

La Habra High School

Relationships, Relevance, Rigor, Results



Home of the Highlanders
Student Handbook

2024-2025

La Habra High School

“Relationships, Relevance, Rigor, Results”

Administration

Principal

Steve Garcia

Assistant Principals

Hilda Arredondo

Melissa Garcia, Ed.D

Manny Macias

Andrea Brumbaugh, Ed.D

Counseling Office

Erin Murphy, Counselor (*A-Esl*)

Diana Flores, Ed. D, Lead Counselor (*Esp-Lo*)

Roy Paik, Counselor (*Lu-Re*)

Lauren Gasaway, Counselor (*Rh-Z*)

Paul Caffrey

Athletic Director

Matthew Fritter

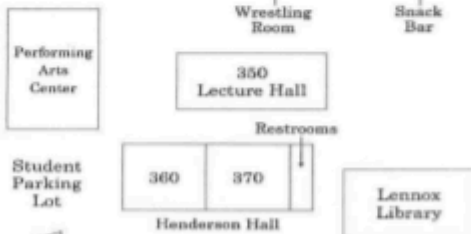
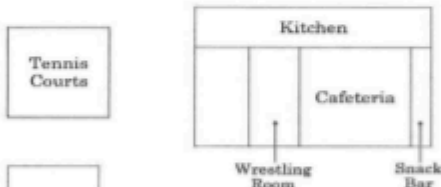
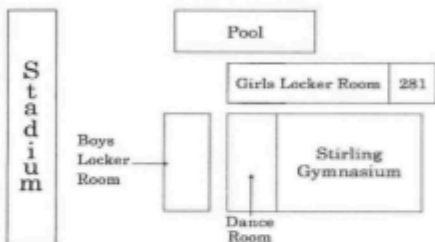
Activities Director



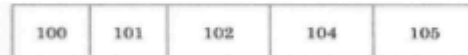
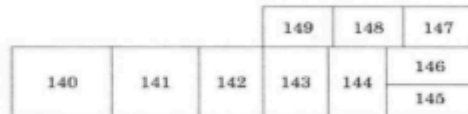
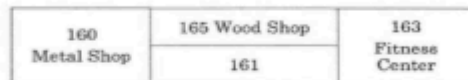
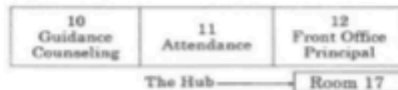
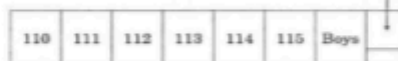
LA HABRA HIGH SCHOOL



Whittier Blvd.



Senior Park



2
Highlander Ave.

La Habra High School

"Relationships, Relevance, Rigor, Results"

Alma Mater

Hail, La Habra,

*Hail Thy sons and daughters sing
Praises of the blue and white 'til the
heavens above shall ring.*

*So carry high La Habra's name
Both win or lose, pride remains.*

*Hail to our alma mater,
Hail, hail, hail!*

LA HABRA HIGH SCHOOL

RIGOR RELEVANCE RELATIONSHIPS RESULTS

AT LA HABRA HIGH SCHOOL

WE BELIEVE THAT

**ALL STUDENTS CAN
LEARN TO THEIR FULLEST
POTENTIAL**

STUDENT LEARNING WILL BE ENHANCED BY
NATIONAL, GLOBAL, AND MULTICULTURAL
PERSPECTIVES.

**GRADUATES WILL POSSESS THE
KNOWLEDGE & SKILLS**

THAT WILL ASSURE THEIR
PROFICIENCY IN

**PROBLEM-SOLVING &
TECHNOLOGY.**

THEY WILL BE RESPONSIBLE CITIZENS AND
LIFELONG LEARNERS, AND WILL

BE PREPARED

FOR A VARIETY OF POST GRADUATION OPTIONS.



LA HABRA HIGH SCHOOL
CONTINUES TO TAKE

PRIDE

IN BEING THE SCHOOL OF
CHOICE FOR ITS INSTRUCTIONAL

EXCELLENCE,

RIGOR,

& RELEVANCE,

IN A SAFE, STUDENT-CENTERED COMMUNITY WHERE OUR STUDENTS ARE
ENCOURAGED TO BECOME

**PRODUCTIVE MEMBERS IN AN EVER-
CHANGING WORLD.**

THE MISSION OF LA HABRA HIGH SCHOOL, WHICH INCLUDES STUDENTS
AND STAFF, WITH THE SUPPORT OF THE PARENTS AND THE LOCAL
COMMUNITY, IS TO COLLABORATIVELY

**PREPARE OUR
STUDENTS FOR SUCCESS**

IN ACADEMICS, COMMUNICATION,
TECHNOLOGY, CAREERS AND SELF-
EFFICACY,

WHICH WILL ENABLE THEM TO THRIVE IN A
CHALLENGING GLOBAL ECONOMY.

LHHS HiSTEP Program

Highlander Student Targeted Enrichment Program, or HiSTEP, is designed to support students who are struggling academically as well as reward students for their academic success.

Students who have earned a D, F, or a GPA below 2.9 based on reported grades will be placed in a Study Hall or Tutorial to provide them with extra time and support to study, complete work, and improve their grades. Students earning above a 2.9 GPA and no Ds or Fs will be rewarded with Long Lunch.

Your HiSTEP placement will be reevaluated every 5-week grading period. Schedules will be updated accordingly based on academic performance.

- 1st quarter progress: 9/19 (8/12-9/16)
- 1st quarter progress: 10/24 (9/17-10/21)
- 2nd quarter progress: 11/21 (10/22-11/18)
- 1st Semester Grades: 1/9 (11/19-12/20)
- 3rd quarter progress: 2/13 (1/6 - 2/11)
- 3rd quarter progress: 3/27 (2/12-3/24)
- 4th quarter progress: 5/1 (3/35-4/28)
- 2nd Semester Grades: 6/5 (4/29-5/30)

You may not earn your way out until the end of each 5-week grading period. See schedule above for dates.

Placement in HiSTEP is also reliant upon a student's discipline, attendance, and academic record. If a student has 1 suspension, 2 or more Saturday schools, 3 or more unexcused absences (by individual period), or 6 or more accumulated tardies, he or she will lose the privilege of Long Lunch.

DIRECTIONS:

1. The week following each academic grading period (approximately every 5 weeks), your 2nd period teacher will post a roster with your new HiSTEP assignment.
2. Look at the HiSTEP class listed next to your name on this roster. You will either be assigned **Freshman Focus (first 3 Quarters of the school year only)**, **Study Hall**, **Link Crew**, or **Long Lunch**.
3. Go to your designated location identified on your schedule card when the bell rings signaling the end of 4th period. You will have approximately 5 minutes to get to your next location. If you are late, you face being sent to detention and therefore losing Long Lunch on Friday. If you do not attend your assigned HiSTEP location, a discipline consequence will be assigned by an Administrator.

FRESHMAN FOCUS:

Three days a week, Freshman Focus classes will be run as study halls. You are expected to bring material to study or assignments to work on. You must remain on task during the entire period and be working independently and silently. The other two days will be run by Link

Crew leaders where you will participate in various Link Crew activities.

