

Huntington Beach High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| School Contact Information | |
|-----------------------------------|------------------------------|
| School Name | Huntington Beach High School |
| Street | 1905 Main St. |
| City, State, Zip | Huntington Beach, CA 92648 |
| Phone Number | (714) 536-2514 |
| Principal | Mr. Daniel Morris |
| E-mail Address | dmorris@hbuhd.edu |
| Web Site | www.hboilers.com |
| 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 2018-19)

Huntington Beach High School (HBHS) is a fully accredited comprehensive high school in Huntington Beach, California. 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 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 738 |
| Grade 10 | 774 |
| Grade 11 | 760 |
| Grade 12 | 682 |
| Total Enrollment | 2,954 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 1.0 |
| American Indian or Alaska Native | 0.6 |
| Asian | 11.2 |
| Filipino | 1.4 |
| Hispanic or Latino | 20.0 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 58.6 |
| Socioeconomically Disadvantaged | 18.6 |
| English Learners | 2.8 |
| Students with Disabilities | 7.1 |
| Foster Youth | 0.2 |

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 |
|---|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 115 | 115 | 115 | 662 |
| Without Full Credential | 0 | 1 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 11 | 10 | 8 | 50 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | Elements of Literature - Third Course; Holt, Rinehart, Winston; Adopted Elements of Literature - Fourth Course; Holt, Rinehart, Winston; Adopted 6/24/08 Elements of Literature - World Literature; Holt, Rinehart, Winston; Adopted 6/24/08 Elements of Literature - Essentials of American Literature - Fifth Course; Holt; Adopted 3/8/11 Language of Composition Reading, Writing, Rhetoric; Bedford/St. Martin's; Adopted Literature British 12; Holt; Adopted 11/12/13 Literature and Composition; Bedford/ St. Martin's; Adopted Theory of Knowledge - 3rd Edition; Hodder Education; Adopted Literature and Language Arts - 4th Course; Holt, Rinehart, Winston; Adopted 6/24/08 Voices of Literature Gold; Heinle & Heinle; 1996 Edge Fundamentals; Cengage/National Geographic School Pub.; Adopted 7/15/14 Edge 2014 Level A; Cengage Learning; Adopted 7/15/14 | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--------------------|--|----------------------------------|---|
| | Edge 2014 Level B; Cengage Learning; Adopted 7/15/14 | | |
| Mathematics | <p>The Practice of Statistics for AP* - Fifth Edition; W.H Freeman and Co; Adopted 7/15/14</p> <p>Fundamentals of Java; Cengage; Adopted 11/12/13</p> <p>Algebra 2 Common Cored Edition; Pearson, Prentice Hall; Adopted 11/12/13</p> <p>Math Geometry/Glencoe; McGraw Hill; Adopted 8/9/11</p> <p>Precalculus: Enhanced with Graphing Utilities - 6th Edition; Pearson; Adopted 8/9/11</p> <p>Basic Algebra; McDougal/Littel Brown; Adopted 1999</p> <p>Algebra 1-California Edition; Prentice Hall; 6/29/10</p> <p>Geometry (CA)-1st Edition; Holt; Adopted 2008</p> <p>Geometry (Acele); McGraw Hill; Adopted 2012</p> <p>Trigonometry-6th Edition; Addison Wesley; Adopted 1997</p> <p>Elementary Statistics - 4th Edition; McGraw-Hill; Adopted 2001</p> <p>Calculus for AP - 1st Edition; Cengage; Adopted 2017</p> <p>Calculus with Analytic Geometry-5th Edition; McDougal-Litton/Houghton-Mifflin; Adopted 1994</p> <p>Mathematics with Business Applications; McGraw-Hill; Adopted 2003</p> | Yes | 0% |
| Science | <p>Marine Science; McGraw-Hill; Adopted 8/14/18</p> <p>College Physics; A Strategic Approach; Pearson; Adopted 2016</p> <p>Physics; Houghton Mifflin Harcourt; Adopted 2017</p> <p>Chemistry; The Central Science; AP 13th Edition; Adopted 6/24/14</p> <p>Fundamentals of Anatomy & Physiology; Pearson; Adopted 6/24/14</p> <p>Environmental Science for AP; W.H. Freeman; Adopted 2013</p> <p>Biological Science (Fourth Edition); Benjamin Cummings/ Pearson; Adopted 2012</p> <p>Campbell Biology AP Edition (Ninth Edition); Benjamin Cummings/ Pearson; Adopted 2012</p> <p>Modern Chemistry; Benjamin Cummings/Pearson; Adopted 2012</p> <p>Science Spectrum Physical Science (CA); Holt; Adopted 2007</p> <p>Earth Science (CA) - 1st Edition; Pearson/Prentice Hall; Adopted 2006</p> <p>Physics: Principles and Problems; Glencoe; Adopted 2005</p> <p>Conceptual Integrated Science Explorations (Penguin Book) ; Addison Wesley; Adopted 2010</p> <p>Chemistry in the Community-5th edition; W. H. Freeman; Adopted 2006</p> <p>Chemistry - 6th edition; Brooks/Cole; Adopted 2003</p> <p>Physics-Principles with Applications; Pearson; Adopted 2004</p> | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| | Physics for Scientists and Engineers-9th Edition; Brooks/Cole; Adopted 2014 Biology (Macaw);Prentice Hall; Adopted 2010 Biology (CA) Cheetah; Holt, Rinehart and Winston: Adopted 2008 Higher level Physics for the IB Diploma;Pearson; Adopted 2009 Biology IB Diploma HL; Prentice Hall; Adopted 2014 | | |
