

La Habra High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

Karl Zener, Principal

Principal, La Habra High

About Our School

Contact

La Habra High
801 West Highlander Ave.
La Habra, CA 90631-3720

Phone: 562-266-5001
E-mail: kzener@fjuhsd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Fullerton Joint Union High
Phone Number	(714) 870-2800
Superintendent	Scott Scambray
E-mail Address	sscambray@fjuhsd.org
Web Site	www.fjuhsd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	La Habra High
Street	801 West Highlander Ave.
City, State, Zip	La Habra, Ca, 90631-3720
Phone Number	562-266-5001
Principal	Karl Zener, Principal
E-mail Address	kzener@fjuhsd.org
County-District-School (CDS) Code	30665143033362

Last updated: 1/25/2017

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

Nestled in a valley, bordered by the sprawling Los Angeles metropolis and the affluent suburbs of Orange County, lies the city of La Habra. Known as Orange County's best-kept secret, the City of La Habra continues to enjoy a unique small town flavor reminiscent of its earlier rural lifestyle. The population of the city is slightly over 62,000 with an ethnic distribution of 25% caucasian, 70% Hispanic and 5% other. The median household income is \$61,702 with over 13% of the population living below the poverty line. Most families have resided in the area for several generations and include graduates from La Habra High School dating back to 1954 when the school opened. Residents take great pride in their community and their local high school which they attended, their children attended, and for many, their grandchildren attend. Numerous staff members are alumni, who have chosen to dedicate their careers to their alma mater, and raise their families in the beloved City of La Habra.

As a comprehensive high school, La Habra High School offers a wide range of academic programs and support to meet the various needs and interests of the student population. Through rigorous and multifaceted curriculum pathways students meet graduation requirements and prepare for college and post graduate careers. Specialized academic programs such as Heritage Humanities Magnet Program (Golden Bell award winning program); Marketing and Business Academy (MBA), Golden Bell award winning program); Navy JROTC; FFA: Agriculture; Fire Police and Forensics Academy; and G-cademy; provide a framework within a family setting where students feel safe and secure to explore their individual potential and academic goals. Guidance, mentoring and support are provided to ensure all students are set up for success through programs such as HiSTEP, LINK Crew, and High School & College Readiness. Specialized, targeted support is provided to students within Special Education, English Learner, and SED subgroups who face additional academic and personal challenges.

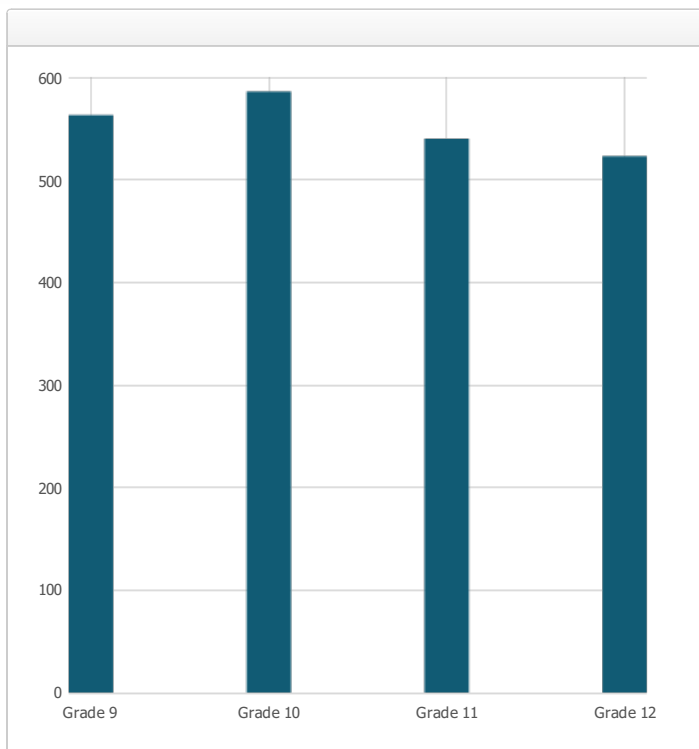
Students have the opportunity to explore personal interests and talents via the school's HiARTS and outstanding athletic programs, which include over 20 CIF Team Championships, 39 Freeway League Championships, and 3 State CIF Team Championships. The school's Theater Guild has produced Award winning fall/spring musicals, which have been the recipients of multiple MACY and CAPPIES awards. Instrumental Music programs, including the Highlander Marching Band, Jazz Ensemble, Drum Line, and Symphonic Band consistently receive the highest ratings while participating in local festivals and competitions.