IF YOU ARE ASSIGNED STUDY HALL:

All five days of study hall you will be required to bring material to study or assignments to work on. You must remain on task during the entire period and be working independently and silently. Any disruption of a quiet learning environment will result in immediate removal from study hall and relocation to the detention room. This will also result in the loss of your long lunch on Friday.

IF YOU ARE ASSIGNED A TUTORIAL:

All five days of tutorials, you will be required to bring subject-specific material to study or assignments to work on. It will be teacher discretion whether this will be a quiet learning environment or one in which you will work together. Any disruption of this learning environment will result in immediate removal from study hall and relocation to the detention room. This will also result in the loss of your long lunch on Friday.

IF YOU ARE A LINK CREW LEADER:

Go to your designated location when the bell rings signaling the end of 4th period. You will have approximately 5 minutes to get to your next location.

IF YOU ARE ASSIGNED LONG LUNCH:

You will receive a new Long Lunch sticker from your 2nd-period teacher at the start of each new 5-week period of HiSTEP. That sticker must be placed on the front of your ID card. You must show your ID card to any campus supervisors/teachers while on campus or leaving campus for lunch.

Socializing amongst Long Lunch students must take place away from the main halls as to not disturb HiSTEP classrooms. The only Long Lunch students in the HiSTEP classroom area are those that are voluntarily seeking extra help with teacher permission. If you have earned Long Lunch and would like to volunteer as an academic tutor in Tutorials, please see Ms. Vargas in Room 238 or Dr. York in Room 67.

HOW TO CALCULATE YOUR GPA:

STEP 1: MULTIPLY EACH GRADE YOU RECEIVE WITH THE VALUE LISTED:

How many I have:		Grade Points Earned
A	_____ x4	= _____
B	_____ x3	= _____
C	_____ x2	= _____
D	_____ x1	= _____
F	_____ x0	= _____

STEP 2: ADD YOUR GRADE POINTS EARNED. ADD 1 POINT FOR EACH HONORS/ AP CLASS. THE ANSWER WILL BE YOUR TOTAL NUMBER OF GRADE POINTS.

STEP 3: DIVIDE THE TOTAL GRADE POINTS BY THE NUMBER OF CLASSES YOU HAVE GRADES FOR:

La Habra HS Textbook/Chromebook Policy

- Textbooks/Chromebooks are checked out directly to students. Each student is responsible for his/ her own books/chromebook. Textbooks/chromebook must be paid for by the student even if the book was stolen or damaged by another person.
- The FJUHSD offers annual, voluntary Chromebook Insurance. If you choose not to enroll you will be financially responsible for the full cost for repair or replacement of the Chromebook.
- Protect your books/chromebook by avoiding using any liquids around them.
- Keep all textbooks covered. Please do not use any kind of sticky devices or tape on the inside covers.
- Put your first and last name inside the front cover of all textbooks in ink immediately after the check-out process.
- If a student drops a class, it is the student's responsibility to return the textbook to the library. Please do not return textbooks to your teacher for any reason.
- Students will turn in all textbooks/chromebook at the end of the year and will be charged for any damaged or lost textbooks/chromebooks.

ASB Sales and Fines

- All sales for any activities or events will be taken care of through the activities office.
- Discounts only exist if you have purchased an ASB card at the beginning of the year.
- There are no refunds for sales, unless approved by an administrator.
- Students that have fines on their student accounts will have their accounts locked and will not be allowed to make any further purchases until this balance is taken care of. This may include Homecoming, Sadie Hawkins, Prom, any new yearbook sales, Senior End of Year Activities, etc.
- There will be a fee for any returned checks, NSF, stop payment or otherwise. You may also lose the privilege of paying with a check for any further purchases.



Academic Honesty Policy

Plagiarizing and cheating are grounds for immediate dismissal at colleges and universities. They are also considered serious infractions at LHHS. Students who help others cheat or plagiarize are held to the same disciplinary process as those who commit the crime themselves. In each case, parents will be notified by the teacher, and a referral form will be sent to Administration.

Consequences may include:

- A grade of “0” on the assignment for both the student who cheated and the student who provided the assistance
- Detention
- Saturday School
- Suspension

Academic Honesty is...	Cheating is...
Using the internet and other library materials for insight and research. Rewording and rephrasing facts with proper documentation.	Copying word-for-word phrases or sentences from any source (including the internet). Not documenting information taken from sources.
Working together and discussing an assignment with classmates to develop ideas while still writing papers and completing assignments independently.	Copying portions of a classmate’s assignment or knowingly providing other students with material that can assist them in cheating.
Studying for the test with notes. Sharing ideas and notes on the material with classmates in preparation for the quiz/test.	Using any type of aid during a test that is not allowed including text messages, cheat sheets, notes, talking, wandering eye, etc.
Saying, “I do not know what is on the test” or “I’m not sharing test information.”	Sharing what is on a test or quiz you have just taken with students who still have to take it.
Having your parent/guardian sign your school paperwork.	Signing papers in your parent’s name.



Fullerton Joint Union High School District

Graduation Requirements

Total: 217.5 Units

Class	Units
English	
English 1	10
English 2	10
English 3	10
English 4	10
Social Science	
World History	10
US History	10
Government	5
Economics	5
Math (30 Units Total Required)	20
Algebra 1	10
World Language <i>or</i> Visual and Performing Arts	10
Science: (2 years required-10 Units-Physical Science & 10 Units-Life Science)	20
Geophysical Science	
Life Science	10
Physical Science	10
Electives	65
Health	2.5
Physical Education	20

FOUR-YEAR ACADEMIC/CAREER PLANNING GUIDE

Name: _____ ID# _____ Grade _____ Grad Year _____ Date _____

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Required	Taken	Required	Taken	Required	Taken	Required	Taken
English		English		English		English	
World Language or Fine Arts		World History		US History		Gov't/Econ	
Alg 1		Geometry		Alg. 2		Pre-Cal H	
Science		Science					
PE		PE					

Summer School 8-9		Summer School 9-10		Summer School 10-11		Summer School 11-12	
Health							

FJHSD GRADUATION REQUIREMENTS

40 units English
 30 units Social Science (World History, US History, Government/Economics) 3 years
 20 units Science (Life and Physical) 2 years
 30 units Mathematics (with 10 units of Algebra I)
 10 units World Lang or Fine Arts 1 year
 20 units Physical Education 2 years
 2.5 units Health
 65 units Elective Units, 217.5 total

4 years

3 years

½ year

CSU ADMISSION REQUIREMENTS

- US History & World History - 2 years US History & Social Science - 2 years
- English - 4 years
- Math - 3 years (Alg. I, Geom, Alg. II)
- Laboratory Science (Biology, Earth Sci minimum)
- Language Other Than English (2 years of the same foreign language Visual Performing Art- I full year course)
- Electives- 1 years or any college prep

UC ADMISSION REQUIREMENTS

- English - 4 years
- Math - 3 years (Alg. I, Geom, Alg. II) recommended 4 years
- Laboratory Science (Biology, Chemistry Physics - recommend 3 years)
- Language Other Than English (2 years of the same foreign language- recommend 3 years)
- Language Other Than English (2 years of the same foreign language)

