Huntington Seacliff Elementary School

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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Huntington Beach City School District
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School Description
WE ENVISION A COMMUNITY OF LEARNERS WHERE:
- All children learn and achieve grade level standards.
- Clearly articulated, data driven/research based instruction is aligned with state standards.
- Positive values and strong character are encouraged within our students.
- Staff development, risk-taking, creativity, and collaborative decision-making are supported.
- Students feel secure, safe, and nurtured.
- Open communication and collaboration exists between all members of the school community.
- Students are prepared for participation in the culturally diverse, technologically rich, democratic society of the twenty-first century.

The Huntington Seacliff school community places a high value on education. This value is evidenced by a phenomenal degree of parental involvement and generous participation by the school community. Volunteers contribute countless hours assisting in classrooms, working in the media center, organizing school and community fundraisers, and contributing to decision-making committees.

Seacliff's 27 classrooms surround shared-learning corridors that are designed with networked learning stations. The open architecture of the corridors allows resources of the mind and materials to be shared with ease. It facilitates peer coaching as both teachers and students learn from each other. Our state-of-the-art library/media center serves as the resource and technological "heart" of the school. Currently, one classroom, room 21, is being piloted with a 21st Century makeover as part of the renovation plan from the passage of a bond, Measure Q.

Stepping into a classroom at Seacliff, one would immediately take notice of the warm, positive, and supportive tone that permeates the school climate. The Seacliff Code of Conduct clearly defines behavior expectations and consequences, which support our purpose. Our school's "3 R's" - Respect, Responsibility, and Personal Regard, stand as a goal for each student's character development, defining expectations for moral and ethical decision-making, and acceptance of personal responsibility. Visitors often comment on the campus orderliness, engaging classroom environments, and comfortable spirit at Seacliff School.

The classic story of the boy tossing stranded sea stars back into the ocean reminds us of our compelling responsibility to make a difference for every child. We judge our effectiveness by results. During the old system of API and AYP, Seacliff's API grew from 884 to 969 and met Adequate Yearly Progress (AYP) in all areas and subgroups. The student scores from the newly implemented Smarter Balanced Assessment Consortium (SBAC) assessments show that Seacliff students in grades 3-5 continue to excel with 82% of 3rd grade meeting the achievement standard in ELA and 89% in Math. 86% of 4th grade students met the achievement standard in English Language Arts and 88% in Math. In 5th grade, 87% of students met the achievement standard in ELA and 80% in Math. Seacliff's teachers collaborate as a Professional Learning Community to design and implement action plans targeted to improve students' learning.

Recent honors support the staff and community's commitment to making a difference. In June 2014, the school was honored as a 2014 Distinguished School recipient. In October 2014, the school was awarded the highest honor of being named a 2014 National Blue Ribbon School. Only 20 public elementary schools from California received this distinction. Seacliff was honored with the 2015 California Gold Ribbon Award. Last year, Seacliff was also given the distinction of being selected as an Honor Roll school.

Assessment plays a pivotal role in our standards-based system by providing benchmarks for teaching and learning and by shaping the performance of educators and students. Professional growth is a priority for all staff members. We believe that when teachers are actively encouraged and provided opportunities to develop and grow professionally, dynamic learning takes place for both students and teachers. Seacliff staff members see themselves as an essential part of the support system for students. We strive to identify and develop the special abilities and talents of each child. All members of our school community implement instructional innovations that support the "at-risk" child and challenge our most talented students, ensuring each student success in our mission: Making a Difference for Each One! The SPSA's goals reflect Seacliff's three-tiered model of intervention based on prevention, early intervention, and accelerated learning opportunities. Individual student progress is monitored through the implementation of Seacliff's assessment system. Illuminate enables staff to gather current and historical information on students' performance and proficiencies. Teachers disaggregate the State and local data to identify specific needs of sub-groups including low SES, special education, gender, and ethnicity. Longitudinal and subtest performance data graphs are provided for individual students. Teachers use a multitude of classroom formative assessments to monitor student progress toward proficiency.

Students who need extra ELA support in grades K-3 are placed in strategic coaching groups during the school day. These groups focus on explicit word attack skills to improve reading strategies; e.g. small groups of at-risk kindergarten and first grade students use the Earobics Language Literacy Program to strengthen their phonemic awareness, phonics, and decoding skills.

