Huntington Seacliff Elementary School

6701 Garfield Ave. • Huntington Beach, CA 92648 • (714) 841-7081 • Grades K-5
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Huntington Beach City School District
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School Description

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

Seacliff's 27 classrooms surround shared-learning corridors that are designed with networked learning stations. The open architecture of the corridors allows resources of the mind and materials to be shared with ease. It facilitates peer coaching as both teachers and students learn from each other. Our state-of-the-art library/media center serves as the resource and technological "heart" of the school.

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 Academic Performance Index (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.

In May, a recent honor validated the staff and community's commitment to making a difference. Huntington Seacliff Elementary was given the distinct honor of being selected as a 2014 California Distinguished School.

Assessment plays a pivotal role in our standards-based system by providing benchmarks for teaching and learning and by shaping the performance of educators and students. Professional growth is a priority for all staff members. We believe that when teachers are actively encouraged and provided opportunities to develop and grow professionally, dynamic learning takes place for both students and teachers. Seacliff staff members see themselves as an essential part of the support system for students. We strive to identify and develop the special abilities and talents of each child. All members of our school community implement instructional innovations that support the "at-risk" child and challenge our most talented students, ensuring each student success in our mission: Making a Difference for Each One! The Single Plan for Student Achievement's (SPSA) goals reflect Seacliff's three-tiered model of intervention, which is based on prevention, early intervention, and accelerated learning opportunities. Individual student progress is monitored through the implementation of Seacliff's assessment system. The Illuminate assessment data system 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 Socio-Economic Status, 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 English Language Arts 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. Additionally, students in grades 3-5 participate after school in the state adopted intervention, READ 180 Program.

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. Five fully included students were achieving success in regular education classrooms and were provided with special education services as directed by their unique needs specified in their Individual Education Plan (IEP). There is also one Special Day Class (SDC) "Journey's" class for students with moderate to severe disabilities. These students also spend time in the regular education class for Social Studies and Science as well as PE, art, or music as determined by the IEP team. Support systems are in place to ensure SWD success in meeting or exceeding high academic and non-academic skills. The specialists collaborate with general education teachers to assist with differentiating instruction and provide academic support by using both "pull-out" and "push-in" models. The speech teacher holds weekly "lunch bunch" sessions to work on language and pragmatic skills for students needing extra support. The district provides Program Specialists that regularly observe SWD in their classrooms and assists teachers with curriculum accommodations, modifications, and positive behavior interventions. Also, teachers and independent facilitators working with fully included students 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 Specialized Academic Instruction program (SAI) receive services through collaborative and/or "pull-out" models of instruction. SAI teachers provide a program of instruction that meets the needs of the child within the "least restrictive environment" and to plan modifications and accommodations when needed. Our fully included students are achieving outstanding success in regular education classrooms. The SWD have access to the district nurse, speech and language specialist, occupational therapist, audiologist, and adaptive PE specialist. All teachers have received support and in-services by West Orange County Consortium for Special Education (WOCCSE) on Individuals with Disabilities Education Act (IDEA) compliance, identification and modification of curriculum for SWD's, including those with Attention Deficit Disorder (ADD), autism, and physical limitations.

Our English Language (EL) students speak 15 different languages, with the largest group speaking Vietnamese. Using Huntington Beach City School District (HBCSD) criteria, which includes teacher input, along with standardized testing results, six students were 'Redesignated' as 'Fully English Proficient' (RFEP) out of the 25 assessed. EL students are placed with highly-trained personnel to ensure that they have equitable access to all standards-based programs. The core English Language Development (ELD) instruction is taught by the teacher using Houghton Mifflin (HM) "EL Support Materials" and if needed, SRA/Mcgraw-Hill's Language for Learning; or 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 Specicically Designed Academic Instruction in English (SDAIE) instructional techniques. All Seacliff teachers have received training on Thinking Maps, and Pathways to Proficiency, a specific training for EL instruction. These strategies equip teachers with many tools to assist EL students in learning the core curriculum to increase proficiency in English and state standards. The School Site Council (SSC) supports the EL program by approving categorical funding 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, SSTs, 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 97.3% for the 2013-14 school year.

Acceleration/extension is provided to students as appropriate. In fifth grade math, for example, instructional practices are refined and planned according to student pretests and frequent chapter "Quick Checks" to strategically target standards not yet mastered and to differentiate instruction for those who need additional challenges or would benefit from interventions.