University of California & California State University

Minimum Admission Requirements

	A-G Requirements	Time	UC/CSU	HS
A	History/Social Science Two years of history-social science, including one year of world history, cultures & geography; and one year of US History or one half year of civics or American government	2 Years	2 Units	20 Credits
B	English Four years of college-prep English that include frequent and regular writing & reading of classic and modern literature. No more than one year of ELS- type courses can be used to meet requirement.	4 Years	4 Units	40 Credits
C	Mathematics Three years of college-prep mathematics that include the topics covered in elementary and advanced algebra and two and three-dimensional geometry	Required: 3 Years Recommended: 4 Years	3 Units	30 Credits
D	Laboratory Science Two years of lab science providing fundamental knowledge in two of these three core disciplines: biology, chemistry, physics	Required: 2 Years Recommended: 3 Years	2 Units	20 Credits
E	Language Other than English Two years of the same language other than English. Course should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture	Required: 2 Years Recommended: 3 Years	2 Units	20 Credits
F	Visual & Performing Arts (VAPA) A single yearlong approved arts course from a single VAPA discipline: dance, drama/theater, music, or visual art	1 Year	1 Unit	10 Credits
G	College Prep Electives One year in addition to those required in “a-f” above, chosen from the following areas: VAPA (non-introductory course), history, English, advanced math, lab science, language other than English (3rd year).	1 Year	1 Unit	10 Credits

High School Code: **051325** Test Dates: www.collegeboard.com

ACT Test Dates: www.act.org Fee waivers are available. Visit Guidance Office.

SCHEDULE CHANGES

Student requests for schedule corrections are honored for the following reasons only, and these changes must be completed within the first two weeks of the semester:

1. Graduation requirements omitted from schedule.
2. College requirements omitted from schedule.
3. Failing grade in a prerequisite course.
4. Courses completed during summer school.
5. Special programs entrance (sports, band, ROP, Culinary, etc.)
6. Scheduling error

The deadline to drop a class without receiving a grade of "F" is the end of the third week of each semester. Changing levels within a course does not constitute dropping a class.

AERIES ACCESS/ PARENT PORTAL

Fullerton Union High School, along with all schools in the Fullerton Joint Union High School District uses AERIES to support student academic success by enabling parents and students online access to information such as attendance, grades, transcripts, and more via the Internet.

Parents are able to access grade information 24 hours a day, seven days a week, via AERIES. Report cards and progress reports will no longer be printed and mailed unless requested in writing.

If you have not already created an account, information will be available at the beginning of the school year. Information will be available with instructions on how to create an account to allow AERIES access. You may also come in to speak to our Front Office Personnel.

To create an AERIES account you will need:

- A valid email address
- The home telephone number of the student as listed in school records
- The student permanent identification number
- A Verification Pass Code (VPC)

GRADING

Students will receive grading reports at the end of each semester; quarter report cards are considered a progress report, with final credits being awarded only with the semester-end report card. An incomplete grade assigned by a teacher means the student has not completed all of the requirements or assignments necessary to receive a grade in the course; failure to clear the incomplete within the following semester will result in an "F" grade being assigned. A no-mark grade may be used in cases where the student has enrolled in a course too late in the grading period for a letter grade to be earned.

MAKE-UP WORK

School work missed because of excused absences should be made up within a period of time equal to that of the absence, unless extended time arrangements are made with the instructor. It is the responsibility of the student to arrange with his/her teachers for making up missed work. All work must be completed and turned in to receive a grade.

CREDIT / NO CREDIT

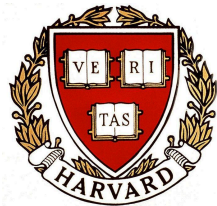
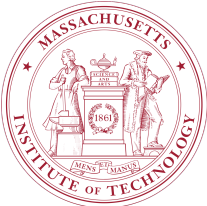
A student with parent, teacher, counselor, and administration approval may have the option to apply for credit/no credit status if stated in a student's IEP/504 Plan or if in danger of not graduating from high school during their senior year. Credit/no credit course status must be approved by the last day of the first or third quarter. See the Guidance Office for a credit/no credit form. Once credit/no credit for a course has been agreed upon, the student may not opt for a letter grade. Students may not use this option for classes in athletics, programs, or to improve GPA standing for class rank.

WITHDRAWALS

In order for a student who is under 18 to withdraw from Fullerton Union High School, a request must be made in writing by the student's parent/guardian. Students are required to check out of all classes and return all school property such as textbooks, library books and other school property before withdrawal is completed.

9th Grade Checklist

- Be on time every single day, ready to learn.
 - Meet and get to know your counselor.
 - Monitor grades and attendance on ABI/Aeries.
 - Create a 4-year plan including all A-G requirements; if in sports, check NCAA requirements.
 - Find out about all of the resources on our campus: Counseling Office, the Library, the Tutoring Schedule, etc.
 - Get involved in at least one extra-curricular activity or sport.
 - Attend tutoring sessions with your teachers in order to understand the material even more than you do right now.
 - Attend Back to School Night and Open House so that your parents can meet your teachers.
 - Plan to take the ACT Plan/Explore along with the PSAT during your high school career in order to prepare for the SAT/ACT.
 - Read! Students who read on a regular basis build a stronger vocabulary and write at a much higher level than their peers. Strong readers are more successful college students.
 - Earn C grades or higher in each of your courses to avoid repeating classes.
 - Use an agenda to keep track of your homework assignments as well as other important dates and information.
 - If you are an athlete, review NCAA Requirements.
-



10th Grade Checklist

- Be on time every single day, ready to learn.
- Monitor grades and attendance on ABI/Aeries.
- Meet with your counselor to ensure that you are on-track to graduate and up-to-date with A-G requirements. Enroll in Summer School, if needed.
- Continue to use all of the resources on campus: Counseling Office, the Library, the Tutoring Schedule, College and Career Center, etc.
- Get involved in at least one additional extra/co-curricular activity or sport.
- Move ahead with your community service hours (make sure you keep a record of all of your community services hours). This will become an important part of your college application.
- Attend tutoring sessions with your teachers in order to understand the material even more than you do right now.
- Attend Back to School Night and Open House so that your parents can meet your teachers.
- Work on your writing skills as much as possible this year.
- Plan to take the PSAT in order to prepare for the SAT/ACT.
- Keep reading! Create lists of your favorite authors and genres.
- Earn C grades or higher in each of your courses in order to be college-eligible. Aim for As and Bs to be college-competitive!
- Use an agenda to keep track of your homework assignments as well as other important dates and information.
- Most colleges and universities look at your grades beginning sophomore year, so make sure that you are doing everything possible to be a competitive applicant.
- If you are an athlete, begin signing up and register with NCAA.



11th Grade Checklist

- Be on time every single day, ready to learn.
- Monitor grades and attendance on ABI/Aeries.
- Meet with your counselor to ensure that you are on-track to graduate and up-to-date with A-G requirements.
- Continue to use all of the resources on campus: Counseling Office, the Library, the Tutoring Schedule, College/Career Center, etc.
- Stay involved in at least one activity or sport. Aim to be an officer in your club or organization and put your leadership skills to work.
- Attend Back to School Night and Open House so that your parents can meet your teachers. Attend College Night to check out your favorite universities/colleges and meet their representatives.
- Keep working on your writing skills. Test scores get you into college; writing skills get you to college graduation.
- Read all the time. Take a book with you everywhere you go.
- Plan to take the SAT or ACT this year (*2nd semester*).
- Review, plan and complete CAASPP testing during second semester.
- Earn more As and Bs than you do Cs.
- Use this agenda to keep track of your homework assignments as well as other important dates and information.
- Visit every college and university that interests you! You can do this virtually through the wonderful world of the internet. In-person trips are even better.
- Athletes expecting to play in college need to make sure that all of NCAA requirements are met and that you have registered with their website.
- Attend college visits in the Fall- College and Career Center.
- Network and Connect with teachers for future letters of recommendation.