Students in grades 3-5 identified as "at-risk of retention," also receive support to improve their academic performance. In partnership with parents, Student Intervention Plans are developed that specify strengths, areas in need of improvement, and strategies to assist the students in meeting grade level expectations. These plans are reviewed and revised at least three times a year. Careful attention is paid to a wide array of comprehensive interventions. Additionally, students in grades 3-5 participate after school in the state adopted intervention, READ 180 Program. After school intervention programs are offered three days a week from January until the end of April in the area of reading using Read 180 for grades 3-5, and Read Naturally for 1st and 2nd grade.

As a Professional Learning Community (PLC), teachers address academic, behavioral and social/emotional concerns for individual students at their weekly meetings. The goal for students at-risk is to identify appropriate interventions and/or resources to promote growth in the general education setting. In cases where these interventions are not producing results, students are referred to our Student Study Team (SST) which includes parents, teachers, specialists, and administrators. Students benefit from our SST process because of shared decision making, and a constructive, problem solving approach. Referral to the SST is simple. Team members meet to outline and document strengths and concerns, discuss interventions, and develop an Intervention Plan. At the conclusion of the SST, a plan of action is in place and a date to reconvene and check student progress is established. Response to Intervention (RTI) may include one-on-one, small group instruction, counseling, after school intervention, or Social 'Skills Based' group through our district's partnership with Phoenix House and their Behavioral Health Intervention Program. These eight week sessions address bullying, drug prevention, anger, self-esteem, and conflict resolution.

Students with Disabilities (SWD) are provided full access across a variety of settings to the standards-aligned core curriculum through a full inclusion model. Currently, fully included students are achieving success in regular education classrooms. They are provided special education services as directed by their unique needs specified in their IEP. Students with mild to moderate disabilities are also fully included into the regular classroom with support through "push in" or "pull out" services provided by a Specialized Academic Instruction teacher (SAI). There are two classes for students with moderate to severe disabilities in grades 1-5. These students also spend time in the regular education class for Social Studies and Science as well as PE, Art, or Music as determined by the IEP team. Support systems are in place to ensure SWD success in meeting or exceeding high-academic and non-academic skills. The specialists collaborate with general education teachers to assist with differentiating instruction and provide academic support by using both "pull-out" and "push-in" models. The speech teacher holds weekly Lunch Bunch sessions to work on language and pragmatic skills for students needing extra support. The district provides Program Specialists that regularly observe SWD in their classrooms and assists teachers with curriculum accommodations, modifications, and positive behavior interventions. Also, teachers and independent facilitators working with fully included students annually attend district staff development annually to refine and improve their skills to assist SWD. Newly adopted district-wide curriculum address SWD need to access the ELA core curriculum such as Reading Mastery and Corrective Reading, ELA/ELD resources, ALEKS, and Math Concepts for mathematics.

During the first full week of school, teachers are provided release time to meet individually with the special education staff to discuss the details of each child's Individualized Education Plan (IEP) or 504 plan. Children who qualify for the Specialized Academic Instruction program (SAI) receive services through collaborative and/or "pull-out" models of instruction within the SAI teacher and the SAI support staff. Teachers work with the SAI teacher to provide a program of instruction that meets the needs of the child within the least restrictive environment and to plan modifications and accommodations when needed. Our fully included students are achieving outstanding success in regular education classrooms. The SWD have access to the district nurse, speech and language specialist, occupational therapist, audiologist, and adaptive PE specialist. All teachers have received support and inservice by West Orange County Consortium for Special Education (WOCCSE) on IDEA compliance, identification, and modification of curriculum for SWDs, including those with ADD, autism, and physical limitations.

Our students speak 15 languages, with Vietnamese as the largest group. Other languages include Spanish, Korean, Mandarin, Japanese, Farsi, Polish, French, German, Portuguese, Russian, and Turkish. Our current 27 EL learners speak 9 of these languages. We reclassified 8 students to RFEP in 2016-17. Students are placed with highly-trained personnel to ensure that they have equitable access to all standards-based programs. The core English Language Development (ELD) is taught by the teacher using Houghton Mifflin (HM) EL Support Materials, and if needed, SRA's Language for Learning, Thinking and Writing Program. One hundred percent of Seacliff teachers are EL authorized, and 40% are trained in Guided Language Acquisition Development (GLAD) strategies, which emphasize Specifically Designed Academic Instruction in English (SDAIE) instructional techniques. All Seacliff teachers have received training to use Thinking Maps, and Pathways to Proficiency - EL training. These strategies equip teachers with many tools to assist ELs in learning the core curriculum to increase proficiency in English and state standards. The SSC supports the EL program by providing categorical funds to purchase materials and fund staff training. Teachers use the ELD standards to plan and implement standards-aligned lessons. Interpreters are available for parent/teacher conferences, Student Study Team (SST), and IEP meetings to ensure that all parents are fully informed of their children's progress.

