virtual day) as local health and safety guidelines permitted. Additionally, we have offered a 100% distance learning option for families who requested it. The Peterson community has welcomed the return of a 'normal' school year for 2021-2022 with full-day in-person instruction five days per week.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	98
Grade 2	104
Grade 3	100
Grade 4	127
Grade 5	126
Total Enrollment	622

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	0.6
Asian	8.7
Black or African American	0.2
Filipino	1.1
Hispanic or Latino	21.4
Two or More Races	11.7
White	53.7
English Learners	7.9
Foster Youth	0.3
Homeless	0.6
Socioeconomically Disadvantaged	25.7
Students with Disabilities	13

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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 2020-21 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 2021

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%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

September 13, 2021

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	349	1	0.29	99.71	--
Female	145	0	0	100	--
Male	204	1	0.49	99.51	--
American Indian or Alaska Native	--	--	--	--	--
Asian	34	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	0	0	100	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	50	0	0	100	--
White	190	1	0.53	99.47	--
English Learners	25	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	1	2.5	97.5	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	349	1	0.29	99.71	--
Female	145	0	0.00	100.00	--
Male	204	1	0.49	99.51	--
American Indian or Alaska Native	--	--	--	--	--
Asian	34	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	50	0	0.00	100.00	--
White	190	1	0.53	99.47	--
English Learners	25	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	1	2.50	97.50	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	339	337	99.4%	0.6%	72.4%
Female	141	140	99.3%	0.7%	66.4%
Male	196	195	99.5%	0.5%	77.4%
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100%	0%	78.8%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.5%	1.5%	59.1%

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100%	0%	52.8%
White	228	227	99.5%	0.5%	72.2%
English Learners	26	25	96.2%	3.8%	36%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	83	100%	0%	56.6%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	27	60%	40%	51.9%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	339	286	84.4%	15.6%	79.7%
Female	141	117	82.9%	17.1%	72.6%
Male	196	167	85.2%	14.8%	85.6%
American Indian or Alaska Native	--	--	--	--	--
Asian	33	30	90.9%	9.1%	86.7%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	58	86.6%	13.4%	58.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	48	90.6%	9.4%	81.3%
White	228	188	82.5%	17.5%	80.3%
English Learners	26	20	76.9%	23.1%	60%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	72	86.7%	13.3%	52.8%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	35	77.8%	22.2%	48.6%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	NT	NT	NT	NT
Female	62	NT	NT	NT	NT
Male	61	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	24	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	73	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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, and the Accelerated Reader and Whale Tales incentive 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. In addition, the PTA sponsors and operates the 100 Mile Club that encourages students and their families to run/walk each morning before school. Over 85% of Peterson students typically participate in this program on our campus, supporting a healthy lifestyle and starting the day with exercise. As a result of COVID-19 and the impact this has caused, our families participate in school meetings such as Back to School Night, PTA meetings, SSC Title 1, ELAC 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 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 2006-07 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 sponsorships 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 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. We also highly encourage parents

2021-22 Opportunities for Parental Involvement

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.

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.

* * * * *

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 Sunday 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/Science Fair 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 have a bilingual interpreter, if necessary. Parent/Teacher Conferences offer parents the opportunity to conference with the teacher, 1:1, to gather information regarding their child's

2021-22 Opportunities for Parental Involvement

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) is updated weekly throughout the school year with important school-based information and activities. Classroom volunteer opportunities exist in all of our classrooms, our Whales Tales and Peterson Garden programs, our Project Lead the Way STEM program, as well as through our many PTA programs. The PTA holds a yearly Volunteer Orientation at the end of September. Annually, the Peterson PTA sponsors a Fall Festival, 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, 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 Sunday 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 Parent-Teacher Conferences 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	669	647	71	11.0
Female	299	285	27	9.5
Male	370	362	44	12.2
American Indian or Alaska Native	4	4	0	0.0
Asian	55	55	0	0.0
Black or African American	2	2	2	100.0
Filipino	7	7	0	0.0
Hispanic or Latino	147	141	21	14.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	78	78	11	14.1
White	359	343	36	10.5
English Learners	55	51	6	11.8
Foster Youth	3	3	1	33.3
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	190	185	39	21.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	94	18	19.1

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.23	0.00	1.97	0.21	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 2021-22 school year. The plan was reviewed and updated with staff and School Site Council in early 2022.

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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	1	4	
1	28		3	
2	28		5	
3	32		4	
4	30		2	1
5	28		5	
6				

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		

2020-21 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	

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$95,013
Percent Difference - School Site and District	N/A	N/A	71.7	-200.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

2020-21 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, as well as the Think Together: Early Learning Program which is free to children ages 3 to 5. Think Together is a 15-week program of small group instruction and parent workshops to prepare students for preschool and kindergarten.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teach to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. For experienced teachers, the Peer Assistance and Review Program utilizes the district's veteran teachers as "consultants" to assist with staff development district-wide, with a particular focus on teacher needs.