12th Grade Checklist


- Monitor grades and attendance.
- Purchase your End of Year Senior Activities.
- Clear all fines and holds early.
- Meet with your counselor to ensure that you are on-track to graduate. If you are behind, explore your credit-recovery options.
- Complete CPR Graduation requirement.
- Attend College Visits in the College/Career center (Fall).
- Begin to outline, draft and write your personal statement for potential colleges and scholarships (Fall).
- Contact 1-2 teachers for a letter of recommendation (Fall).
- Continue to use all of the resources on our campus: Counseling Office, the Library, the Tutoring Schedule, the College/Career Center, etc.
- Stay involved in at least one activity or sport. Aim to be an officer in your club or organization and put your leadership skills to work.
- Attend College Night to solidify your application decisions.
- Make sure to find out when deadlines for early, regular, and late admission to colleges and universities.
- Plan to retake the SAT or ACT this fall if you are not happy with your score.
- Aim for As and Bs to maintain good standing for your college of choice.
- Complete Senior Survey in April/May.
- Complete the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) before March. Apply for all scholarships.
- Contact the Counseling Guidance Tech for local scholarship applications.
- Complete Local Scholarship Application(s).
- Graduate.




BELL SCHEDULE

Daily Schedule		
Period 0	7:32 AM - 8:25 AM	
Period 1	8:30 AM - 9:23 AM	
Period 2	9:28 AM - 10:24 AM	
BREAK	10:24 AM - 10:39 AM	
Period 3	10:44 AM - 11:37 AM	
Period 4	11:42 AM - 12:35 PM	
HiStep	12:40 PM - 1:04 PM	
LUNCH	1:04 PM - 1:34 PM	
Period 5	1:39 PM - 2:32 PM	
Period 6	2:37 PM - 3:30 PM	

Double 2nd Period Assembly Schedule		
Period 0	7:38 AM - 8:25 AM	
Period 1	8:30 AM - 9:17 AM	
Period 2A	9:22 AM - 10:11 AM	
Period 2B	10:16 AM - 11:05 AM	
BREAK	11:05 AM - 11:15 AM	
Period 3	11:20 AM - 12:09 PM	
Period 4	12:14 PM - 1:03 PM	
LUNCH	1:03 PM - 1:41 PM	
Period 5	1:46 PM - 2:36 PM	
Period 6	2:41 PM - 3:30 PM	

Late Start		
Period 0	8:43 AM - 9:30 AM	
Period 1	9:35 AM - 10:22 AM	
Period 2	10:27 AM - 11:17 AM	
BREAK	11:17 AM - 11:27 AM	
Period 3	11:32 AM - 12:19 PM	
Period 4	12:24 PM - 1:11 PM	
LUNCH	1:11 PM - 1:46 PM	
Period 5	1:51 PM - 2:38 PM	
Period 6	2:43 PM - 3:30 PM	

Early Release		
Period 0	7:38 AM - 8:25 AM	
Period 1	8:30 AM - 9:17 AM	
Period 2	9:22 AM - 10:14 AM	
Period 3	10:19 AM - 11:06 AM	
BREAK	11:06 AM - 11:16 AM	
Period 4	11:21 AM - 12:08 PM	
Period 5	12:13 PM - 1:00 PM	
Period 6	1:05 PM - 1:52 PM	

LHHS CAMPUS POLICIES

The following are Policies and Procedures of La Habra High School and Fullerton Joint Union High School District.

CLOSED CAMPUS

La Habra High School's campus is closed all day. The campus is closed for all students during class time and break. Students not enrolled for a full day are required to leave campus after their last scheduled class. The following rules and regulations are in effect at LHHS; violation of these rules may result in disciplinary action.

1. Students are strictly prohibited from loitering at any time in residential areas surrounding the campus.
2. Students are to use the student parking lot at the west end of campus. **You may only go to your car during lunch.** If you park in the neighborhoods, this is considered off-campus parking and you do so at your own risk.
3. **Leaving campus during break is prohibited.**
4. **Loitering or sitting in vehicles in the parking lot on campus will not be permitted. Students may not eat lunch in the parking lot.**
5. Students are not permitted to be on campuses of neighboring elementary, intermediate or high schools at lunch or at any other time that these schools are in session.
6. **La Bonita Park, west of the campus, is off-limits to students during school hours.**

OPEN CAMPUS DURING LUNCH TIME

The governing board of the Fullerton Joint Union High School District, pursuant to Section 44808.5 of the Education Code, has decided to permit the pupils enrolled at La Habra High School to leave the school grounds during the lunch period. Students may use their cars during the lunch period only. Section 44808.5 of the Education Code further states: "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."

CONTRABAND DETECTION DOGS

FJUHSd made the decision to utilize the services of "Contraband Detection Dogs or Drug-sniffing Dogs" at the campuses of all schools

within the District. The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities.

California Education Code 49050, District [Board Policy \(BP\)](#) and [Administrative Regulation \(AR\) 5805.1](#) provide for the authorization of searches to protect the health and welfare of students and staff; such that, school officials may search students, their property (backpacks), and/or District property under their control and may seize illegal, unsafe, or otherwise prohibited items.

PARKING

Students are to use the student parking lot at the west end of the campus. Tickets will be issued for improper use of the student lot, such as reckless driving, illegal parking, and excessive speed over the limit of ten miles per hour. Students may go to their cars in the parking lot at lunch only. A Parking Permit fee will be charged for parking in the student lot. Students park at their own risk. Vehicles will be ticketed (or towed) if parked in the student parking lot without a valid permit.

BICYCLES, SKATEBOARDS, SCOOTERS, & OTHER WHEELED VEHICLES

In order to maintain safety on campus and to reduce the likelihood of accidents, bicycles, skateboards, scooters, or any other wheeled vehicles are not permitted to be used or ridden on campus at any time. Should a student use a bicycle, skateboard, or scooter as transportation to and from school the following will apply:

- Parking of bicycles, skateboards, or scooters on campus is restricted to the bike racks. Students are not permitted to carry their skateboards or scooters with them on campus during the school day. Students may temporarily leave their items in the front office.
- It is the responsibility of the student to properly secure bicycles, skateboards, or scooters using their own lock.
- Students who fail to follow these guidelines may be subject to disciplinary action which includes administration confiscating the item and requiring a parent/guardian to pick them up.

- Students using the parking lots and bike racks do so at their own risk. Neither LHHS nor the Fullerton Joint Union High School District assumes any liability for theft or damage.

CODE OF STUDENT CONDUCT

In order to ensure a safe and orderly environment, all students are subject to the La Habra High School progressive discipline policy and Education [California Education Code 48900](#). As a student interacts with staff members, teachers, counselors, and administrators on discipline matters, measures will be clearly communicated to the student and the parents. The Progressive Discipline policy is a cumulative process extending over the entire semester and - in some cases - the entire academic year.