Over the past four years, La Habra High School's staff has made a concerted effort to ensure La Habra High is a great school for all students. During this time, the school has been designated as one of America's Best High Schools by US News and World Report and awarded a Silver Medal for four years in a row, placing La Habra High in the top 5% in the nation. La Habra High School has also been recognized twice as a California Distinguished School, 2016 Golden Bell recipient, and National Blue Ribbon Nominated School. In the spring 2016, staff administered over 1110 Advanced Placement exams to students, a 36% increase over the previous 3 years and over a 54% increase from 5 years ago. Increased student achievement has led to outstanding standardized assessment results. Significant gains have been observed from students in all subgroups. La Habra high School was the only comprehensive high school in Orange County to make AYP in two consecutive years. The school's academic success, specialized programs and nurturing environment has made La Habra High School a destination school for a vast number of students from Orange, Los Angeles and Riverside counties.

Last updated: 1/25/2017

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

Grade Level	Number of Students
Grade 9	563
Grade 10	586
Grade 11	540
Grade 12	523
Total Enrollment	2212



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	0.3 %
Asian	1.7 %
Filipino	0.8 %
Hispanic or Latino	69.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	24.5 %
Two or More Races	0.9 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.7 %
English Learners	7.5 %
Students with Disabilities	7.5 %
Foster Youth	0.2 %

