

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://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.

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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Huntington Seacliff Elementary School	District Name	Huntington Beach City School District
Street	6701 Garifield Ave.	Phone Number	(714) 964-8888
City, State, Zip	Huntington Beach, CA 92648	Web Site	http://www.hbcasd.k12.ca.us/
Phone Number	(714) 841-7081	Superintendent	Gregory Haulk
Principal	Ann Sullivan	E-mail Address	info@hbcasd.k12.ca.us
E-mail Address	ann.sullivan@hbcasd.k12.ca.us	CDS Code	30-66530-6116065

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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, as well as facilitating 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 951 in the past five years, and continues to meet adequate yearly progress in all areas and subgroups. Seacliff's staff and teachers collaborate as a Professional Learning Community 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 program READ 180. In 2009-10, 17 of the 22 participants (76%) increased their California Standards Test (CST), ELA scores by at least one level. In 2010-11, 19 of the 24 participants (79%) 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 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. Rtl (Response to Intervention) 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, nine 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. Support systems are in place to ensure SWD success in meeting or exceeding high academic and non-academic skills. The resource specialist collaborates with classroom 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 (WOCCSE) on IDEA compliance, identification and modification of curriculum for SWDs, including those with ADD, autism, and physical limitations. Our EL students speak 16 languages, with the largest group speaking Vietnamese. Using CELDT scores, we redesignated 35%, 12 out of 34 LEP students in 2010-11 . 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 30% are trained in Guided Language Acquisition Development (GLAD) strategies, which emphasize SDAIE instructional techniques. Currently, all Seacliff teachers are receiving training on Thinking Maps, 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. Students receive 30 minutes of explicit ELD instruction daily. 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 135 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 1 of the 58 newly qualified GATE students chose to have their children remain in our GATE program.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and the community are very 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.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	112
Grade 1	120
Grade 2	125
Grade 3	101
Grade 4	136
Grade 5	110
Total Enrollment	704

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	59.2
American Indian or Alaska Native	0.7	Two or More Races	9.7
Asian	17.6	Socioeconomically Disadvantaged	0
Filipino	1.3	English Learners	7.8
Hispanic or Latino	10.9	Students with Disabilities	8.9
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.5	0	4	0	29.5	0	4	0	28	0	4	0
1	19.5	6	0	0	20.33	1	5	0	29.7	0	3	0
2	19.2	6	0	0	20	1	4	0	31	0	5	0
3	31.3	0	3	0	31.75	0	4	0	29.5	0	4	0
4	29.7	0	3	0	27.25	0	4	0	32.7	0	1	2
5	33	0	0	2	26.5	0	4	0	31	0	2	0
Other	0	0	0	0								

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

III. School Climate

School Safety Plan (School Year 2010-11)

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 2010.

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 2009-2011, an extensive reconfiguration of Seacliff's parking lot and the installation of solar panels was completed.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.3	1.17	0.14	1.98	4.05	4.23
Expulsions	0.0	0.0	0.0	0.06	0.01	0.09

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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 24, 2011

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. Interior and exterior lighting was upgraded with more efficient lighting in all areas. Lighting sensors were installed in all classrooms and restroom buildings. An electrical gear enclosure was completed.

Three solar arrays were added in the parking lot and next to the multipurpose room to provide shade for lunch tables and 164.5 kW DC of power for the site. This project was part of a District-wide energy conservation project financed from energy savings, rebates and California Solar Initiative incentives. The project will result in net savings to the general fund.

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

School Facility Good Repair Status (School Year 2011-12)

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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	26	28	26	274
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	.44	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (paraprofessional)	.33	---
Psychologist	.53	---
Social Worker	N/A	---
Nurse	N/A	---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	N/A	---
Other	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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 instructional 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 2011

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 2008-09 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adoption Year 2003	Yes	0%
Mathematics	Houghton Mifflin Adoption Year 2002	Yes	0%
Science	Pearson Scott Foresman Adoption Year 2008	Yes	0%
History-Social Science	Houghton Mifflin - 2-5 Adoption Year 2007 Scott Foresman - K-1 Adoption Year 2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	4,700.72	1,321.54	3,379.18	66,127
District	---	---	1,294.56	73,041
Percent Difference: School Site and District	---	---	61.7%	10.5%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	20.1%	3.8%

* **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 <http://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 <http://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: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

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 Seacliff 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 Seacliff'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.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,692
Mid-Range Teacher Salary	\$77,179	\$68,251
Highest Teacher Salary	\$94,135	\$86,582
Average Principal Salary (Elementary)	\$116,365	\$108,334
Average Principal Salary (Middle)	\$115,283	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$190,000	\$180,492
Percent of Budget for Teacher Salaries	46%	42%
Percent of Budget for Administrative Salaries	6%	6%

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

IX. Student Performance

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	86	83	88	74	77	78	49	52	54
Mathematics	93	89	92	74	74	74	46	48	50
Science	94	93	89	79	82	84	50	54	57
History-Social Science	N/A	N/A	N/A	62	65	72	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	74	84	72
All Student at the School	88	92	89	N/A
Male	84	90	84	N/A
Female	92	94	92	N/A
Black or African American				N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	87	95	90	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	89	91	71	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	87	92	92	N/A
Two or More Races	95	91	87	N/A
Socioeconomically Disadvantaged	73	87	0	N/A
English Learners	56	81	0	N/A
Students with Disabilities	83	85	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

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 <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.5	34.5	42.7

* 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.

X. Accountability

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 <http://www.cde.ca.gov/ta/ac/ap/>.

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.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	4	3	4

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	7	1	10
Black or African American			
American Indian or Alaska Native			
Asian	19	-19	12
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	4	9
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	463	951	5,307	895	4,683,676	778
Black or African American	0		31	869	317,856	696
American Indian or Alaska Native	3		31	873	33,774	733
Asian	86	965	502	945	398,869	898
Filipino	6		30	916	123,245	859
Hispanic or Latino	53	946	886	831	2,406,749	729
Native Hawaiian/Pacific Islander	1		22	848	26,953	764
White	269	948	3,511	903	1,258,831	845
Two or More Races	45	944	294	914	76,766	836
Socioeconomically Disadvantaged	15	911	848	808	2,731,843	726
English Learners	42	935	440	805	1,521,844	707
Students with Disabilities	49	901	618	758	521,815	595

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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. Instructional Planning and Scheduling

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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 2011-12 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
- Cognitively Guided Instruction in Math
- Rebecca Sitton Spelling Program
- MIND Math Instruction
- Pathway to Proficiency for English Language Learners
- SmartBoard Use and Implementation in the Classroom
- California Association for the Gifted (CAG) Teaching Strategies
- 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.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, 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.

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 2011-12 focus areas for staff development included instructional reading and math strategies, reading inventory 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. 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.