| History-Social Science | Explorations in Economics; B.F. Worth; Adopted 3/8/16 The Cultural Landscape An Introduction to Human AP edition; Pearson;Adopted 3/8/16 Myer Psychology for AP-2nd Edition; Adopted 3/8/16 Psychology Principles in Practice; Houghton Mifflin Harcourt; 3/8/16 Western Civilization Since 1300 - AP Edition; Cengage Learning; Adopted 3/8/16 Give Me Liberty!; An American History;W. W. Norton; Adopted 3/8/16 Krugman's Economics for AP; B.F. Worth Publishing; Adopted 3/8/16 Government in American; Pearson; Adopted 3/8/16 Voyages in World History; Cengage Education; Adopted 8/11/15 Geography Alive! Regions and People;TCl; Adopted 3/8/16 Modern World History-Patterns of Interaction; Houghton-Mifflin-Harcourt; Adopted 3/8/16 History Alive! Pursuing American Ideals; TCl; Adopted 3/8/16 United States Government; Our Democracy; McGraw Hill; Adopted 3/8/16 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14 Psychology; 10th Edition; Worth Publishers; Adopted 6/24/14 Cultural Landscape an Introduction to Human Geography 10th edition;Pearson; Adopted 3/8/16 The American Pageant; 13th edition; TCl; Adopted 2013 Social Studies Psychology; HMH; Adopted 2018 | Yes | 0% |
| Foreign Language | Autentico 1; Pearson;Adopted 2018 Autentico 2; Pearson; Adopted 2018 Autentico 3; Pearson; Adopted 2018 Avancemos;HMH;Adopted 2018 Temas AP Spanish Language and Culture;Vista Higher Learning;Adopted 2014 Nuevas Vista Curso de Introduccion; Holt, Rinehart, and Winston; Adopted 2004 Abriendo puertas: Antologia de literatura en espanol Tomo 1: 1st Edition:McDougal Littel: Adopted 2003 Abriendo puertas Ampliando Perspectivas; Holt McDougal; Adopted 2013 | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| | <p>Bien Dit! Level 1; HMH; Adopted 2018 Bien Dit! Level 2; HMH; Adopted 2018 Bien Dit! Level 3; HMH; Adopted 2018 Bravo! 5th Edition; Thomson Heinle; Adopted 2005 Advance Placement French: Preparing for the Language and Culture Examination; Prentice Hall; Adopted 2012 Allons Au-delà! La Langue Et Les Cultures Du Monde Francophone; Prentice Hall; Adopted 2012 Adventures in Japanese 1; Cheng and Tsui; Adopted 2015 Adventures in Japanese 2 4th edition; Cheng and Tsui; Adopted 2015 Adventures in Japanese 3 4th edition; Cheng and Tsui; Adopted 2016 Adventures in Japanese 4 1st edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 2 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 2: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Chinese for Tomorrow; Cheng and Tsui; Adopted 2009 Tieng Viet men yeu A; East Side Union School District; 2010 Tieng Viet men yeu B; East Side Union School District; 2011 Conversational Vietnamese; University of Washington Press; 2003 Tieng Viet men yeu D; East Side Union School District; 2013 Tieng Viet men yeu C; East Side Union School District; 2011 Master ASL Level 1; Sign Media; 2006 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 1; McGraw Hill; Adopted 2014 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 2; McGraw Hill; Adopted 2014 Nuevas Vistas Curso Dos Holt Rinehart and Winston</p> | | |
| Health | Health; Prentice Hall; Adopted 2007 | Yes | 0% |
| Visual and Performing Arts | Photography 11th edition; Pearson; Adopted 2013 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14 | 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. | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---------|---|----------------------------------|---|
| | 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. | | |

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, Solar panels were installed across the main parking areas. We are excited that construction began in Fall 2018 on solar panels throughout our entire parking lot, which help save costs and is an environmental benefit as well. There is still a generous amount of parking available to accommodate staff and students. 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.