Last updated: 1/17/2017

A. Conditions of Learning

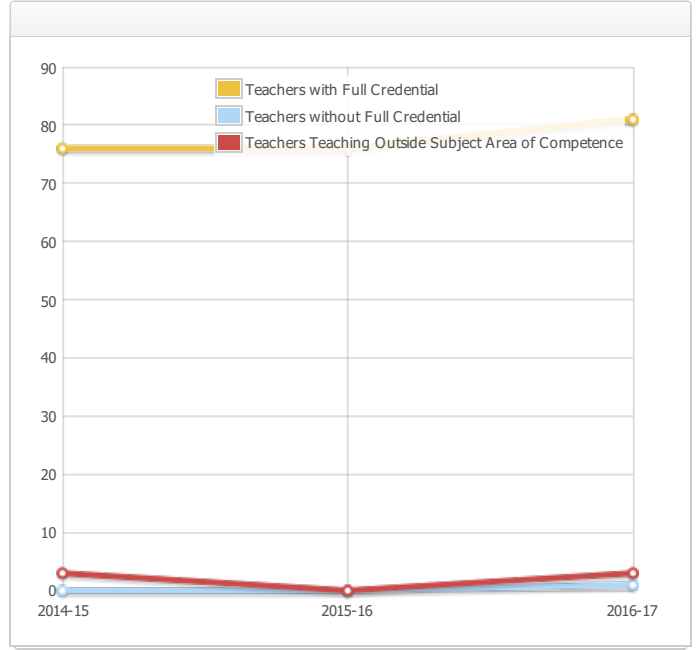
State Priority: Basic

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

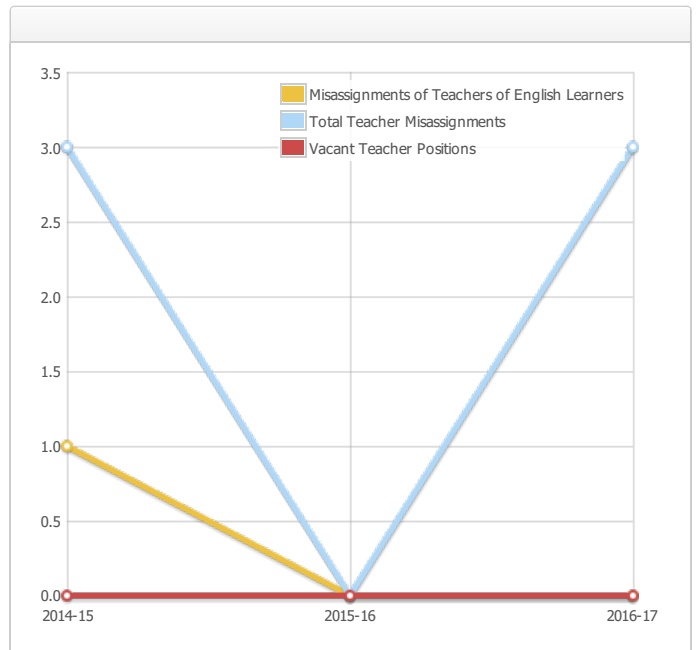
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	76	76	81	549
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	3	35



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	3	0	3
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.

Last updated: 1/25/2017

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.0%	1.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	96.0%	5.0%

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

Last updated: 1/25/2017

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

Year and month in which data were collected: May 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument to inspect the condition of the buildings and grounds on the campus quarterly. The results of this survey are available in the principal's office or in the Business Services office at the District Education Center.

School Buildings

La Habra High School was built in 1954. In the last decade, construction included a new classroom building, which houses science and core curriculum state-of-the-art classrooms. Modernization projects included restroom renovation, classroom renovation that included air-conditioning and heating systems, lighting, and technology improvements. The infusion of Digital High School funds has added a local area network providing library media center and classroom connections to the Internet, voice mail, and computer supported instruction. La Habra High School has adequate grounds and custodial personnel to maintain a clean, orderly, and safe school. Monies are allocated, as appropriate, to ensure the campus is safe and supports student learning. The District's Service Center is responsive to maintenance needs at the school.

As school funding decreased in recent years, deferred maintenance funding decreased as well. The short-term reduction in deferred maintenance funding is slowly being restored as the financial climate in schools continues to improve. In November, 2014, the tax-paying community of the District supported Measure I, a school facilities bond estimated at \$175 million. These funds will be used over the next several years to improve school facilities throughout the District.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The principal, and assistant principal of instruction/operations, work with the custodial staff members to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air condition, electrical systems, interior or exterior painting, and floor systems. For the 2014/15 school year, the District budgeted approximately \$525,000 for the deferred maintenance program.

Deferred Maintenance Projects

During the 2008/09 school year, modernization was completed at all of the six comprehensive high schools in the District. This work included upgrades to classrooms and restroom facilities, as well as making improvements to grounds and landscaping. With the completion of the modernization, all educational facilities in the District are in good condition and repair.

2009/10 saw the completion of construction on a new 60,000 square foot facility that houses the District's continuation and alternative high schools. This school will provide all students in the District with exceptional facilities.

During 2015/16, as in previous years, the sites have been inspected by District maintenance staff three times a year. These inspections check all facilities for cleanliness, upkeep, and safety. Necessary repairs and routine maintenance are addressed as needed based on the results of inspections.

Last updated: 1/25/2017

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
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
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 1/25/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	64.2%	69.0%	65.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	42.0%	35.0%	45.0%	43.0%	33.0%	36.0%

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.

Last updated: 1/25/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	528	519	98.3%	64.2%
Male	255	248	97.3%	58.9%
Female	273	271	99.3%	69.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	358	353	98.6%	59.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	132	97.8%	75.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	142	97.9%	49.3%
English Learners	30	29	96.7%	10.3%
Students with Disabilities	47	43	91.5%	18.6%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/19/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	528	518	98.1%	34.8%
Male	255	247	96.9%	32.8%
Female	273	271	99.3%	36.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	358	353	98.6%	30.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	132	97.8%	44.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	142	97.9%	21.1%
English Learners	30	29	96.7%	--
Students with Disabilities	47	42	89.4%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/19/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	41.0%	42.0%	63.0%	57.0%	57.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/19/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	581	547	94.2%	42.2%
Male	329	310	94.2%	44.5%
Female	252	237	94.1%	39.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	57.1%
Filipino	--	--	--	--
Hispanic or Latino	419	394	94.0%	35.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	131	124	94.7%	61.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	187	176	94.1%	29.0%
English Learners	41	35	85.4%	0.0%
Students with Disabilities	34	26	76.5%	19.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

