

Huntington Beach High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Huntington Beach High School
Street	1905 Main St.
City, State, Zip	Huntington Beach, CA 926
Phone Number	(714) 536-2514
Principal	Mr. Daniel Morris
E-mail Address	dmorris@hbuhds.edu
Web Site	
CDS Code	30665483032943

District Contact Information	
District Name	Huntington Beach Union High School District
Phone Number	714-903-7000
Superintendent	Dr. Clint Harwick
E-mail Address	charwick@hbuhds.edu
Web Site	www.hbuhds.edu

School Description and Mission Statement (School Year 2016-17)

Huntington Beach High School (HBHS) is both a California Distinguished School and Digital High School. Considered to be the “flagship” school of the Huntington Beach Union High School District, the Oiler tradition reveals that many HBHS students, faculty and staff have parents and grandparents that are alumni! This phenomenon has shaped a school culture of shared beliefs, values and behaviors that greatly influence students, faculty, staff, parents and the community.

The mission of HBHS is to educate, prepare, and inspire our students to change the world. We have a clear vision of excellence in academics, co-curricular student life, as well as in developing students into healthy, responsible citizens. With the outstanding support from parents and the community, we aim to provide a safe and nurturing learning environment through a challenging and relevant student-centered instructional program that stimulates life-long learning, self esteem and personal integrity.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	796
Grade 10	770
Grade 11	706
Grade 12	682
Total Enrollment	2,954

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.6
Asian	9.4
Filipino	1.2
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.6
White	59.3
Two or More Races	1.6
Socioeconomically Disadvantaged	13.7
English Learners	3.2
Students with Disabilities	6.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	111	112	115	663
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	7	6	11	49

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.0	1.0
All Schools in District	98.8	1.2
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Mathematics	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Science	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
History-Social Science	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Health	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Visual and Performing Arts	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

HBHS offers a beautiful campus with adequate space for staff and students. The administration and maintenance crew continually assess the campus to maintain safety. The campus has undergone significant changes and additions. Recently a new artificial turf field was installed that eliminated some parking. Fortunately there is still a generous amount of parking available to accommodate staff and students. In the fall of 2013 a new cardio room was completed for staff and students. A new softball field was also recently completed and a new baseball stadium complete with stadium seating was opened in the spring of 2016. The football stadium was renovated in 2008 and the turf was replaced in the summer of 2016. The site continues to remain committed to technology and one wet photo lab was converted to digital photo. We have over 1,500 chromebooks for students, and continue to be issued funds for technology refresh. We were recently issued new infrastructure to ensure the site has the capability to operate all of our technology efficiently. This includes all wireless capabilities. The campus is clean and orderly and aesthetically pleasing. A site inspection is completed every 6 months, and also completed in the summer. The elevator is inspected monthly.

We also complete a fire inspection annually. Offering a safe and clean campus is expected in Huntington Beach. We are very proud of our school and its overall beauty. We continue to update our campus with artwork, and signage to brand our campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9-5-16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9-5-16				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	82	88	75	76	44	48
Mathematics	60	61	48	52	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	685	648	94.6	88.2
Male	11	333	315	94.6	83.0
Female	11	352	333	94.6	93.1
Black or African American	11	11	11	100.0	90.9
American Indian or Alaska Native	11	18	17	94.4	94.1
Asian	11	53	52	98.1	100.0
Hispanic or Latino	11	144	137	95.1	75.7
White	11	412	385	93.5	92.7
Socioeconomically Disadvantaged	11	84	78	92.9	64.9
English Learners	11	12	11	91.7	
Students with Disabilities	11	43	38	88.4	31.6

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	685	646	94.3	60.5
Male	11	333	314	94.3	58.8
Female	11	352	332	94.3	62.2
Black or African American	11	11	11	100.0	36.4
American Indian or Alaska Native	11	18	16	88.9	60.0
Asian	11	53	52	98.1	78.8
Hispanic or Latino	11	144	135	93.8	46.3
White	11	412	386	93.7	64.0
Socioeconomically Disadvantaged	11	84	79	94.0	33.3
English Learners	11	12	11	91.7	
Students with Disabilities	11	43	37	86.0	8.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76	72	70	71	73	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	756	713	94.3	69.6
Male	357	334	93.6	69.5
Female	399	379	95.0	69.7
Black or African American	11	11	100.0	36.4
Asian	73	71	97.3	81.7
Filipino	11	11	100.0	72.7
Hispanic or Latino	161	147	91.3	51.7
White	440	420	95.5	74.3
Socioeconomically Disadvantaged	116	109	94.0	45.9
English Learners	23	21	91.3	4.8
Students with Disabilities	63	57	90.5	31.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

HBHS offers the following industry sectors; Culinary Arts, Industrial Technology- Engineering, Industrial Technology- Photography, and Business Education. The CTE courses at HBHS integrate real world applications in a fun and theory based manor. These courses integrate technology, literature, math, and history into their daily activities. These activities include hands on projects that show proof of understanding and mastery of the courses and concepts. Each CTE course has their own State adopted standards and pathways many of which have a-g approval. All CTE courses at HBHS differentiate their instruction depending on the student population within the course. Each CTE sector has a career pathway for students to follow. Many of the sectors "pathways" include ROP courses that integrate internships for graduating students. These courses are popular with our special populations of students because they can manipulate their work into something that they not only understand but enjoy learning about. Real world experiences that can lead to profitable careers make these courses enticing to all students.

