Huntington Seacliff Elementary School

6701 Garfield Avenue • Huntington Beach, CA 92648 • (714) 841-7081 • Grades K-5
Michael Andrzejewski, Principal
mandrzejewski@hbcsd.us
seacliff-huntington-ca.schoolloop.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Huntington Beach City School District
8750 Dorsett Drive
Huntington Beach, CA 92646
(714) 964-8888
www.hbcsd.us

District Governing Board

Bridget Kaub

Shari Kowalke

Paul Morrow, Ed. D.

Diana Marks

Ann Sullivan

District Administration

Gregory Haulk
Superintendent

Cynthia Guerrero, Ed.D.
Assistant Superintendent
Educational Services

Patricia Hager
Assistant Superintendent
Human Resources

School Description

We envision a community of learners where:

- All children learn and achieve grade level standards.
- Clearly articulated, data driven, and research based instruction is aligned to the Common Core 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 our media center, organizing school and community fundraisers, and contributing to decision-making committees.

Seacliff's 27 classrooms surround shared learning corridors that are designed with networked learning stations. The open architecture of the corridors allows resources of the mind and materials to be shared with ease. It facilitates peer coaching as both teachers and students learn from each other. Our state-of-the-art library media center serves as the resource and technological heart of the school. Currently, one classroom, room 21, is being piloted with a 21st Century makeover as part of the renovation plan from the passage of the Measure Q bond. Plan have been approved for modernization to begin in summer 2020.

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.

Recent honors support the staff and community's commitment to making a difference. In June 2014, the school was honored as a 2014 Distinguished School recipient. In October 2014, the school was awarded the highest honor of being named a 2014 National Blue Ribbon School. Seacliff was also honored with the 2015 California Gold Ribbon Award.

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 highest performing students, ensuring each student's success in our mission: Making a Difference for Each One! The School Plan for Student Achievement's (SPSA) 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 state and local data to identify specific needs of sub-groups including low socio-economic student (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.

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

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

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

Our students speak fifteen languages, with Vietnamese as the largest group. Other languages include Spanish, Korean, Mandarin, Japanese, Farsi, Polish, French, German, Portuguese, Russian, and Turkish. Our current 22 English learners (EL) speak nine of these languages. Students are placed with highly-trained personnel to ensure that they have equitable access to all standards-based programs. The core English Language Development (ELD) is taught by the classroom teacher using Houghton Mifflin (HM) EL Support Materials. One hundred percent of Seacliff teachers are EL authorized, and 40% are trained in Guided Language Acquisition Development (GLAD) strategies, which emphasize Specifically Designed Academic Instruction in English (SDAIE) instructional techniques. All Seacliff teachers have received training to use Thinking Maps, and Pathways to Proficiency - EL training. These strategies equip teachers with many tools to assist ELs in learning the core curriculum to increase proficiency in English and state standards. The SSC supports the EL program by providing categorical funds to purchase materials and fund staff training. Teachers use the ELD standards to plan and implement standards-aligned lessons. Interpreters are available for parent/teacher conferences, Student Study Team (SST), and IEP meetings to ensure that all parents are fully informed of their children's progress.

Regular school attendance is encouraged and carefully monitored for student success. Tardies and absences are routinely addressed via written correspondence and conferences with parents.

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	114
Grade 2	101
Grade 3	131
Grade 4	120
Grade 5	129
Total Enrollment	708

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	22.5
Filipino	1.8
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.6
White	46.2
Two or More Races	13
Socioeconomically Disadvantaged	6.8
English Learners	4
Students with Disabilities	11.7
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Huntington Seacliff	17-18	18-19	19-20
With Full Credential	27	27.25	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Huntington Beach City	17-18	18-19	19-20
With Full Credential	♦	♦	264.89
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	7

Teacher Misassignments and Vacant Teacher Positions at Huntington Seacliff Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 2019-20 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 Common Core Standards, with final approval from the Board of Education.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Huntington Seacliff School, constructed in 1999, consists of an administration building with offices and a library, a multipurpose room, three classroom buildings - with 28 total classrooms, two portable classrooms, and a YMCA portable building used for before and after school child care.

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

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

Improvements for 2019 included installation of a hydration station for students adjacent to blacktop playground area, new sod and irrigation to front of site and the installation of security fencing and roof replacement which is now complete.