The California Education Code governs all public schools in California. Section 48900 states that pupils are subject to the jurisdiction of school rules:

1. While on school grounds
2. While coming to or going from school
3. During the lunch period, whether on or off-campus
4. During, or while going to or coming from, a school-sponsored activity.

REASONS FOR SUSPENSION/EXPULSION - CA Ed Code 48900

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Possession or sale of any firearm, weapon, knife, explosive, or other dangerous objects(including replicas).
- Offering, arranging, or negotiating to sell an alcoholic beverage, intoxicant, or controlled substance. Selling, delivering, or furnishing a liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant of any kind, or otherwise furnishing to a person an imitation.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damages to school or private property.
- Stealing, or attempting to steal school or private property.
- Possessing or using tobacco, or products containing tobacco or

nicotine.

- Habitual profanity, obscene acts, or vulgarity.
- Possessing, offering, arranging, or negotiating to sell and drug paraphernalia.
- Disrupting school activities or willful defiance.
- Knowingly receiving stolen school or private property.
- Possessing an imitation firearm.
- Committing or attempting to commit a sexual assault or sexual battery.
- Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding.
- Offering, arranging to sell, negotiating to sell, or selling of a nonprescription or prescription drug.
- Engaging in, or attempting to engage in, hazing.
- Engaging in the act of bullying, including, but not limited to, bullying by means of an electronic act.
- Aiding or abetting in the infliction of physical injury to another person.
- Committing sexual harassment.
- Causing, attempting to cause, threatening to cause, or participating in an act of hate violence.
- Intentionally harassing, threatening, or intimidating, creating a hostile educational environment.
- Making terrorist threats against school officials, and/or school property.

The following violations of EC 48915(c) require mandatory suspension and a recommendation for expulsion:

- Possessing, selling or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault.
- Committing sexual battery.
- Possession of an explosive.

DISCIPLINARY CONSEQUENCES

Notification of detention and Saturday school will be provided to students and parents either by a paper form or by electronic means including email and/or Parent Square. Unless approved by administration, students must serve all assigned consequences. A student

who does not serve an assigned detention or Saturday School receives progressive discipline resulting in additional detentions, Saturday School, and/or loss of extracurricular privileges. Students who fail to arrive on time or otherwise serve detention and Saturday School in their entirety for any reason other than pre-approved consent from administration will be subject to additional disciplinary action.

- Detentions:

Assigned for tardies and minor classroom/campus infractions

- Saturday School: (8 am-12 pm)

Assigned for unserved detentions, attendance infractions (truancies), serious classroom/campus infractions

- Loss of extracurricular privileges:

Exclusion from dances, rallies, and other school activities

Assigned for unserved Saturday School. Once a student clears their hours, they will be taken off the list.

- Suspension/Expulsion:

Assigned for violations of Ed Codes 48900 and 48915(c)

DISTRICT POLICY ON DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. The District's policies on discrimination, harassment, intimidation, and bullying can be accessed on the District's Web site. The policies include:

BP/AR 0415 – Nondiscrimination

BP/AR 1312 – Complaints Regarding Discrimination

BP/AR 5500 – Conduct

BP/AR 5642 – Anti-Bullying

BP/AR 5645 – Sexual Harassment

1. The District prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of

these actual or perceived characteristics. Bullying is defined in Education Code Section 48900(r).

2. School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation, or bullying, provided it is safe to do so.

3. Acts of discrimination, harassment, intimidation, or bullying should be brought to the attention of the administration.

4. You may make an anonymous complaint through the StopIt app, completing a statement with an administrator. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.

6. Students who violate the District's policies on discrimination, harassment, intimidation, and bullying may be subject to discipline, including suspension and expulsion.

7. The District prohibits retaliation against individuals who make complaints or provide information related to such complaints.

SEXUAL HARASSMENT

The School Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any student-related activity. Students should immediately contact a staff member if they feel they are being harassed. Any student who engages in the sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action that may include suspension and/or expulsion. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Public displays of affection can also constitute sexual harassment. Please refrain from these behaviors in public and on campus.

CONDUCT AT ATHLETIC GAMES AND SCHOOL-SPONSORED ACTIVITIES

All students are reminded that school-sponsored activities, whether at school or off-campus, are under the jurisdiction of the school regulations governing proper conduct, including the dress code. Smoking and drinking are strictly prohibited. Violation of the law or school regulations

at any school function will result in disciplinary action up to and including suspension and/or expulsion.

DANCES

Students are expected to adhere to all LHHS Student Behavior Expectations in this handbook at all dances and school sponsored activities and events. Purchasing a ticket to an event means that you agree to adhere to these student expectations. Purchasing a ticket does not guarantee your admittance to an event and the administration reserves the right to withhold admittance to an event due to a student's current behavior/suspension/attendance. Students may not attend dances if they have outstanding fines, behavioral or attendance issues. Students who choose not to adhere to the behavior expectations may be asked to leave and may also receive additional consequences. Dancing must be appropriate as deemed acceptable by school personnel or chaperones.

ATHLETICS

La Habra High School is legendary for their athletic programs and phenomenal coaches. Participation in extracurricular programs at La Habra High School is a privilege available to students who maintain the standards of citizenship, personal conduct, and academic achievement of representatives of the school.

ATHLETIC ELIGIBILITY

As required by California law, our Board of Trustees has adopted academic eligibility standards for participation in extracurricular activities. Student athletes must review the information below carefully to understand the necessary guidelines for participation in extracurricular activities at La Habra High School.

These academic requirements do not apply to summer activities but the athletic clearance for eligibility remains a requirement and must be completed by all participants.

General Summary of Requirements:

- Student athletes must have a minimum 2.0 grade point average (GPA) in order to participate. This is not a cumulative GPA--it is the GPA from the preceding quarter grading period.
- In addition to the requirements established by our District, student athletes must meet CIF eligibility requirements.

- Student athletes must demonstrate satisfactory citizenship. The citizenship requirement states that student athletes may not receive more than two U (Unsatisfactory) marks on a report card.
- If the student athlete does not achieve a reported GPA of at least 2.0 he/she is then considered ineligible but may continue to play as long as their coach and guardian sign the [Athletic Eligibility Probationary Period Contract](#). Athletes may use this contract twice: once in either their freshman or sophomore year and once more in either their junior or senior year.
 - Juniors and seniors will receive a second probation if they used a probation 9th or 10th grade year.
 - Seniors who used a probation their junior year WILL NOT receive another if needed their senior year.
 - A sophomore who used probation their freshman year will not be eligible to use their next one until their junior or senior year.
- If the student athlete does not achieve a reported GPA of at least 2.0 at the quarter immediately following the probationary period, he/she is then considered ineligible and will not become re-eligible until he/she achieves the required GPA in the succeeding quarter.
- Student athletes must pass and earn full credit in at least four classes during the previous quarter or a total of 20 credits.

GUEST PASSES

Students who wish to bring a guest age 19 or younger who does not attend LHHS to any dance must complete a dance guest pass request.

