

Huntington Seacliff Elementary School

6701 Garfield Ave. • Huntington Beach, CA 92648 • (714) 841-7081 • Grades K-5

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



Huntington Beach City School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 841-7081.

School Description

At Huntington Seacliff Elementary School, we empower each other to create, communicate, collaborate, and think critically in a technology-rich environment.

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 excitement, enthusiasm and commitment to making a difference for each child that accompanied the opening of Huntington Seacliff in 1999 continues to be part of our school climate today. The high value placed on education 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.

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. Seacliff's API has grown from 884 to 969 in the past seven years, and continues to meet Adequate Yearly Progress (AYP) in all areas and subgroups. Seacliff's staff and teachers collaborate as a Professional Learning Community (PLC) to design and implement action plans targeted to improve students' learning. 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. 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 "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. A Literacy Support Teacher provides 30 minutes of extra daily support in a small group setting. Support Coaches also provide daily flexible small group instruction. Additionally, students in grades 4-5 participate after school in the state adopted intervention, READ 180 Program. In 2012-13, 14 of the 21 participants increased their ELA scores by at least one level, 100% increased their ELA points.

As a 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 or after school intervention.

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, five fully included students are achieving success in regular education classrooms and are provided with special education services as directed by their unique needs specified in their IEP. This year, we welcome two new SDC "Journey's" classes to Seacliff. 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 provides 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 attend district staff development annually to refine and improve their skills to assist SWD.

During the first week of school, teachers are provided release time to meet individually with the special education staff to discuss the details of each child's IEP or 504 plan. Children who qualify for the Resource Specialist Program (RSP) receive services through collaborative and/or "pull-out" models of instruction. Teachers work with the Resource Specialist 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. Last year, 97% of our RSP students met or exceeded their IEP goals. 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 (WOCCE) on IDEA compliance, identification and modification of curriculum for SWDs, including those with ADD, autism, and physical limitations. Our EL students speak 16 different languages, with the largest group speaking Vietnamese. Using CELDT scores, we redesignated 6 out of 25 LEP students, in 2012-13. EL students are placed with highly trained personnel to ensure that they have equitable access to all standards-based programs. The core ELD is taught by the teacher using 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 SDAIE instructional techniques. All Seacliff teachers have received training on 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, 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 has a high rate of 96.7%.

Acceleration/extension is provided to students as appropriate. In fifth grade math, for example, instructional practices are typically informed by 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. Following these pretests, approximately 25% of students advance to access 6th grade standards using the State Board of Education (SBE) adopted "Math Steps" curriculum.

Our GATE students also benefit from an enhanced curriculum. HBCSD offers two options for GATE students: a GATE magnet school or cluster classrooms at each site. At Seacliff, we serve the largest GATE population within their home school cluster program. Currently, we serve 133 identified gifted students in our cluster classrooms. Cluster teachers have been well-trained to differentiate instruction with depth and complexity throughout the curriculum, challenging our most talented students. There is a high degree of parent satisfaction with our program. Last year, the families of all but 3 of the 44 newly qualified GATE students chose to have their children remain in our GATE program.

Opportunities for Parental Involvement

Parents and the community are exceedingly 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, music, 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, classroom speakers, 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. Currently all staff at Huntington Seacliff have participated in the APS survey which was administered in October of 2012. These results have been used to develop this plan and to drive agenda development for School Site Council. Currently, staff from all schools in the district are participating in the District School Leadership Team to identify district-wide measurable objectives and action steps in the areas of: English/Language Arts, Math, English Language Learners, Special Education and Professional Development. 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	90
Gr. 1	120
Gr. 2	118
Gr. 3	125
Gr. 4	129
Gr. 5	103
Total	685

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.3
Asian	20.1
Filipino	1.6
Hispanic or Latino	11.8
Native Hawaiian/Pacific Islander	0.9
White	55.7
Two or More Races	9.6
Socioeconomically Disadvantaged	3.9
English Learners	7.5
Students with Disabilities	9.9

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	28	28.8	30	0	0	0	4	4	3	0	0	0
Gr. 1	29.7	28.8	30	0	0	0	3	5	4	0	0	0
Gr. 2	31	31	29.5	0	0	0	5	4	4	0	0	0
Gr. 3	29.5	32	31.2	0	0	0	4	4	4	0	0	0
Gr. 4	32.7	34	28.6	0	0	0	1	0	5	2	3	0
Gr. 5	31	32.5	29.4	0	0	0	2	1	4	0	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	0.14	.60	.50
Expulsions Rate	0.0	0.0	0.0
District	10-11	11-12	12-13
Suspensions Rate	4.23	4.8	3.33
Expulsions Rate	0.09	.10	0.0

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a 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 October 2012.