Last updated: 1/19/2017

Career Technical Education Programs (School Year 2015-16)

Forensics Police and Fire Academy-

Recognized by "Project Tomorrow" and Court TV's "Forensics in the Classroom," The Forensics, Police and Fire Academy is a comprehensive, four-year UC approved program designed to prepare students in the Forensics, Police and Fire Sciences. This program offers an interdisciplinary approach in the core areas of Science, English and History classes. In addition, FPFA offers courses which include; Introduction to Fire Technology Forensics, EMR, EMT, Photography and Visual Communications (ROP class). The advisory committee is comprised of the following industry professionals: Mike Hinson (Law Enforcement) and Jeff Bernier (Fire Fighter/Emergency Medical Technician) Charles Fanning (Criminal Science/Forensics). Program success is measured by program enrollment and program completers.

G-CADemy -

A "Green" Building and Design career program that emphasizes environmentally sound practices and integrates rigorous standards-based academics courses and work-based learning opportunities to prepare students for careers in engineering, architecture and construction. This program offers an interdisciplinary approach in the core areas of Science, Math, Art, English and History classes which prepares students for internships and post-graduation studies in architecture. Pathways meet the entrance requirements of Cal-State and UC systems. The advisory committee is comprised of industry professionals such as Doug Sawyer (Association of Builders and Contractors), Ken Starkman (Dean of Technology Engineering, Fullerton College) , and Kathy Johnson (Vital Link), Program success is measured by program enrollment, program completers and the number of students who enter related internships and are accepted to college within a related course of study.

Agricultural Science & Mechanical Technology-

This program offers students a variety of college preparatory science classes that follow state standards while developing an understanding of agriculture, California's largest industry. Students are provided the opportunity to raise livestock animals, develop premier leadership skills, and participate in a variety of FFA events. LHHS is one of the last comprehensive schools in the state that continues to offer agriculture, metal technology and fabrication as part of the agriculture program. The advisory committee is comprised of the following industry professionals: Juan Garcia (representative of Agriculture Mechanics Industry), Derek Flor (representative of Metal Fabrication Industry), Skip Larson (representative of Horticulture Industry), Tony Miller (representative of Agriculture Education), Dr. Glenn Pyne (representative of large/small Veterinarian Medicine). Program success is measured by program enrollment and program completers.

Last updated: 1/25/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	311
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	94.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/25/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	40.4%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.1%	23.0%	44.3%

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

Last updated: 1/25/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The Fullerton Joint Union High School District (District) made an extensive effort to consult with and garner input from every stakeholder group in the development of the LCAP. Throughout the months of December, 2013; January and February, 2014; District leadership met with student groups, parent organizations, and local bargaining units in separate meetings at each school. Each group worked through an exercise where they were asked how the District schools can improve student outcomes as they relate to the eight State priorities identified in Education Code 52060. Responses were collated and common themes presented themselves, giving the District comprehensive and timely input into the development of the LCAP. The LCAP, as it went through several drafts, was revised as the District received comments from parents and other stakeholder representatives of the District Advisory Committee (DAC) and from parents of the English Learner (EL) students through the District English Learner Advisory Committee (DELAC).

A Districtwide advisory committee was created which included representatives from all schools and the community. The District Advisory Committee (DAC) was made up of parents, students, teachers, classified staff members, administrators, parents of English learners, parents of foster youth, parents of low-income students, and parents of students with disabilities. Parents of students from all ethnic/racial backgrounds were invited to participate in the DAC. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented to the DAC in two meetings, one held April 22, 2014, and one held May 13, 2014. Attendees of the DAC were given a draft of the LCAP and the opportunity to make comments to the Superintendent. The Superintendent responded in writing to each comment from the committee on the LCAP. Administration at each of the sites invited parents and employee representatives to be on the committee.