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: 02/07/2018 | | |
|--|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Replaced all irrigation controllers with SMART controllers; replaced HVAC units on Administration building and M/S and J bldg. |
| Interior: Interior Surfaces | Good | Replaced gym lighting with LED lighting. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Repaired all roof areas (Tremco). |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Replaced all exterior lighting with LED lights. |

Overall Facility Rating (Most Recent Year)

| | |
|--|-----------|
| Year and month of the most recent FIT report: 02/07/2018 | |
| Overall Rating | Exemplary |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in 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 | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 90.0 | 77.0 | 78.0 | 72.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 58.0 | 57.0 | 52.0 | 50.0 | 37.0 | 38.0 |

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 730 | 692 | 94.79 | 77.17 |
| Male | 339 | 320 | 94.40 | 68.75 |
| Female | 391 | 372 | 95.14 | 84.41 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 85 | 84 | 98.82 | 86.90 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 153 | 145 | 94.77 | 64.14 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 433 | 405 | 93.53 | 79.26 |
| Two or More Races | 27 | 27 | 100.00 | 81.48 |
| Socioeconomically Disadvantaged | 145 | 136 | 93.79 | 60.29 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| English Learners | 34 | 30 | 88.24 | 40.00 |
| Students with Disabilities | 54 | 42 | 77.78 | 23.81 |
| Foster Youth | -- | -- | -- | -- |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 730 | 699 | 95.75 | 56.94 |
| Male | 339 | 326 | 96.17 | 54.29 |
| Female | 391 | 373 | 95.4 | 59.25 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 85 | 83 | 97.65 | 84.34 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 153 | 146 | 95.42 | 39.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 433 | 412 | 95.15 | 57.28 |
| Two or More Races | 27 | 27 | 100 | 62.96 |
| Socioeconomically Disadvantaged | 145 | 139 | 95.86 | 40.29 |
| English Learners | 34 | 31 | 91.18 | 22.58 |
| Students with Disabilities | 54 | 47 | 87.04 | 8.51 |
| Foster Youth | -- | -- | -- | -- |

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 | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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.

Career Technical Education Participation (School Year 2017-18)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 562 |
| % of pupils completing a CTE program and earning a high school diploma | 57% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 14% |

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

| UC/CSU Course Measure | Percent |
|--|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.2 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 52.7 |

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 14.9 | 12.9 | 67.9 |

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 1.6 | 1.2 | 1.6 | 2.5 | 2.3 | 3.6 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 97.0 | 98.2 | 96.0 | 94.2 | 94.8 | 89.2 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group | Graduating Class of 2017 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 97.9 | 87.6 | 88.7 |
| Black or African American | 91.7 | 80.4 | 82.2 |
| American Indian or Alaska Native | 100.0 | 80.8 | 82.8 |
| Asian | 100.0 | 91.9 | 94.9 |
| Filipino | 100.0 | 87.5 | 93.5 |
| Hispanic or Latino | 96.4 | 80.7 | 86.5 |
| Native Hawaiian/Pacific Islander | 100.0 | 85.7 | 88.6 |
| White | 97.8 | 90.9 | 92.1 |
| Two or More Races | 100.0 | 76.1 | 91.2 |
| Socioeconomically Disadvantaged | 100.0 | 99.1 | 88.6 |
| English Learners | 46.2 | 42.0 | 56.7 |
| Students with Disabilities | 82.9 | 41.5 | 67.1 |
| Foster Youth | 0.0 | 40.0 | 74.1 |

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.8 | 2.0 | 2.0 | 2.1 | 3.1 | 2.6 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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 10-17-2018. Staff members are now part of a comprehensive city-wide plan that included members of the HBPD, HB Marine Safety, 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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 28.0 | 29 | 15 | 65 | 28.0 | 24 | 23 | 60 | 28.0 | 27 | 13 | 68 |
| Mathematics | 33.0 | 7 | 19 | 63 | 32.0 | 10 | 16 | 64 | 32.0 | 10 | 18 | 65 |
| Science | 32.0 | 9 | 12 | 57 | 32.0 | 7 | 13 | 56 | 33.0 | 6 | 12 | 57 |
| Social Science | 30.0 | 12 | 20 | 51 | 30.0 | 15 | 19 | 53 | 30.0 | 14 | 19 | 54 |

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 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1.0 | 2954 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | .17 | N/A |
| Library Media Services Staff (Paraprofessional) | .48 | 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 (non-teaching) | 9.0 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$9,750 | \$1,691 | \$8,059 | \$89,145 |
| District | N/A | N/A | \$8,092 | \$91,486 |
| Percent Difference: School Site and District | N/A | N/A | -0.4 | -2.6 |
| State | N/A | N/A | \$7,125 | \$85,815 |
| Percent Difference: School Site and State | N/A | N/A | 12.3 | 3.8 |

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

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

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$54,808 | \$50,747 |
| Mid-Range Teacher Salary | \$93,347 | \$86,127 |
| Highest Teacher Salary | \$116,237 | \$106,915 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$0 | \$136,636 |
| Average Principal Salary (High) | \$159,032 | \$150,286 |
| Superintendent Salary | \$302,000 | \$238,058 |
| Percent of Budget for Teacher Salaries | 34.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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 2017-18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 12 | N/A |
| Fine and Performing Arts | 10 | N/A |
| Foreign Language | 6 | N/A |
| Mathematics | 11 | N/A |
| Science | 12 | N/A |
| Social Science | 17 | N/A |
| All courses | 68 | 31.4 |

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 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. New this year are staff development days dedicated to collaboration in core curricular areas with our main feeder middle school Dwyer.