Huntington Seacliff Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

Shining With Excellence!

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Huntington Seacliff Elementary School
Street	6701 Garfield Avenue
City, State, Zip	Huntington Beach, CA 92648
Phone Number	(714) 841-7081
Principal	Michael Andrzejewski
Email Address	mandrzejewski@hbcsd.us
School Website	https://seacliff-huntington-ca.schoolloop.com/
County-District-School (CDS) Code	30-66530-6116065

2022-23 District Contact Information

District Name	Huntington Beach City School District
Phone Number	(714) 964-8888
Superintendent	Leisa Winston, Ed.D.
Email Address	LWinston@hbcsd.us
District Website Address	www.hbcsd.us

2022-23 School Overview

At Huntington Seacliff Elementary School, we envision our community as 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 exist 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 great value on education. This value is evidenced by an impressive degree of parental involvement and abundant participation from 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 24 classrooms surround shared learning corridors that are designed with three specific learning centers tied to each corridor. The open architecture of the corridors allows resources of the mind and materials to be shared with ease. It facilitates flexible learning based upon the design of each center in the corridor. Our state-of-the-art library media center serves as the resource and technological heart of the school. All classrooms at Seacliff have undergone a modernization process to allow for the best integration of blended and traditional learning. Teachers have received extensive training in the use of digital learning as part of the blended learning model implemented at our school.

Stepping into a classroom at Seacliff, one immediately notices the warm, positive, and supportive tone that permeates the room and supports a positive school climate. The Seacliff Positive Behavior Intervention and Supports clearly define behavior expectations and consequences that 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 the collaborative spirit at Seacliff School.

2022-23 School Overview

Noted 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 and a 2022 Pivotal Practices Award from the State.

Assessment plays an important role in our standards-based system by providing benchmarks for teaching and learning and by shaping the performance of our staff and students. Professional growth is also 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 Child! 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. Teachers disaggregate state and local data to identify specific needs of sub-groups including low socio-economic student (SES), special education, gender, and ethnicity. Teachers use a multitude of classroom formative assessments to monitor student progress toward proficiency.

Through our school's Professional Learning Communities (PLCs), teachers address academic, behavioral, and social/emotional concerns for individual students at their grade level 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 through shared decision making, and a constructive, problem-solving approach. SST 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 monitor student progress is established. Response to Intervention (RTI) may include one-on-one, small group instruction, counseling, or other intervention and support options.

Students with Disabilities (SWD) are provided full access across a variety of settings to the standards-aligned core curriculum through an inclusion model. 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 included in the regular classroom with support through push-in or pull-out services provided by a Specialized Academic Instruction (SAI) teacher. There is one class for students with mild to moderate disabilities in grades 4-5 on the Seacliff campus. These students also participate in general education classes as determined by the IEP team. Support systems are in place to ensure SWD success in developing both academic and non-academic skills. The specialists collaborate with general education teachers to assist with differentiating instruction and providing academic support using both pull-out and push-in models. Our district provides Program Specialists who regularly observe SWD in their classrooms and assist teachers with curriculum, accommodations, modifications, and positive behavior interventions. Also, teachers and support staff working with fully included students annually attend district staff development annually to refine and improve their skills to assist SWD. 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.

Children who qualify for the Specialized Academic Instruction program (SAI) receive services through collaborative and/or pull-out models of instruction with the SAI teacher and support staff. Teachers work with our 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 as needed. The SWD has 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 ADHD, autism, and physical limitations.

Our students speak fifteen languages, with Vietnamese and Spanish as the largest subgroups. Other languages include Korean, Mandarin, Japanese, Farsi, Polish, French, German, Portuguese, Russian, and Turkish. Our current 44 English learners (EL) speak many 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 a variety of district-adopted core curriculum materials. One hundred percent of Seacliff teachers are EL authorized. 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 approving funds to purchase materials, fund staff training, and monitor EL progress. Teachers use the ELD standards to plan and implement standards-aligned lessons. Interpreters are available for parent/teacher conferences, Student Study Team (SST) meetings, and IEP meetings to ensure that all parents are fully

2022-23 School Overview

informed of their children's progress.

Regular school attendance is encouraged and carefully monitored to support student success. Teachers work with families to encourage their child's regular attendance. Tardies and absences are routinely addressed through written correspondence and conferences with parents.

Icons from the California Association for the Gifted can be observed in use across our classrooms. GATE-specific classes are taught by staff that has attended CAG training and/or other GATE certification programs to best support the needs of our gifted learners. Students in first grade are provided an opportunity to participate in GATE assessments to ensure that students needing extensions and enrichment opportunities are targeted.