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 19, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	84	88	75	75	50	50
Math	84	83	69	69	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	7.0	28.9	53.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	360	99.17	88.06
Male	173	171	98.84	83.63
Female	190	189	99.47	92.06
Asian	81	81	100.00	91.36
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.00	82.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	171	170	99.42	87.06
Two or More Races	48	46	95.83	89.13
Socioeconomically Disadvantaged	22	22	100.00	68.18
English Learners	16	16	100.00	81.25
Students with Disabilities	46	45	97.83	64.44
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	360	99.17	83.33
Male	173	171	98.84	85.96
Female	190	189	99.47	80.95
Asian	81	81	100.00	96.30
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.00	73.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	171	170	99.42	79.41
Two or More Races	48	46	95.83	84.78
Socioeconomically Disadvantaged	22	22	100.00	54.55
English Learners	16	16	100.00	75.00
Students with Disabilities	46	45	97.83	60.00
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
Parents and the community are exceptionally supportive of the educational programs at Huntington Seacliff School. The Huntington Seacliff Parent Teacher Association (PTA) has made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer additional programs in art, STEAM, and reading. In addition to enriching classroom learning experiences through donations, the PTA also supports assemblies and field trips and the purchase of instructional materials for individual teachers and grade levels to support classroom learning programs.

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 School Plan for Student Achievement and provide feedback and recommendations. In addition, each time the School Site Council meets, members are able to vote on important issues.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
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. Our school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; 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.

Our school evaluates the plan annually and makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff at the beginning of the 2019-20 school year. The plan was reviewed and updated with staff and School Site Council in early 2020.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. One automated external defibrillator (AED) was installed in the administration building. A $169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. The Seacliff campus was under construction during the 2019-20 school year and major improvements included the renovation of learning spaces, roof replacement, and redesigned outdoor learning spaces. Permanent campus perimeter fencing was completed during winter 2019 to increase student safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.3

* 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25	1	3		27		4		28		4	
1	29		4		30		3		28		4	
2	27		4		26	1	4		32		3	
3	31		4		28		4		32		4	
4	30		4		31		4		29		4	
5	27	1	5		31		4		26	1	4	
Other**					12	1			9	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

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

- Training in our Adopted Curriculum
- Cognitively Guided Instruction (CGI) Strategies in Math
- ST MIND Math Instruction
- Number Talks Training
- FactsWise
- ALEKS Math
- Rebecca Sitton Spelling Program
- iPad and Chromebook Use and Implementation in the Classroom
- Analysis of Benchmark Assessments Training
- Common Core California Standards
- Next Generation Science Standards (NGSS)
- Technology Implementation as a part of Blended Learning in the Classroom
- Mimio Studio Notebook
- Write from The Beginning

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

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation 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 alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Huntington Seacliff School. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and the textbook adoption cycle. Progress is assessed yearly using multiple criteria including the previous year's standardized testing results, writing sample results, reading test results, student work, teacher observation, and criterion based testing. Focus areas for staff development included math strategies, analysis of benchmark assessment training, implementation of our math series including all support components, implementation of our ELA/ELD program including all support components, and integration of technology as a part of blended learning in the curriculum.

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,437	$45,741
Mid-Range Teacher Salary	$91,223	$81,840
Highest Teacher Salary	$111,275	$102,065
Average Principal Salary (ES)	$136,839	$129,221
Average Principal Salary (MS)	$125,857	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$235,754	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$ 6,083.22	$1,412.52	$4,670.70	$ 92,890
District	N/A	N/A	$2,179.48	$ 91,912
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	72.7	-200.0
School Site/ State	-30.6	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

For students identified and who meet eligibility criteria, Seacliff provides Gifted and Talented Education (GATE) instruction through cluster classes for grades two through five. Instruction within these classes focuses on teaching grade level standards through the use of Sandra Kaplan's depth and complexity icons. This program provides challenging instruction to students capable of achieving significantly beyond the level of their peers. GATE classes are taught by fully credentialed, GATE-trained teachers, who annually participate and attend GATE training and workshops sponsored by the California Association for the Gifted.

Donation and PTA monies are also used to support intervention programs and personnel such as the after school Read Naturally and Read 180 programs and the Kindergarten support aide. Monies are also used to purchase books and materials, such as building a specific library section of books for the English learners (EL). A large portion of the funding is a result of generous donations by parents through Parent Teacher Association (PTA) or given by individuals directly to the school. This funding is allocated to art, field trips, assemblies, books and materials, technology, and supplemental non-fiction text.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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