

Huntington Seacliff School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 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 26 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 used at our school.

Stepping into a classroom at Seacliff, one would immediately take notice of 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.

2021-22 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.

Assessment plays a pivotal 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 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. 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 (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 3-5 on the Seacliff campus. These students also participate in the 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. 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 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 informed of their children's progress.

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	106
Grade 2	122
Grade 3	113
Grade 4	103
Grade 5	131
Total Enrollment	650

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	21.1
Black or African American	0.2
Filipino	0.9
Hispanic or Latino	18.8
Two or More Races	12.2
White	45.4
English Learners	6.5
Homeless	0.5
Socioeconomically Disadvantaged	15.1
Students with Disabilities	12.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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 2020-21 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 2021
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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%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

October 21, 2021

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

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	10	2.95	97.05	--
Female	163	0	0	100	--
Male	175	10	5.71	94.29	--
American Indian or Alaska Native	0	0	0	0	0
Asian	73	2	2.74	97.26	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	58	2	3.45	96.55	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	44	0	0	100	--
White	163	6	3.68	96.32	--
English Learners	23	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	4	7.69	92.31	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	10	16.67	83.33	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	10	2.95	97.05	--
Female	163	0	0.00	100.00	--
Male	175	10	5.71	94.29	--
American Indian or Alaska Native	0	0	0	0	0
Asian	73	2	2.74	97.26	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	58	2	3.45	96.55	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	44	0	0.00	100.00	--
White	163	6	3.68	96.32	--
English Learners	23	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	4	7.69	92.31	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	10	16.67	83.33	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	314	314	100%	0%	80.6%
Female	153	153	100%	0%	82.6%
Male	161	161	100%	0%	78.9%
American Indian or Alaska Native	--	--	--	--	--
Asian	68	64	94.1%	5.9%	89.9%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	53	89.8%	10.2%	54.8%

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	50	100%	0%	88%
White	187	187	100%	0%	78.1%
English Learners	24	22	91.7%	8.3%	36.4%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100%	0%	65.8%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	38	61.3%	38.7%	50%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	314	231	73.5%	26.5%	92.6%
Female	153	117	76.5%	23.5%	87.2%
Male	161	114	70.8%	29.2%	97.4%
American Indian or Alaska Native	--	--	--	--	--
Asian	68	51	75%	25%	90.2%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	46	77.9%	22.1%	63%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	46	85.2%	14.8%	76.1%
White	187	140	74.9%	25.1%	94.4%
English Learners	24	20	83.3%	16.7%	40%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	30	85.7%	14.3%	56.7%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	40	64.5%	35.5%	65%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	NT	NT	NT	NT
Female	57	NT	NT	NT	NT
Male	62	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	23	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	22	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	NT	NT	NT	NT
White	58	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer additional programs in art, reading, and other supplemental activities. 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 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 School 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	663	39	5.9
Female	335	331	15	4.5
Male	336	331	24	7.3
American Indian or Alaska Native	0	0	0	0.0
Asian	140	140	4	2.9
Black or African American	1	1	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	126	125	11	8.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	81	80	2	2.5
White	307	300	21	7.0
English Learners	47	47	3	6.4
Foster Youth	1	1	0	0.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	106	106	18	17.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	106	15	14.2

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	1.97	0.21	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 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

2021-22 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 2021-22 school year. The plan was reviewed and updated with staff and School Site Council in early 2022.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	28		4	
1	28		4	
2	32		3	
3	32		4	
4	29		4	
5	26	1	4	
6				
Other	9	1		

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	
6				
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	
6				
Other	13	2		

2020-21 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	

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$95,013
Percent Difference - School Site and District	N/A	N/A	73.5	-200.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-50.5	-200.0

2020-21 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 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 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$52,060
Mid-Range Teacher Salary	\$93,514	\$84,043
Highest Teacher Salary	\$114,069	\$107,043
Average Principal Salary (Elementary)	\$137,484	\$133,582
Average Principal Salary (Middle)	\$131,153	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$241,672	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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. As a result of the COVID-19 school closures and need to provide distance learning, HBCSD increased its professional development offerings during the 2019-20 and 2020-21 school years to increase capacity of teachers to provide distance learning. These sessions included on-demand learning of pre-recorded, self-paced modules as well as live sessions with topics ranging from ZOOM, Screencastify, Clever, Canvas Learning Management System, SchoolsPLP digital curriculum, The Distance Learning Playbook to name a few.