Students can be tested a second time in grades two through five based upon teacher or parent referral. Seacliff's program is designed to meet the needs of the variety of learners present in our classrooms. We enrich and refine as well as nurture and support all learners based on the manner in which they present needs.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	80
Grade 2	96
Grade 3	117
Grade 4	108
Grade 5	101
Total Enrollment	578

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.0
American Indian or Alaska Native	0.0
Asian	20.4
Black or African American	0.3
Filipino	0.7
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.9
White	45.2
English Learners	6.6
Foster Youth	0.2
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	15.6
Students with Disabilities	13.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.10	96.57	232.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.50	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.39	12115.80	4.41
Unknown	1.00	3.43	15.20	5.98	18854.30	6.86
Total Teaching Positions	29.10	100.00	254.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at
https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other 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 2022-23 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 used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	Yes	0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015	Yes	0.0%
Science	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	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	Yes	0.0%

School Facility Conditions and Planned Improvements

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

Improvements this year included modernization of the administration building and MPR. Additionally, ADA path of travel improvements were made around the site. Upgrades made to MERV 13 air filters per CDC guidelines.

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

Year and month of the most recent FIT report	August 17, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Item				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	76	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	72	N/A	60	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	329	98.50	1.50	75.99
Female	169	168	99.41	0.59	79.76
Male	164	160	97.56	2.44	71.88
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	72	72	100.00	0.00	84.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	53.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	48	48	100.00	0.00	77.08
White	149	145	97.32	2.68	80.69
English Learners	23	20	86.96	13.04	10.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	38.60
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	51	51	100.00	0.00	29.41

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	330	98.80	1.20	72.42
Female	169	168	99.41	0.59	74.40
Male	164	161	98.17	1.83	70.19
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	72	72	100.00	0.00	84.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	54.84
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	48	48	100.00	0.00	75.00
White	149	146	97.99	2.01	72.60
English Learners	23	20	86.96	13.04	20.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	43.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	51	51	100.00	0.00	25.49

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	54.55	NT	52.26	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	99	97.06	2.94	54.55
Female	46	45	97.83	2.17	48.89
Male	56	54	96.43	3.57	59.26
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100	0	66.67
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100	0	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100	0	52.94
White	39	36	92.31	7.69	50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100	0	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100	0	15

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	99	100	99	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are exceptionally supportive of the educational programs at Huntington Seacliff Elementary School (HSES). The Huntington Seacliff Parent Teacher Association (PTA) has made generous donations of time and financial support to numerous programs and activities. PTA fundraisers enable the school to offer additional programming in art, music, and other supplemental activities. In addition to enriching classroom learning experiences through donations, the PTA also supports assemblies, 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 a supportive home 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 comments and suggestions, 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 the opportunity to provide input and review draft copies of the Single Plan for Student Achievement. They are then able to provide feedback and recommendations. In addition, each time the School Site Council meets, members are able to make recommendations and review important issues that support our learning programs and the overall functioning of our school.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	598	67	11.2
Female	300	300	36	12.0
Male	297	297	31	10.4
American Indian or Alaska Native	0	0	0	0.0
Asian	120	120	4	3.3
Black or African American	2	2	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	126	126	22	17.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	71	71	8	11.3
White	266	266	32	12.0
English Learners	44	44	9	20.5
Foster Youth	2	2	1	50.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	103	103	29	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	89	21	23.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.14	1.14	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.21	2.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 with a means of ensuring a safe and orderly learning environment. Our school includes the following requirements of SB 187 within our 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.

The 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 during the winter of the 2022-23 school year. The plan was reviewed and updated with staff and School Site Council in early 2023.

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 2020-22 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.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	34		3	1
1	29		4	
2	30		4	
3	31		3	
4	31		4	
5	30		4	
Other	13	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	1
1	21	1	4	
2	24	1	4	
3	22	1	4	
4	23	1	3	
5	20	3	3	
Other	13	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	1
1	20	1	3	
2	19	5		
3	23		5	
4	18	2	4	
5	20	1	4	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1156

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$ 6,590,47	$1,552.33	$5,038.13	$ 97,993
District	N/A	N/A	$2,329.96	$98,407
Percent Difference - School Site and District	N/A	N/A	73.5	-200.0
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	-26.8	-200.0

2021-22 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. 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 the 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,654	$52,641
Mid-Range Teacher Salary	$86,576	$83,981
Highest Teacher Salary	$114,069	$107,522
Average Principal Salary (Elementary)	$138,520	$136,247
Average Principal Salary (Middle)	$138,898	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$248,500	$242,166
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development offerings. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation 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. A minimum of 10 professional development days were available and held during the school year which involved curriculum based training for Discovery Education (NGSS), Creating with Canva, math, Second Step, Canvas Studio, Tech Refresher, Marzano's New Art and Science of Teaching, and Thrivers.

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 Elementary School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts by utilizing the district's Literacy TOSAs for job-embedded professional development which include co-planning lessons and units of study, modeling and feedback of instructional reading strategies, data analysis of local assessments for target instruction, and professional learning communities.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	50	13	20