

# Huntington Beach High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Huntington Beach High School
<b>Street</b>	1905 Main St.
<b>City, State, Zip</b>	Huntington Beach, CA 92648
<b>Phone Number</b>	(714) 536-2514
<b>Principal</b>	Mr. Daniel Morris
<b>E-mail Address</b>	dmorris@hbuhds.edu
<b>Web Site</b>	www.hboilers.com
<b>CDS Code</b>	30665483032943

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

### School Description and Mission Statement (School Year 2017-18)

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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	770
Grade 10	796
Grade 11	706
Grade 12	674
<b>Total Enrollment</b>	<b>2,946</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.3
American Indian or Alaska Native	1.2
Asian	10.1
Filipino	1.2
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	0.6
White	59
Two or More Races	2.5
Socioeconomically Disadvantaged	13.6
English Learners	2.8
Students with Disabilities	7.2
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	112	115	115	666
<b>Without Full Credential</b>	0	0	1	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	6	11	10	55

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.		
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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%
<b>Health</b>	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
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	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 2,000 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.

We are excited that construction will begin in 2018 on solar panels throughout our entire parking lot, which help save costs and is an environmental benefit as well.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/05/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 09/05/17				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	88	90	76	78	48	48
Mathematics (grades 3-8 and 11)	61	58	52	52	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	672	649	96.58	90.14
Male	304	295	97.04	86.44
Female	368	354	96.2	93.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	70	68	97.14	91.18
Filipino	--	--	--	--
Hispanic or Latino	138	133	96.38	79.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	400	386	96.5	93.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	88	84	95.45	76.19
English Learners	43	38	88.37	52.63
Students with Disabilities	49	45	91.84	37.78

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	672	641	95.39	57.72
Male	304	291	95.72	59.45
Female	368	350	95.11	56.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	70	67	95.71	70.15
Filipino	--	--	--	--
Hispanic or Latino	138	130	94.2	40.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	400	383	95.75	62.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	88	81	92.05	29.63
English Learners	43	37	86.05	10.81
Students with Disabilities	49	41	83.67	14.63

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	72	70	73	70	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## Career Technical Education Programs (School Year 2016-17)

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 Nick Schwab.

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.31
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	69.25

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.2	16.5	66.5

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 State priority: Parental Involvement (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 2017-18)

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 HBHS Athletics 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.6	1.6	1.2	2.3	2.5	2.3	11.5	10.7	9.7
Graduation Rate	98.56	97.02	98.22	94.06	94.21	94.81	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.33	87.99	87.11
Black or African American	66.67	80	79.19
American Indian or Alaska Native	89.47	78.89	80.17
Asian	98.57	92.99	94.42
Filipino	100	85.19	93.76
Hispanic or Latino	94.92	82.33	84.58
Native Hawaiian/Pacific Islander	100	88	86.57
White	97.78	90.69	90.99
Two or More Races	100	81.94	90.59
Socioeconomically Disadvantaged	89.19	42.18	63.9
English Learners	50	42.86	55.44
Students with Disabilities	96.47	85.15	85.45
Foster Youth	0	71.43	68.19

## 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	0.8	2.0	1.8	2.0	3.1	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

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 10-13-2017. 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. 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 2017-18)

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	28	24	19	65	28	29	15	65	28	24	23	60
Mathematics	32	9	22	59	33	7	19	63	32	10	16	64
Science	33	5	20	53	32	9	12	57	32	7	13	56
Social Science	31	12	19	53	30	12	20	51	30	15	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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	2946
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	.17	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2.8	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	0.0	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,698	0	\$10,698	\$91,486
District	N/A	N/A	\$10,698	\$91,486
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	62.7	10.5

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,535	\$50,221
Mid-Range Teacher Salary	\$92,883	\$83,072
Highest Teacher Salary	\$115,748	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$158,241	\$146,114
Superintendent Salary	\$305,526	\$226,121
Percent of Budget for Teacher Salaries	34%	34%
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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	5	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	5	N/A
All courses	22	31.5

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 improving instruction and also student wellness. 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 "Open Door Days" 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 a New Teacher Induction program. Teachers are also provided a significant amount of planning time to collaborate within their department, and across disciplines as well.