CTE courses may be evaluated in many ways. Many of the career/course Pathways include a career certification and/or articulation to one of the local CSU's and/or community colleges. Many of students are able to bypass the first semester of college/ vocational school because of these articulation agreements. One of the benefits of taking CTE courses is that the students have a product that they create and are able to immediately see the results of their time and effort rather than having to wait to then only receive a score without tangible evidence of their work.

The primary representative is Renee Pelkey.

Overall, our data continues to indicate more of our students are going to college, and completing college.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	597
% of pupils completing a CTE program and earning a high school diploma	86.03%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.93
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	70.1

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.1	12.7	53.3

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

HBHS has a tradition of excellence dating from 1906. This rich heritage has promoted a strong sense of community where parents and citizens want to become involved. Opportunities for involvement include our volunteer program through our Community Resource Coordinator, School Site Council, Parent University, the Car Show, Parent Latino Initiative, PTSA, a wide variety of booster groups, classroom volunteers, instructional aides, HBHS Foundation, and Academy for the Performing Arts Foundation. Parents also volunteer to assist in promoting a clean campus. HBHS is a proud recipient of the Golden Bell Award for Exceptional Parent Involvement.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.40	0.60	1.60	2.80	2.30	2.50	11.40	11.50	10.70
Graduation Rate	96.86	98.56	97.02	93.08	94.06	94.21	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	94	87	86
Black or African American	100	88	78
American Indian or Alaska Native	98	86	78
Asian	94	92	93
Filipino	100	85	93
Hispanic or Latino	89	79	83
Native Hawaiian/Pacific Islander	0	89	85
White	97	90	91
Two or More Races	88	77	89
Socioeconomically Disadvantaged	88	49	66
English Learners	36	49	54
Students with Disabilities	91	83	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	1.1	0.8	2.8	1.8	2.1	4.4	3.8	3.7
Expulsions	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, the school safety plan is updated and is submitted for approval to the Board of Trustees of the Huntington Beach Union High School District. Safety is our priority. A comprehensive school safety plan is in place. A variety of drills that address various situations (fire, earthquakes, etc.) are practiced throughout each school year and are scrutinized to ensure the safety for students, staff, and everyone affiliated with HBHS. The security staff monitors all school grounds throughout the day. Visitors are requested to check in at the front office upon arrival. The site completed a school-wide earthquake drill on 10-20-2016. Staff members are now part of a comprehensive city-wide plan that included members of the HBPD, and Huntington Beach Fire Authority. The entire District is also part of the plan that involved working with the city public safety organizations. On 1-25-16 HBPD gave a training to the staff on active shooter preparedness. In addition, HBHS is also showing tremendous success with "Text-To-Tip" which is an anonymous service that allows students, staff, and parents a way to communicate with the school regarding unsafe situations.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	36	20	63	28	24	19	65	28	24	19	65
Mathematics	31	13	21	59	32	9	22	59	32	9	22	59
Science	32	6	17	55	33	5	20	53	33	5	20	53
Social Science	30	15	13	56	31	12	19	53	31	12	19	53

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	2946
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	.166	N/A
Library Media Services Staff (Paraprofessional)	.9192	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	9.0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,650	0	\$9,650	\$91,005
District	N/A	N/A	\$9,650	
Percent Difference: School Site and District	N/A	N/A	0.0	-0.8
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	60.8	8.5

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

Types of Services Funded (Fiscal Year 2015-16)

LCFF funds, Title II, and Title V are utilized to increase student achievement and provide a supportive engaging environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training for Advanced Placement differentiated instruction, teacher training to meet “highly qualified” status, and standards-based curriculum development and alignment.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,184
Mid-Range Teacher Salary	\$88,671	\$75,179
Highest Teacher Salary	\$110,499	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$152,521	\$137,939
Superintendent Salary	\$291,843	\$217,637
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	14	N/A
Fine and Performing Arts	1	N/A
Foreign Language	6	N/A
Mathematics	10	N/A
Science	12	N/A
Social Science	19	N/A
All courses	65	.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The HBUHSD is recognized statewide for the quality of its curriculum which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects State Frameworks, teacher recommendations, community needs, and the needs of all students as they pursue post-secondary goals. We offer a comprehensive curriculum and are committed to providing professional development, as well as necessary time for staff to collaborate. An additional component is to ensure our students graduate with post-secondary options that are enhanced through our curriculum. A significant amount of time has been dedicated to comprehensive professional development for the Common Core. This includes time throughout the school year provided at the site, and also opportunities over the summer to participate in professional development. Additionally, the District has allocated funds to each site to ensure we remain focused on professional development specifically aligned to the Common Core and other focus areas.

HBHS has placed laser-like focus on common core training, and implementation. The staff is also focusing on staff-led professional development. The staff participates in the staff-led PD during the Monday morning late start days. The school has taken a teacher training teacher approach. Another example of this teacher-driven professional development is our Instructional Rounds where teachers go out and observe other teachers with a focus on best practices. This observation and reflection process has proven very valuable to the teachers who have participated.

In addition to on-campus activities which are attended by all instructional staff, the majority of HBHS teachers participate in off-campus training programs or workshops. The HBUHSD also promotes staff development through partnerships with UC Irvine, CSU Long Beach, the community colleges and a teacher training consortium in Huntington Beach. The emphasis is on all students graduating with a solid core of knowledge that will assist them in reaching their greatest potential and becoming responsible citizens.

All new teachers participate in Beginning Teacher Support and Assessment (BTSA). Teachers are also provided a significant amount of planning time to collaborate within their department, and across disciplines as well.