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. During 2012-2013, Seacliff's wrought iron fencing was repaired and painted, some new carpet was installed, new landscaping in the front of the school was provided. Our PTA installed a new electronic marquee in front of the school; this provides increased communication with the community.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 23, 2013

Huntington Seacliff School, constructed in 2000, consists of an administration building with office and library, a multipurpose room, three classroom buildings, with 28 total classrooms, 2 portable classrooms and a YMCA portable building used for before and after school child care.

The parking lot was redesigned and replaced recently 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 retrofit with energy efficient interior and exterior lighting.

Improvements for 2012-13 included repair and painting of the wrought iron fences, replace carpet in one building corridor, and replacement of two metal doors.

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

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	26	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	279
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

All training and curriculum development at Huntington Seacliff School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Ongoing examination and modification of practice is essential to professional growth. In order to help implement this philosophy, the Board of Trustees has approved three staff development days for the 2012-13 school year. The primary purpose of professional development is to directly improve teaching and learning for all children. Topics for staff development included:

- Reading Instructional Strategies
- Mental Math and Comprehension Strategies in Math
- Cognitively Guided Instruction (CGI) Strategies in Math
- ST MIND Math Instruction
- "Number Talks" Training
- Rebecca Sitton Spelling Program
- Sports Play and Active Recreation for Kids (SPARK) PE Training
- iPad Use and Implementation in the Classroom
- California Association for the Gifted (CAG) Teaching Strategies
- Analysis of Benchmark Assessment Training
- Introduction to Common Core California Standards

The improvement process at Seacliff School is on-going. Teachers play the lead role in determining changes in the curriculum and professional development topics. The curriculum steering committee includes six teachers and the school principal who analyze student achievement data and develop action plans for improvement. Together, they compare school's programs and policies to the ideal outlined in the State Department documents and formulate the next best steps for improvement. 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 districts 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 STAR testing results, writing sample results, reading test results, student work, teacher observation, and criterion based testing. In 2012-13, focus areas for staff development include instructional reading and math strategies, analysis of benchmark assessment training, SPARK PE training, 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 inservices 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. Inservices for classified staff are geared to their specialty areas.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.4
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.3
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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

A significant portion of Huntington Seaclyff School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students.

Each year a portion of Huntington Seaclyff's School/Library Improvement Block Grant 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. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to 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.

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,336.07	763.28	3,572.79	\$69,746
District	♦	♦	1,253.19	\$76,029
State	♦	♦	\$5,537	\$70,193
Percent Difference: School Site/District			185.1	%
Percent Difference: School Site/ State			%	%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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

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

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2013

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2013-14 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

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

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

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	88	93	92	78	81	80	54	56	55
Math	92	93	96	74	75	79	49	50	50
Science	89	95	94	84	86	88	57	60	59
H-SS				72	74	75	48	49	49

Internet Access

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

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	80	79	88	75
All Student at the School	92	96	94	
Male	89	96	93	
Female	94	96	95	
Black or African American				
American Indian or Alaska Native				
Asian	94	98	91	
Filipino				
Hispanic or Latino	86	88		
Native Hawaiian/Pacific Islander				
White	92	96	93	
Two or More Races	90	100		
Socioeconomically Disadvantaged	84	89		
English Learners	61	100		
Students with Disabilities	84	92		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.1	30.8	35.6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	10	9	8
Black or African American			
American Indian or Alaska Native			
Asian	12	2	13
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	9	10	7
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	10	10	10
Similar Schools	4	5	7

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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

API Growth by Student Group - 2013 Growth API Comparison

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

Group		School	District	State
All Students at the School	Students	472	5,376	4,655,989
	API-G	961	910	790
Black or African American	Students	0	27	296,463
	API-G		878	708
American Indian or Alaska Native	Students	1	18	30,394
	API-G		872	743
Asian	Students	95	509	406,527
	API-G	980	961	906
Filipino	Students	9	45	121,054
	API-G		884	867
Hispanic or Latino	Students	56	1,010	2,438,951
	API-G	962	846	744
Native Hawaiian/Pacific Islander	Students	2	22	25,351
	API-G		889	774
White	Students	270	3,367	1,200,127
	API-G	965	920	853
Two or More Races	Students	39	378	125,025
	API-G	971	926	824
Socioeconomically Disadvantaged	Students	18	944	2,774,640
	API-G	939	831	743
English Learners	Students	44	431	1,482,316
	API-G	950	821	721
Students with Disabilities	Students	63	710	527,476
	API-G	904	777	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A