School Accountability Report Card

Huntington Seacliff Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page 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

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2008-09)

This section provides the school's contact information.

School		District	
School Name	Huntington Seacliff Elementary	District Name	Huntington Beach City Elementary
Street	6701 Garfield Ave.	Phone Number	(714) 964-8888
City, State, Zip	Huntington Beach, CA 92648-	Web Site	www.hbcsd.k12.ca.us
Phone Number	(714) 841-7081	Superintendent	
Principal	Ann Sullivan	E-mail Address	
E-mail Address	ann.sullivan@hbcsd.k12.ca.us	CDS Code	3-066530611606

School Description and Mission Statement (School Year 2007-08)

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. 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 926 in the past three 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 SSP'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. Datawise 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 credentialed Literacy Support Teacher provides 30 minutes of extra daily support in a small group setting. Support Coaches also provide daily flexible small group instruction. Summer school is available for grades 3-5. Additionally, students in grades 4-5 participate after school in the state adopted intervention program READ 180. In 2006-07, 20 of the 24 participants (83%) increased their California Standards Test (CST), ELA scores by at least one level.

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. RtI (Response to Intervention) may include one-on-one, small group instruction, after school intervention, or summer school programs.

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 redesignate an average of 20% of students annually. 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. 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 childrens' 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 97.3%.

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 116 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 the 37 newly qualified GATE students chose to have their children remain in our GATE program.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Ann Sullivan	Contact Person Phone Number:	(714) 841-7081

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 instructional supplies.

The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	83	Grade 8	0
Grade 1	119	Ungraded Elementary	0
Grade 2	103	Grade 9	0
Grade 3	99	Grade 10	0
Grade 4	116	Grade 11	0
Grade 5	110	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	630

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.32%	White (not Hispanic)	66.03%
American Indian or Alaska Native	1.11%	Multiple or No Response	13.17%
Asian	16.98%	Socioeconomically Disadvantaged	1.00%
Filipino	0.32%	English Learners	4.00%
Hispanic or Latino	1.75%	Students with Disabilities	9.00%
Pacific Islander	0.32%	n/a	--

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
Grade Level		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	24.8	1	3	0	30.7	0	3	0	27.7	0	3	0
1	17.0	6	0	0	19.8	5	0	0	18.7	7	0	0
2	16.9	7	0	0	20.0	4	0	0	17.8	5	0	0
3	26.3	1	3	0	30.0	0	3	0	28.7	0	3	0
4	31.0	0	3	0	28.3	0	2	1	29.0	0	3	0
5	29.3	0	3	1	28.3	0	3	0	31.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	0.0	0	0	0	23.0	2	1	0	20.0	1	0	0
3-4	0.0	0	0	0	25.0	0	1	0	29.0	0	1	0
4-8	0.0	0	0	0	0.0	0	0	0	30.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

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; notifi cation 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 April 2007.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.2	0.5	0.6	4.5	4.1	5.0
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0

Date School Safety Plan last reviewed:

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

No Data Available

Planned Improvement

No Data Available

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs		x		Inspected recommendation under consideration
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		x		

Date of inspection:

 Completion date of inspection form:

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	26	26	29	16
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	--	--	--	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	99.7%	0.3%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	99.7%	0.3%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	1.0	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 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.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin	2003
History-Social Science	Houghton Mifflin - 2-5	2007
History-Social Science	Scott Foresman - K-1	2007
Mathematics	Houghton Mifflin	2002
Science	Pearson Scott Foresman	2008

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	--
Health	--
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: October 7, 2008

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$4,925.30	$337.30	$4,588.00	$67,298.00
District	n/a	n/a	--	$71,359.00
Percent Difference – School Site and District	--	--	--	6.0%
State	n/a	n/a	$5,300.00	$64,702.00
Percent Difference – School Site and State	--	--	15.5%	3.9%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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.

For experienced teachers, the Peer Assistance and Review Program utilizes the district's veteran teachers as "consultants" to assist with staff development districtwide, with a particular focus on teacher needs.

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 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	$39,603.00	$40,667.00
Mid-Range Teacher Salary	$74,571.00	$66,167.00
Highest Teacher Salary	$90,955.00	$84,142.00
Average Principal Salary (Elementary)	$114,113.00	$104,640.00
Average Principal Salary (Middle)	$114,270.00	$107,227.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$187,500.00	$167,564.00
Percent of Budget for Teacher Salaries	44.8%	42.3%
Percent of Budget for Administrative Salaries	5.5%	5.4%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at http://star.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	77%	80%	81%	68%	70%	70%	42%	43%	46%
Mathematics	86%	88%	93%	69%	69%	70%	40%	40%	43%
Science	68%	74%	89%	59%	66%	75%	35%	38%	46%
History-Social Science	--	--	--	55%	55%	54%	33%	33%	36%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	85%	93%	92%	--
Filipino	--	--	--	--
Hispanic or Latino	71%	87%	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	81%	93%	89%	--
Male	73%	92%	86%	--
Female	87%	93%	92%	--
Economically Disadvantaged	--	--	--	--
English Learners	42%	67%	--	--
Students with Disabilities	47%	85%	--	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	73.90%
7	0.00%
9	0.00%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	10	10	10
Similar Schools	1	1	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	13	18	11	937
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	13	6	957
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--
White (not Hispanic)	4	22	13	935
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
• Participation rate on the state's standards-based assessments in English-language arts (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 AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	n/a	n/a

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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.

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 analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. In the 2005-06 school year, three mandatory staff development days were held during the school year. District-level training activities and professional development revolved around the new language arts textbook adoption and differentiated instructional strategies to meet the needs of all students.

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 2005-06 focus areas for staff development included instructional reading and math strategies, reading inventory training, and integration of technology in the curriculum.

A portion of our school funds is 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.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	3	3	3