All guests are also expected to adhere to the LHHS Student Behavior Expectations in this handbook. Students above the age of 19, or who are more than one year removed from high school, are not permitted at our school dances. LHHS Administration reserves the right to deny any guest from attending our school dances for any reason. All students and guests must present a current valid picture ID with date of birth when buying tickets and upon entering the dance. If a student and/or a student's guest is picked up more than 15 minutes after the scheduled end of any dance they may be denied attendance to the following dance, including Prom. Students bringing a guest must purchase their tickets at least one day prior to the event. Dance guest passes are available at the activities window. Students wishing to go to a dance at another school should bring their guest pass to the APSA. The student must be in good standing with regard to behavior, grades, and attendance for the guest pass to be signed.

INAPPROPRIATE ITEMS

Backpacks, notebooks, agendas, folders, magazines, or papers in the possession of students may not promote tagging, gang, or party activity. Tagging or drawing graffiti on these items is also prohibited. **Students may not be in possession of permanent markers for any reason.**

Any pocket knives, lighters, or any other dangerous object is not allowed on campus at any time. Consequences may include Saturday School, Suspension, and/or Expulsion from La Habra High School, and FJUHSD.

LOSS/DAMAGE OF PERSONAL PROPERTY

Gym lockers are made available for student use while in school. Students are responsible for the security of their lockers. As lockers are not totally safe from break-in or vandalism, it is strongly recommended that valuables not be left in them at any time. Personal belongings, school books, chromebooks, equipment and materials checked out to the students are the responsibility of the students. In the event that a theft occurs, students must fill out a theft report in the Activities Office. The school will take every reasonable action possible within our resources to protect student property, but neither the school nor the Fullerton Joint Union High School District is responsible for losses occurring from anything placed in these lockers or any other location on the campus, whether during the school day or after school hours.

ANTI-BULLYING POLICY

La Habra High School is committed to preventing and stopping school bullying and other hateful behaviors, this includes cyberbullying. Any content on social media that becomes an issue on campus can result in a school consequence. Ed Code 48900 now has specific language that prohibits any bullying and/or cyberbullying act.

Bullying as defined by www.stopbullying.gov - A federal government website managed by the U.S. Department of Health & Human Services.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

What is Cyberbullying?

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

www.stopbullying.gov

District Hotline -

“Keep our Schools Safe Hotline” 1-800-924-SAFE (7233)

If you feel you are a victim of bullying, you may report the incident to the administration and/or the School Resource Officer.

Consequences for being a bully may include, Detention, Saturday School, removal from sport teams and or membership to school related clubs, Suspension and/or Expulsion from La Habra High School and FJUHSD. If the issue becomes a legal issue, it will be forwarded to the La Habra Police Department.

DRESS CODE

The Board of Trustees believes that appropriate student dress contributes to a productive and safe learning environment. Thus, while on campus, or at any school-sponsored event, students shall be dressed in a manner that

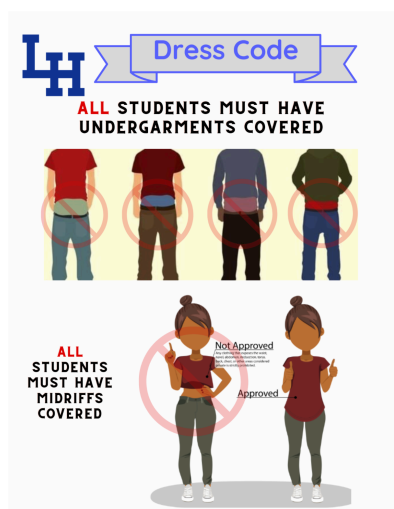
does not adversely affect the instructional program nor violate reasonably acceptable standards for decency as determined by AR 5650. Students' clothing should not present a health or safety hazard that would interfere with the educational process, and students should wear clothes that are suitable for the school activities in which they participate. The principles of the student dress standards and guidelines for student dress can be found in [Administrative Regulation 5650 \(AR 5650\)](#).

General Guidelines

1. Clothing worn by students will be opaque and appropriately cover the student's body.
 - a. Student clothing must cover undergarments, or where undergarments typically would be, at all times.
 - b. Clothing must cover all areas of the midriffs when arms are down. Minimal exposure of the belly button is permitted when raising arms or moving.
 - c. Clothing must not expose cleavage, buttocks, or genitals.
 - d. Clothing must not have holes or gauze/transparent fabric that exposes undergarments or skin that otherwise should not be exposed.
2. Clothing worn by students will align with the instructional purpose and meet safety requirements.
 - a. Students may be required to wear additional safety attire when directed by an instructor to align with class standards (e.g., wood shop, science lab, physical education).
 - b. Students may be permitted to wear otherwise prohibited clothing (e.g., midriff bearing) when directed by an instructor to align with an activity (e.g., sports' uniforms, theater costumes).
3. Hats and headwear are permitted when they align with the following standards:
 - a. Student's face must always be visible to the staff.
 - b. Hats or headwear may not interfere with the sight of any students or staff.
 - c. During in-classroom instruction, a teacher may direct a student to remove headwear at any time unless the headwear is such that it is a cultural item (e.g. yarmulkes, turbans, hijab). Teachers may also direct a student to a different seat if the hat causes a visual obstruction to other students.
 - d. Gang affiliated headwear or clothing are prohibited. Any

- hats with an M, W, or Raiders logo may not be worn.
4. All clothing and accessories (including hats) are prohibited from:
 - a. Advocating violence or referencing criminal activity (including, but not limited to, the use of drugs or alcohol).
 - b. Including pornography, hate speech (as defined in law). For the purpose of this policy, hate speech includes, but is not limited to racially derogatory names or words, caricature pictures, derogatory or exclusionary phrases.
 - c. Including images or language that creates a hostile or intimidating environment for any protected class.
 - d. All clothing and accessories are prohibited from causing a disruption to the educational environment.
 5. Clothing must be worn for the purpose it is intended.
 - a. Students may not wear clothing in an unintended way. For example, flags may not be worn as clothing (clothing made from flag fabric is permitted). Skirts may not be worn as dresses.

VIOLATIONS OF THE DRESS CODE WILL RESULT IN IMMEDIATE DISCIPLINARY ACTION, which could include, a detention, Saturday School or suspension.




STUDENT DELIVERIES/ITEM DROP OFF

La Habra High School’s front office staff cannot accept deliveries of any kind for students. This includes but is not limited to: lunches (DoorDash, Postmates, GrubHub, etc.), balloons, flowers, cupcakes, etc. La Habra High School and the Fullerton Joint Union High School District are not responsible for any items left for students.

LOST AND FOUND

The Lost and Found is located in the Front Office. If property is lost or stolen, an incident report may be completed and filed with the APSA. LHHS is not responsible for items left in the Lost and Found.



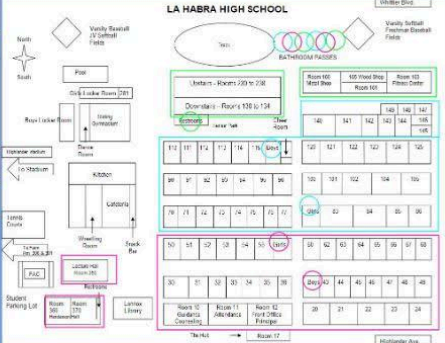
LA HABRA HIGH SCHOOL


HOME OF THE HIGHLANDERS

HALL PASS

MUST HAVE PASS WITH YOU AT ALL TIMES

RESTROOM LOCATIONS





LA HABRA HIGH SCHOOL

HOME OF THE HIGHLANDERS

HALL PASS

MUST HAVE PASS WITH YOU AT ALL TIMES

Remember to have your physical hall pass with you at all times & use the restroom that is located closest to your classroom.