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$49,654	\$52,060
Mid-Range Teacher Salary	\$93,514	\$84,043
Highest Teacher Salary	\$114,069	\$107,043
Average Principal Salary (Elementary)	\$137,484	\$133,582
Average Principal Salary (Middle)	\$131,153	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$241,672	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	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. District-level training activities and professional development revolved around Illuminate Report Card and Action Learning Data Analysis. As a result of the COVID-19 school closures and need to provide distance learning, HBCSD increased its professional development offerings during the 2019-20 and 2020-21 school years to increase capacity of teachers to provide distance learning. These sessions included on-demand learning of pre-recorded, self-paced modules as well as live sessions with topics ranging from ZOOM, Screencastify, Clever, Canvas Learning Management System, SchoolsPLP digital curriculum, The Distance Learning Playbook to name a few.

In alignment with the district's long-range curriculum plan, professional development opportunities are available for teachers, support personnel, administrators, and classified staff at Peterson School. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and 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 Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching opportunities to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. Classified staff and instructional assistants are provided training and development opportunities at the school and district level. In-services for classified staff are geared to their specialty areas.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	50	13

Huntington Beach City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.hbcsd.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3730	33	0.88	99.12	9.09
Female	1786	5	0.28	99.72	--
Male	1943	28	1.44	98.56	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	422	4	0.95	99.05	--
Black or African American	16	1	6.25	93.75	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	743	7	0.94	99.06	--
Native Hawaiian or Pacific Islander	14	0	0.00	100.00	--
Two or More Races	452	3	0.66	99.34	--
White	2059	18	0.87	99.13	5.56
English Learners	193	0	0.00	100.00	--
Foster Youth	11	0	0.00	100.00	--
Homeless	60	2	3.33	96.67	--
Military	27	1	3.70	96.30	--
Socioeconomically Disadvantaged	771	11	1.43	98.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	474	33	6.96	93.04	9.09

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3730	33	0.88	99.12	6.06
Female	1786	5	0.28	99.72	--
Male	1943	28	1.44	98.56	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	422	4	0.95	99.05	--
Black or African American	16	1	6.25	93.75	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	743	7	0.94	99.06	--
Native Hawaiian or Pacific Islander	14	0	0.00	100.00	--
Two or More Races	452	3	0.66	99.34	--
White	2059	18	0.87		5.56
English Learners	193	0	0.00	100.00	--
Foster Youth	11	0	0.00	100.00	--
Homeless	60	2	3.33	96.67	--
Military	27	1	3.70	96.30	--
Socioeconomically Disadvantaged	771	11	1.43	98.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	474	33	6.96	93.04	6.06

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3667	3543	96.60%	3.40%	67.40%
Female	1760	1704	96.80%	3.20%	69.70%
Male	1902	1831	96.30%	3.70%	65.50%
American Indian or Alaska Native	12	12	100%	0%	33.30%
Asian	392	363	92.60%	7.40%	78.20%

Black or African American	15	15	100%	0%	73.30%
Filipino	25	25	100%	0%	72%
Hispanic or Latino	738	722	97.80%	2.20%	55.30%
Native Hawaiian or Pacific Islander	16	16	100%	0%	68.80%
Two or More Races	532	481	90.40%	9.60%	70.30%
White	2559	2482	97%	3%	65.20%
English Learners	192	188	97.90%	2.10%	25%
Foster Youth	11	11	100%	0%	54.50%
Homeless	17	17	100%	0%	76.50%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	674	606	89.90%	10.10%	61.70%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	468	263	56.20%	43.80%	47.50%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3667	2899	79.10%	20.9%	82.80%
Female	1760	1391	79%	21%	80.40%
Male	1902	1506	79.20%	20.80%	85%
American Indian or Alaska Native	12	9	75%	25%	100%
Asian	392	310	79.10%	20.90%	93.50%
Black or African American	15	13	86.70%	13.30%	84.60%
Filipino	25	20	80%	20%	90%
Hispanic or Latino	738	571	77.40%	22.60%	70.40%
Native Hawaiian or Pacific Islander	13	11	84.60%	15.40%	84.60%
Two or More Races	532	429	80.60%	19.40%	85.80%
White	2559	2015	78.70%	21.30%	79.90%
English Learners	192	160	83.30%	16.70%	57.50%
Foster Youth	11	11	100%	0%	90.90%
Homeless	17	13	76.50%	23.50%	76.90%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	674	537	79.70%	20.30%	65.40%
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	468	346	73.90%	26.10%	53.80%
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*At or above the grade-level standard in the context of the local assessment administered.