Our Gifted and Talented Education (GATE) students also benefit from an enhanced curriculum. HBCSD offers two options for GATE students: a GATE centered school or cluster classrooms at each site. At Seacliff, we serve the largest GATE population within their home school cluster program. During the 2013-2014 school year, Seacliff had 133 qualified/participating GATE students. During the year, families of all but three of the 44 newly qualified GATE students chose to have their children remain at Seacliff. There were 60 newly identified students (tested spring 2014 for placement fall 2014). 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.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (714) 841-7081.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	92
Gr. 1	94
Gr. 2	122
Gr. 3	122
Gr. 4	126
Gr. 5	128
Total	684

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.1
American Indian or Alaska Native	0.3
Asian	20.2
Filipino	1.2
Hispanic or Latino	13.3
Native Hawaiian/Pacific Islander	0.9
White	53.2
Two or More Races	10.7
Socioeconomically Disadvantaged	3.9
English Learners	3.2
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair.

Teacher Credentials			
Huntington Seacliff Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	26	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	269
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Huntington Seacliff Elementary School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

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

Textbooks and Instructional Materials Year and month in which data were collected: October 2014		
Core Curriculum Area		**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts		Houghton Mifflin Adoption Year 2003
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Mathematics		Houghton Mifflin Adoption Year 2002
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Science		Pearson Scott Foresman Adoption Year 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
History-Social Science		Houghton Mifflin - 2-5 Adoption Year 2007 Scott Foresman - K-1 Adoption Year 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	

School Facility Conditions and Planned Improvements (Most Recent Year)

Huntington Seacliff School, constructed in 2000, consists of an administration building with office and library, a multipurpose room, three classroom buildings, with 27 total classrooms, two portable classrooms, and a YMCA portable building used for before and after school child care. The parking lot was redesigned and replaced and a second parking area was added in front of the school. Three solar arrays were added in the parking lot and next to the multipurpose room to provide shade for lunch tables and the site has been retrofitted with energy efficient interior and exterior lighting. Improvements for 2014 included new roofs on two portable classrooms, replacement of concrete and landscaping in rear patio area, replacement of carpet and painting of eighteen classrooms in two buildings, slurry and striping of playground area and replacement of tile in the kitchen.

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 20, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
• The Academic Performance Index; and
• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison								
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**							
	School			**District**			**State**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Science	95	94	98	86	88	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison								
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**							
	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
HSS				72	74	75	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide	10	10	10
Similar Schools	5	7	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	14.8	29.7	48.4

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

2013-14 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	98
Male	97
Female	98
Black or African American	
American Indian or Alaska Native	
Asian	96
Filipino	
Hispanic or Latino	100
Native Hawaiian/Pacific Islander	
White	97
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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			

* "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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
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. Huntington Seacliff's School Site Council has had the opportunity to review draft copies of the Single Plan for Student Achievement and provide feedback and recommendations. In addition, each time the School Site Council meets members are able to vote on important issues.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival 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 December 2014.

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

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	0.4	0.1	0.3
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.9	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.38
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.

Average Class Size and Class Size Distribution

				Number of Classrooms*								
Grade	Average Class Size			1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	28.8	30	31	0			4	3	3	0		
Gr. 1	28.8	25	24	0	1	1	5	4	3	0		
Gr. 2	31	24	24	0	1	1	4	4	4	0		
Gr. 3	32	31	24	0		1	4	4	4	0		
Gr. 4	34	26	25	0	1	1	0	4	4	3		
Gr. 5	32.5	26	26	0	1	1	1	3	3	3		1

* 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 rather than grade level.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,989	$41,507
Mid-Range Teacher Salary	$77,179	$67,890
Highest Teacher Salary	$94,135	$86,174
Average Principal Salary (ES)	$115,959	$109,131
Average Principal Salary (MS)	$111,974	$111,937
Average Principal Salary (HS)	$0	$109,837
Superintendent Salary	$194,670	$185,462
Percent of District Budget		
Teacher Salaries	46	42
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4669.63	398.99	4270.64	73850
District	♦	♦	1222.48	$76,696
State	♦	♦	$4,690	$70,788
Percent Difference: School Site/District			249.3	-3.7
Percent Difference: School Site/ State			-8.9	4.3

Types of Services Funded at Huntington Seacliff Elementary School

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

Categorical monies are also used to support intervention programs and personnel such as the after school Read 180 program, the part-time school counselor and the Kindergarten support aide. Monies are also used to purchase books and materials, such as building a specific library section of books for the EL learner.

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

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

Professional Development provided for Teachers at Huntington Seacliff Elementary School

All training and curriculum development at Huntington Seacliff School revolves around the Common Core State Standards (CCSS). Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Ongoing examination and modification of practice is essential to professional growth. In order to help implement this philosophy, the Board of Trustees approved three staff development days for the 2013-14 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
- Analysis of Benchmark Assessments Training
- New District Report Card
- Introduction to Common Core California Standards

The improvement process at Huntington Seacliff School is on-going. Teachers play the lead role in determining changes in the curriculum and professional development topics. 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 the school's programs and policies to the ideal outlined in the California Department of Education 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 the previous year's standarized testing results, writing sample results, reading test results, student work, teacher observation, and criterion based testing. In 2013-14, focus areas for staff development include 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 in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

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