HALL PASS

Students may NOT use the restrooms during the FIRST 10 minutes after class starts and the LAST 10 minutes before class ends. These are critical times during a high school class as students are receiving important information regarding their lesson for the day and important notices for the next day. Students are also given time during their passing period to use the restroom or get a drink of water which means that they should not need to do either of these things for at least 10 minutes after having time to accomplish them. Students will use the 5-Star Digital Hall Pass System provided by the classroom teacher. The 5-Star Digital Hall Pass will only allow a 7-minute

pass to the CLOSEST restroom near their classroom (see map above for hall pass and classroom locations). Restrooms will be regularly monitored by LHHS staff for continued safety and sanitation.

ATTENDANCE POLICIES AND PROCEDURES

The Attendance Office is open from 7:15 am to 4 pm.

Personal Items

The Attendance Office cannot accept flowers, balloons, money, personal belongings and similar items on students' behalf. Thank you for not delivering, or having these items delivered to the school.

Excused absences are:

Verified Illness, Medical Appointments, Recognized Religious Observances, Court Appearance and Funerals.

To Clear Absences:

Absences may be cleared by contacting the Attendance Office directly at (562) 266-5012 or (562) 266-5013, leaving a message or submitting a note written and signed by the parent/guardian. If you leave a message please state the student's name, ID number and the date and reason for the absence. All absences must be cleared within three (3) days or the absence will be considered unexcused. After three days a note may be submitted to the Attendance Office and will be reviewed by the assistant principal for approval. Approval after three days is not guaranteed.

If you are submitting a note please make sure to include the following:

- Students name, students grade, the date of the absence, the reason for the absence, signature of parent/guardian and parent/guardians contact number

Please be aware that we do not accept notes written by students and signed by the parent/guardian. Parents are welcome to write notes in their native language and doctor's notes are always accepted. If a student is absent for more than three (3) days due to illness, a doctor's note may be required. In addition, we cannot clear absences by email.

Early Release:

Parents may call the attendance office the day they need their student released or send a note with their student indicating the reason and time of release. All notes must be signed and dated with parent/guardian signature and contact information. With the high volume of visitors, telephone calls & messages to the attendance office, we cannot guarantee prompt releasing of students. We recommend parents call at least 30 minutes in advance.

You may report your student's all day absence by leaving a message on the 24 hour attendance hotline at (562) 266-5013.

If you have any concerns or questions regarding your student's absences, please contact our Assistant Principal of Student Services at (562) 266-5030.

No students should be allowed out of their classroom during the first and last 10-minutes of class.

TARDY POLICY

Promptness to class is considered an important factor in the student's development. In addition, punctuality is necessary to the educational process because it reduces interruptions, increases time on task, and minimizes duplication of instruction. The Tardy Policy below reflects this philosophy.

First - Third Tardy

The teacher assigns detention and reviews the problem with the student, advising him/her of the potential citizenship grade reduction and potential future Saturday School assignment.

The teacher speaks with a parent/guardian informing him/her of the problem, as well as the potential citizenship grade reduction and potential future Saturday School assignment.

Students may receive Detentions and/or Saturday schools every time they are tardy to class.

Sixth Tardy

After receipt of referral from the teacher, the administrator issues a two-hour Saturday School assignment and speaks with parent/guardian.

The student may receive an “N” (Needs Improvement) citizenship grade.

Ninth Tardy

After receipt of referral from the teacher, the assigned administrator issues a four-hour Saturday School assignment and speaks with parent/guardian. The assigned administrator may hold a meeting with students and parents. The student may receive a “U” (Unsatisfactory) citizenship grade.

Twelfth Tardy

After receipt of referral from the teacher, the assigned administrator may issue a one-day suspension. A parent conference is held before the student returns to school. Other consequences and meetings will take place with the administration and counseling team if this behavior continues.

As the student continues to have issues being on time to class, the teacher may follow with a detention for every time the student is tardy.

The outlined 4 steps are the various points at which an administrator will be involved in the process and help to notify parents of the seriousness of the tardy situation.

A citation for truancy may be given by LHPD if students are not in school at the appropriate times.

HEALTH SERVICES

On-site health services are limited to first aid procedures, primarily ice and bandaids. Students should report to the LVN office or the Attendance Office if they are feeling ill or have been injured. Parents will be contacted and/or emergency services called as warranted.

The health office cannot administer medications to students without a Medical Treatment Form on file that has been signed by both the parent and the student’s doctor. Medical Treatment Forms can be picked up from the LVN’s office.

Students are to be clean and free from contagious diseases:

- If student cleanliness is an area of concern, students will be assisted by the school nurse for assistance and/or resources.
- Students are expected to demonstrate positive personal hygiene

habits such as brushing teeth, wearing clean clothes, and washing frequently enough that there is no clear and obvious odor from the student or student's clothing.

ELECTRONIC DEVICES AND PERSONAL ITEMS

Cell phones and other electronic devices may not be used during instructional time unless a staff member has given permission. If brought to school, cell phones may not be used during instructional time unless a staff member has given permission. Phone must be silent, not on vibrate. Devices are not to be visible or on, for any reason during instructional time unless staff has given prior approval. This applies to earphones as well. Laser pointers are strictly forbidden. These rules apply from the moment a student steps onto the campus until the student leaves campus at the end of the day.

Students in violation of their classroom teacher's cell phone policy may receive the following consequences:

- Detention
- Saturday School
- Phone confiscated and turned in to the office to be picked-up by student after school
- Phone confiscated and turned in to the office to be picked-up by parent
- Suspension

The Administration of La Habra High School strongly encourages all students to leave electronic devices at home. Expensive Smartphones, iPods, and other electronic devices are particularly tempting targets for theft. Parents are strongly encouraged to forbid their students from bringing these pricey gadgets to school.

La Habra High School is not responsible for personal items brought to school that are lost or stolen on campus.

TITLE 1 PARENT AND FAMILY ENGAGEMENT POLICY

2.0 With approval from the local governing board, La Habra High School has

jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Specifically, in developing the School-Level Parent and Family Engagement Policy, La Habra High School utilizes the school-specific data analysis and parent responses to the annual LCAP survey that are part of the annual LCAP development process. In addition, the School Site Council (SSC) works with school staff to develop the School Plan for Student Achievement (SPSA) which helps serve as the annual guiding document for addressing the overall needs assessment that is detailed in the SPSA. Parents and family members provide input and feedback to school staff through other groups including booster clubs, PTSA, the English Learner Advisory Committee (ELAC), and through less formal informational meetings.

The policy is distributed through the student handbook, site newsletters, it is linked on the school website, and it is included in the SPSA, and hard copies of the policy are available in the administration office.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how La Habra High School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a. The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

La Habra High School convenes an annual meeting on or before Back to School Night to inform parents of La Habra High School's participation in the Title I program and of the requirements and rights of parents to be involved. This is also part of the recruitment efforts of the school to build a robust and representative School Site Council. Parents and families are invited through the schoolwide parent communication portal that

is part of the student information system, Aeries.