The District presented the opportunity for parents of English Learners (EL) to review and comment on the LCAP in a series of three meetings: April 10, 17, and May 12, 2014. The DELAC representatives were invited from the various English Language Advisory Committees (ELAC) at each of the District schools. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented.

State Priority: Pupil Engagement

Last updated: 1/25/2017

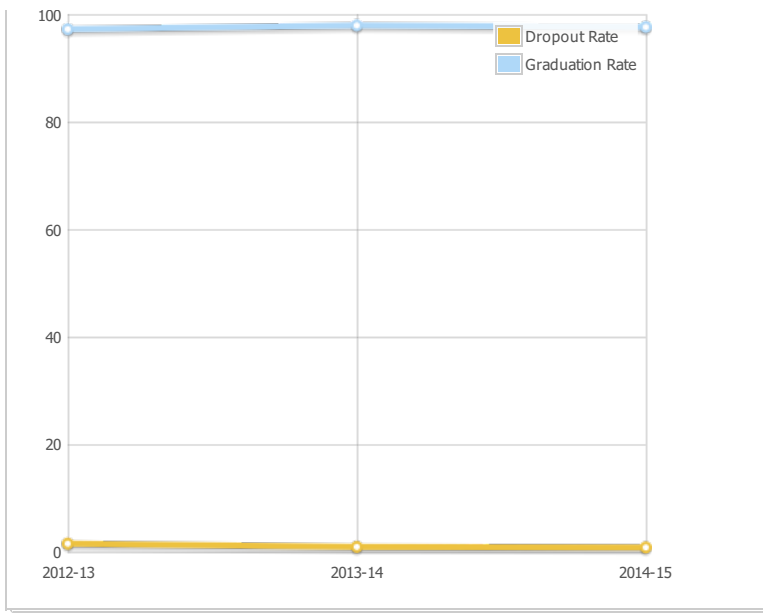
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.5%	0.9%	0.8%	4.3%	3.5%	3.0%	11.4%	11.5%	10.7%
Graduation Rate	97.20	97.90	97.60	91.90	93.40	97.40	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/25/2017

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

Student Group	School	District	State
All Students	98	93	85
Black or African American	88	83	77
American Indian or Alaska Native	100	83	75
Asian	90	99	99
Filipino	100	97	97
Hispanic or Latino	97	91	84
Native Hawaiian or Pacific Islander	0	67	85
White	100	96	87
Two or More Races	100	94	91
Socioeconomically Disadvantaged	98	90	77
English Learners	44	50	51
Students with Disabilities	97	78	68
Foster Youth	--	--	--