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	50	13

Huntington Beach City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3730	33	0.88	99.12	9.09
Female	1786	5	0.28	99.72	--
Male	1943	28	1.44	98.56	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	422	4	0.95	99.05	--
Black or African American	16	1	6.25	93.75	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	743	7	0.94	99.06	--
Native Hawaiian or Pacific Islander	14	0	0.00	100.00	--
Two or More Races	452	3	0.66	99.34	--
White	2059	18	0.87	99.13	5.56
English Learners	193	0	0.00	100.00	--
Foster Youth	11	0	0.00	100.00	--
Homeless	60	2	3.33	96.67	--
Military	27	1	3.70	96.30	--
Socioeconomically Disadvantaged	771	11	1.43	98.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	474	33	6.96	93.04	9.09

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3730	33	0.88	99.12	6.06
Female	1786	5	0.28	99.72	--
Male	1943	28	1.44	98.56	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	422	4	0.95	99.05	--
Black or African American	16	1	6.25	93.75	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	743	7	0.94	99.06	--
Native Hawaiian or Pacific Islander	14	0	0.00	100.00	--
Two or More Races	452	3	0.66	99.34	--
White	2059	18	0.87		5.56
English Learners	193	0	0.00	100.00	--
Foster Youth	11	0	0.00	100.00	--
Homeless	60	2	3.33	96.67	--
Military	27	1	3.70	96.30	--
Socioeconomically Disadvantaged	771	11	1.43	98.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	474	33	6.96	93.04	6.06

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3667	3543	96.60%	3.40%	67.40%
Female	1760	1704	96.80%	3.20%	69.70%
Male	1902	1831	96.30%	3.70%	65.50%
American Indian or Alaska Native	12	12	100%	0%	33.30%
Asian	392	363	92.60%	7.40%	78.20%

Black or African American	15	15	100%	0%	73.30%
Filipino	25	25	100%	0%	72%
Hispanic or Latino	738	722	97.80%	2.20%	55.30%
Native Hawaiian or Pacific Islander	16	16	100%	0%	68.80%
Two or More Races	532	481	90.40%	9.60%	70.30%
White	2559	2482	97%	3%	65.20%
English Learners	192	188	97.90%	2.10%	25%
Foster Youth	11	11	100%	0%	54.50%
Homeless	17	17	100%	0%	76.50%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	674	606	89.90%	10.10%	61.70%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	468	263	56.20%	43.80%	47.50%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3667	2899	79.10%	20.9%	82.80%
Female	1760	1391	79%	21%	80.40%
Male	1902	1506	79.20%	20.80%	85%
American Indian or Alaska Native	12	9	75%	25%	100%
Asian	392	310	79.10%	20.90%	93.50%
Black or African American	15	13	86.70%	13.30%	84.60%
Filipino	25	20	80%	20%	90%
Hispanic or Latino	738	571	77.40%	22.60%	70.40%
Native Hawaiian or Pacific Islander	13	11	84.60%	15.40%	84.60%
Two or More Races	532	429	80.60%	19.40%	85.80%
White	2559	2015	78.70%	21.30%	79.90%
English Learners	192	160	83.30%	16.70%	57.50%
Foster Youth	11	11	100%	0%	90.90%
Homeless	17	13	76.50%	23.50%	76.90%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	674	537	79.70%	20.30%	65.40%
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	468	346	73.90%	26.10%	53.80%
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*At or above the grade-level standard in the context of the local assessment administered.