- b. The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Parents who are unable to attend the annual meeting, and who indicate that they wish to participate, are offered an opportunity to meet at another, more flexible meeting date and time including mornings during the school week. If child care or transportation is needed, the school will arrange for either or both. Parents indicating the need to have the meeting in their primary language are provided interpretation services so that they may participate fully with all other family members.

- c. The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

La Habra High School utilizes the School Site Council meetings, which are held every month, to plan, review, and improve the school's Title 1 program, including the planning, review and improvement of the parent and family engagement policy and the joint development of the SPSA.

- d. The school provides parents of participating children with the following:

- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

This happens at the annual Title 1 meeting and at each SSC meeting. Meeting minutes are posted on the school website and school newsletter as the occasion arises.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

La Habra High School, keeps a list, as well as copies, of the curriculum that is used at the school. Parents may review the curriculum upon request. Curriculum is provided in two general forms, primary and supplementary curriculum. Primary curriculum includes the resources that have been Board approved for basic instruction in a given course. Supplemental curriculum is approved by the Administrative Council and is used as desired to enhance the primary instructional curriculum. All curriculum utilized by the school adheres to state content standards. Most curriculum provided to students is digital and is included on each student's Chromebook, also provided by the school. Student progress is measured through various and appropriate forms depending upon the course of study. Typically, a mixture of both summative and formative assessments is used to measure student progress and they may take the form of traditional tests, performance-based assessments, student projects and other assessments that are appropriate to a given subject area. Parents and families may review the achievement levels of the challenging state academic standards on the [California School Dashboard](#) linked here.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parent meetings are held regularly throughout the school year and always include opportunities for parents and families to provide suggestions and to participate in decisions related to the education of their children. In addition, parents and family members may request meetings with administration and their student's counselor at any time in addition to the annual counselor meeting to ask questions, make recommendations, or to express concerns.

e. If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available

to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

The school submits a draft of the SPSA to the District every year that is approved by the SSC. If the plan is not satisfactory to a majority of the parents of the SSC, those parents may comment as to why or what portions of the plan are not acceptable and those comments are included with the draft that is sent to the District.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a. The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

La Habra High School assists parents and families in understanding the state standards, state assessments in English, math, and science, the Title 1 program, and how to monitor their student's progress as well as how to work with teachers and the school to improve the achievement of their children through several means. The school hosts Back to School Night and Open House where parents and families may receive information on each of the areas listed above as well as many other topics that relate to their student's success and engagement. Assistance is further provided through newsletters, the Student Handbook, the school website, parent information meetings, PTSA, ELAC, etc. Translation and interpretation services are offered in the census languages of the school to assist parents and families. Technical assistance is also offered when needed in filling out forms for student enrollment and other required documentation.

b. The school provides materials and training to help parents work with their children to improve their children's achievement, as

appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Parent institutes and parent information meetings are offered to assist parents and families in understanding and utilizing the Parent Portal within the Aeries student information system as well as the technology used by students in accessing and completing assignments through their assigned Chromebook.

c. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

School staff are trained annually in the value and utility of parent contributions and comments prior to the beginning of the school year. Principal secretaries meet regularly to address, among other things, parent comments/concerns that can benefit the efficiency and effectiveness of the school in meeting student and family needs. PTSA works with the staff to identify and address concerns. The same is true for ELAC, where parents of English Learners (EL) work with staff to improve the overall educational program for EL students. Parents are represented in the SSC, PTSA, booster clubs, foundations, ELAC, and informally to ensure that the school and parents/families are partnering together in educating students.

d. The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Parents have access to and technical support in filling out online enrollment forms, and other required documents. Parents are encouraged to participate in the ELAC, PTSA, booster clubs, parent institute through the school newsletter, emails, social media blasts, and on the website.

e. The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Information related to the school and parent programs, meetings, and other activities is sent to parents in English, Spanish, and Korean, the census languages of the school. Parents requesting or requiring translation/interpretation services in another language may request it and, where practicable, such services will be provided. Interpretation services are offered in numerous languages at formal meetings and, with prior notification are provided on an individual

f. The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

The school provides other reasonable support for parent involvement on a case-by-case basis as needed.

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, [*La Habra High School*], to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]) Information related to the school and parent programs, meetings, and other activities is sent to parents in English, Spanish, and Korean, the census languages of the school. Parents requesting or requiring translation/interpretation services in another language may request it and, where practicable, such services will be provided.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

The school commits to:

- Provide high-quality, approved curriculum that is based on state standards.
- Provide high-quality instruction through appropriately credentialed teachers utilizing best instructional practices that are research-based.
- Provide instruction that meets the unique needs of exceptional students.
- Provide an instructional environment that is safe, clean, and free of discrimination.
- Provide academic and other supports as needed for students to meet the challenging state academic standards
- Provide a learning environment that is welcoming and embraces all students.

Parents will be responsible for supporting their children's learning by:

- Attending parent information meetings and counselor meetings
- Utilizing the Parent Portal in the Aeries student information system
- Volunteering where practicable in booster clubs, PTSA, ELAC, SSC, and other areas of leadership
- Informing the school of changes in student information and student needs
- Ensuring their students attend school regularly and on time.
- Supporting school rules related to dress code, acceptable behavior, and acceptable academic integrity.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement (20 U.S.C. § 6318[d][2][A])

School counselors will conduct annual academic counseling for each student. However, students and parents may request additional counseling sessions at any time by setting up an appointment with the student's counselor at a time that is mutually agreed upon to discuss issues related to student progress, college applications, financial aid, careers, etc. In addition, the school annually holds financial aid information and application sessions to assist families in applying for federal student aid. The school also sponsors college and university visits throughout the school year to provide students with information on a variety of post-high school institutions of learning, including technical schools and career opportunities.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

The school sends out progress reports to parents through a mid-quarter progress report, quarter progress report, and the semester grade report each semester in accordance with Board Policy and Administrative

Regulations. Other progress reports are sent to parents as required by an IEP or 504 plan. In addition, parents may monitor their student's progress for each class they attend through the parent portal of the Aeries student information system.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities (20 U.S.C. § 6318[d][2][C])

Parents and family members have access to their student's teachers through the school website that lists the staff members and their contact information. Families may also request a meeting with a student's teacher, their counselor, or administration. Parents may request the opportunity to observe their student in class; however, certain restrictions may apply and requests will be addressed on a case by case basis.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (20 U.S.C. § 6318[d][2][D])

Parents will be informed of school calendar deadlines, events, and meetings through a variety of means that include, but are not limited to emails, social media posts, the school website, phone calls, newsletters, flyers, etc. Where practicable, written communications will be provided in English, Spanish, and Korean. Such communications are published almost daily in one form or another by the school. Formal notifications will be sent in accordance with local, state, and federal requirements.



5 Star

5-Star Students is a program LHHS uses to track and encourage student engagement. Studies show that when students are involved, they are more likely to perform better academically, have fewer disciplinary issues, and attend more school days. 5-Star Students can help school officials keep track of rosters, event attendance, positive behaviors, check in for tutoring, surveys/voting, and even hall passes! Staff or students can scan student ID cards (school issued or digital ID) to record participation and award points. Students can view their account on the school webpage or by downloading the 5-Star Students app.



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