Regular school attendance is encouraged and carefully monitored for student success. Tardies and absences are routinely addressed via written correspondence and conferences with parents. Seacliff's average daily attendance, for the 2016-2017 school year was 97.50%

Acceleration/extension is provided to students as appropriate. In fifth grade math, for example, instructional practices are refined and planned according to student pretests and frequent chapter Quick Checks to strategically target standards not yet mastered and to differentiate instruction for those who need additional challenges or would benefit from interventions. In other subject areas, students use the iPad App, Socrative, to answer teacher's questions about new content so they can check for understanding and plan accordingly.

Our Gifted and Talented (GATE) students also benefit from an enhanced curriculum. HBCSD offers two options for GATE students: GATE 'centered,' offered at one of our sites, or the 'cluster' program, offered at all other schools. At Seacliff, we serve a large GATE population with the 'cluster' program. Currently, Seacliff has 150 qualified/participating GATE students. Over the past four years, less than five families have chosen to have their child not participate in the GATE program this year. There were 50 newly identified students (tested spring 2017 for placement this fall). Cluster teachers have been trained to differentiate instruction with depth and complexity throughout the curriculum to challenge our most talented students. There is a high-degree of parent satisfaction with our program.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	121
Grade 2	109
Grade 3	128
Grade 4	123
Grade 5	156
Total Enrollment	727

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.1
American Indian or Alaska Native	0
Asian	21.6
Filipino	1.7
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	1
White	48.8
Two or More Races	11.8
Socioeconomically Disadvantaged	4.3
English Learners	3.7
Students with Disabilities	10.7
Foster Youth	0.3

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.

Teacher Credentials			
Huntington Seacliff Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	29	29	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Huntington Seacliff Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017-18 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 Year and month in which data were collected: October 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Huntington Seacliff School, constructed in 2000, consists of an administration building with office and library, a multipurpose room, three classroom buildings, with 27 total classrooms, two portable classrooms, and a YMCA portable building used for before and after school child care.

The parking lot was redesigned and replaced and a second parking area was added in front of the school.

Three solar arrays were added in the parking lot and next to the multipurpose room to provide shade for lunch tables and the site has been retrofitted with energy efficient interior and LED exterior lighting.

Improvements for 2017 included the addition of one 21st Century demonstration classroom..

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 25, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	87	84	74	74	48	48
Math	84	84	67	68	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	94	95	84	86	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	10.2	27.4	55.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	129	129	100.0	94.6
Male	57	57	100.0	98.3
Female	72	72	100.0	91.7
Asian	19	19	100.0	100.0
Hispanic or Latino	13	13	100.0	84.6
White	78	78	100.0	94.9
Two or More Races	14	14	100.0	100.0
Students with Disabilities	15	15	100.0	86.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	411	406	98.78	84.48
Male	203	200	98.52	80
Female	208	206	99.04	88.83
Black or African American	--	--	--	--
Asian	85	85	100	91.76
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	81.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	198	98.51	82.32
Two or More Races	54	54	100	85.19
Socioeconomically Disadvantaged	23	23	100	65.22
English Learners	32	32	100	75
Students with Disabilities	38	35	92.11	51.43
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	411	406	98.78	83.74
Male	203	200	98.52	83.5
Female	208	206	99.04	83.98
Black or African American	--	--	--	--
Asian	85	85	100	91.76
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	78.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	198	98.51	81.31
Two or More Races	54	54	100	85.19
Socioeconomically Disadvantaged	23	23	100	60.87
English Learners	32	32	100	78.13
Students with Disabilities	38	35	92.11	51.43
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Parents and the community are exceptionally supportive of the educational programs at Huntington Seacliff School. The Huntington Seacliff Parent Teacher Association (PTA) has made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer additional programs in art, and reading. In addition to enriching classroom learning experiences through donations, the PTA also supports assemblies and field trips and/or purchase of instructional supplies. The Huntington Beach Education Foundation (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants, supplemental materials, and supports the Parent Empowerment Academy.