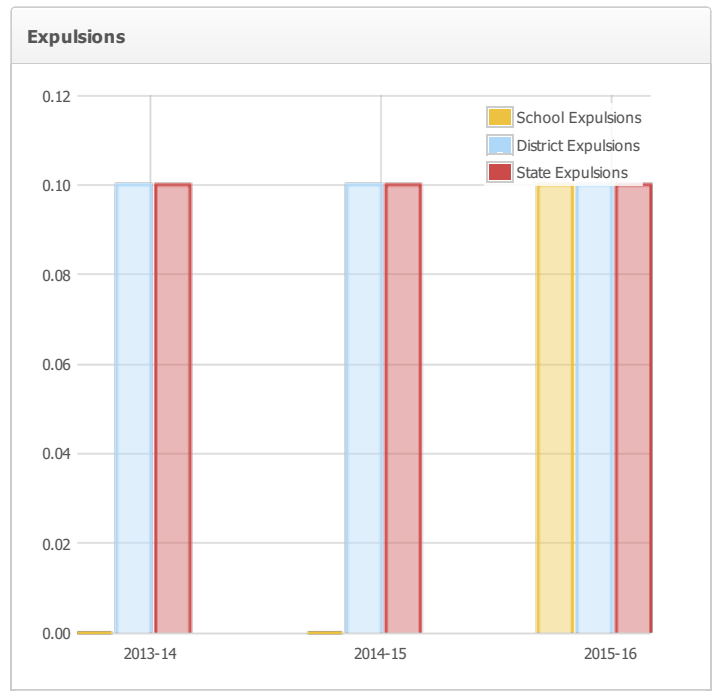
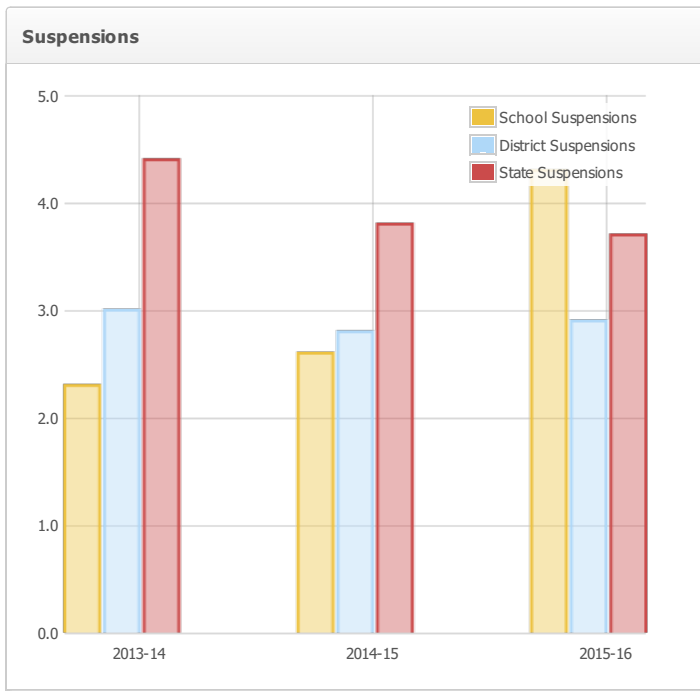
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.3	2.6	4.3	3.0	2.8	2.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/25/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	25	26	42	29.0	15	30	39	31.0	12	23	36
Mathematics	31.0	9	24	37	33.0	3	23	41	32.0	8	20	37
Science	30.0	12	9	34	33.0	6	7	39	32.5	5	14	38
Social Science	31.0	9	18	33	32.0	7	13	37	31.0	7	18	29

* 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.

Last updated: 1/31/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	737.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist (non-teaching)	1.8	N/A
Other	1.0	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.

Last updated: 1/25/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7479.0	\$887.0	\$6592.0	\$91918.0
District	N/A	N/A	\$7784.0	\$91578.0
Percent Difference – School Site and District	--	--	-15.0%	-4.0%
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	13.8%	15.3%