Parent participation in the Seacliff classrooms is critical to the success of our school. Teachers design their lessons knowing parents will assist in the classroom to allow for small group and individualized instruction. Additionally, Seacliff parents support the implementation of our homework program by establishing an environment in which the homework can be completed, monitoring their child's efforts, and reviewing homework for accuracy and completion.

The programs offered at Huntington Seacliff are annually reviewed, open for comment/suggestion, and approved. Parents can review programs at Back-to-School Night, parent-teacher conferences, Open House, and school site council meetings. Huntington Seacliff's School Site Council has had the opportunity to review draft copies of the Single Plan for Student Achievement and provide feedback and recommendations. In addition, each time the School Site Council meets, members are able to vote on important issues.

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.

School Safety Plan

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival to obtain a visitors badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in September and December 2017.

The district progressively addresses structural needs at our school to ensure facilities are safe and comply with education codes as well as building and safety regulations.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.8	0.8	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.4	2.7	2.3
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.60
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.2
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	30	27	24		1	1	3	3	4			
1	27	26	29		1		3	3	3			
2	30	30	29				3	4	4			
3	30	29	28				5	4	4			
4	29	31	31				4	5	5			
5	26	31	26	1		1	4	4	4			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All training and curriculum development at Huntington Seacliff School revolves around the Common Core State Standards (CCSS). Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. On going examination and modification of practice is essential to professional growth. In order to help implement this philosophy, the Board of Trustees approved three staff development days for the 2016-17 school year. The primary purpose of professional development is to directly improve teaching and learning for all children. Topics for staff development included:

New ELA/ELD adoption and implementation
Cognitively Guided Instruction (CGI) Strategies in Math
ST MIND Math Instruction
"My Math"
"Number Talks" Training
FactsWise
ALEKS math
Rebecca Sitton Spelling Program
iPad and Chromebook Use and Implementation in the Classroom
Analysis of Benchmark Assessments Training
Common Core California Standards
New Generation Science Standards (NGSS)
Technology

The improvement process at Huntington Seacliff School is on going. Teachers play the lead role in determining changes in the curriculum and professional development topics. Staff development is designed to support the action plans developed in each curricular area and the school plan as a whole.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation time lines, 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.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Huntington Seacliff School. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and the textbook adoption cycle. Progress is assessed yearly using multiple criteria including the previous year's standarized testing results, writing sample results, reading test results, student work, teacher observation, and criterion based testing. In 2016-17, focus areas for staff development included math strategies, analysis of benchmark assessment training, implementation of the new math textbook, pending adoption of a new ELA/ELD program, and integration of technology in the curriculum.

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

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,175	$48,678
Mid-Range Teacher Salary	$90,731	$78,254
Highest Teacher Salary	$110,675	$96,372
Average Principal Salary (ES)	$134,807	$122,364
Average Principal Salary (MS)	$129,610	$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$219,103	$212,818
Percent of District Budget		
Teacher Salaries	42%	38%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,519.25	$824.30	$4,694.95	$87,108
District	♦	♦	$2,179.27	$88,973
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			115.4	-2.1
Percent Difference: School Site/ State			-28.6	11.2

* Cells with ♦ do not require data.

Types of Services Funded

A significant portion of Huntington Seacliff School's overall budget is allocated for professional development activities to support improved instruction such as Cognitively Guided Instruction (CGI), Number Talks, FactsWise, Math and ELA/ELD coaching sessions, or for teachers to attend the California Association for the Gifted (CAG) conference. Staff members who attend teaching seminars and other events designed to enhance their teaching techniques expand their knowledge base. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services.

Categorical monies are also used to support intervention programs and personnel such as the after school Read Naturally and Read 180 programs and the Kindergarten support aide. Monies are also used to purchase books and materials, such as building a specific library section of books for the English Language (EL) learner.

A large portion of the funding is a result of generous donations by parents through the Parent Teacher Association (PTA) or given by individuals directly to the school. This funding is allocated to art, field trips, assemblies, books and materials, technology, and supplemental non-fiction text.

Gifted and Talented Education (GATE) Program cluster classes are provided for grades 2 through 5 for GATE identified students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.