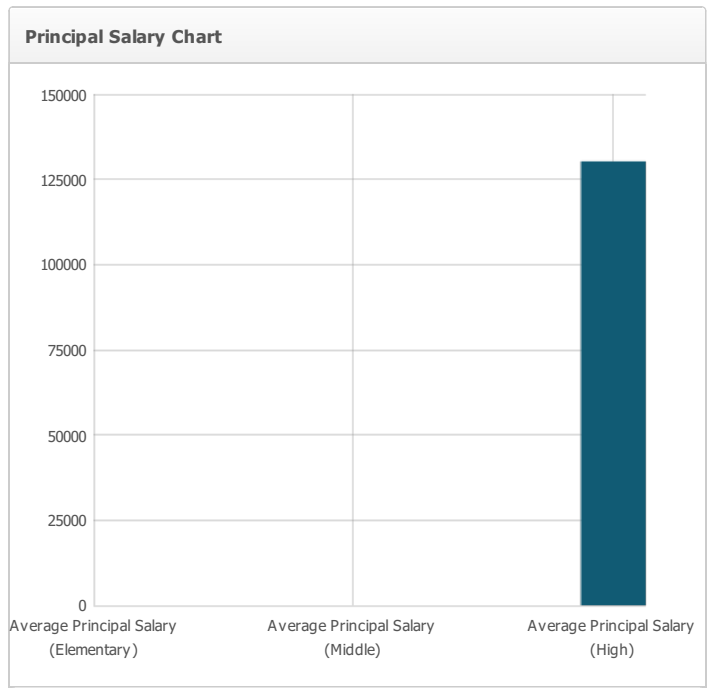
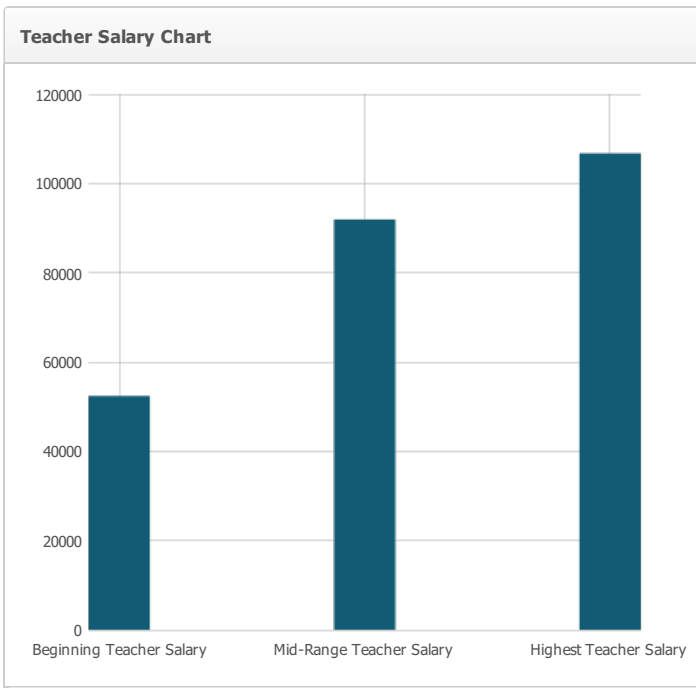
Note: Cells with N/A values do not require data.

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,373	\$46,184
Mid-Range Teacher Salary	\$91,918	\$75,179
Highest Teacher Salary	\$106,734	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$130,273	\$137,939
Superintendent Salary	\$235,294	\$217,637
Percent of Budget for Teacher Salaries	39.0%	35.0%
Percent of Budget for Administrative Salaries	8.0%	5.0%

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



Last updated: 2/1/2017

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	6	N/A
All Courses	23	32.0%

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

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

Last updated: 1/25/2017

Professional Development

Dr. Karl Zener was appointed Principal of LHHS for the 2011/12 school year. The administrative team includes four assistant principals. The Leadership Council consists of the department chairs, the program leads, and the administrators. The School Site Council is also actively involved in the decision-making process at the school and membership includes teachers, classified staff members, students, parents, and the principal.

Parent participation at LHHS can be observed in almost every aspect of campus life. Parents are represented on the following District and school policy-making groups: School Site Council, Principal's Advisory Board, WASC, Title I/EL Advisory Committee, and Budget Study Committee. Booster clubs are also an important key to the success of the school.

LHHS offers students a comprehensive program in both the academic and co-curricular areas. Standards-based instruction and data-driven decision making are stressed. The school offers a wide range of subjects and programs to meet students' varying needs and interests. All students take the core curriculum to meet graduation requirements and to prepare them for the challenges of life beyond high school. The goal of the LHHS faculty and staff is to equip all students with a college ready transcript. Special programs exist for students with identified special needs (Special Education, Title I, English Language Development).

Academic courses that prepare students for admission to the University of California/California State University system, and private universities are available to students who indicate that multiple preference. Advanced Placement (AP) and honors level courses are offered as part of the regular curriculum.

Navy Junior Reserve Officers' Training Corps (NJROTC) is available to all students. The cadets learn to follow and lead. The goal of NJROTC is to build better and more productive citizens. Regional Occupational Program (ROP) classes are offered and help with college and career preparation. Students may also select to enroll in the Heritage Humanities Magnet and Marketing and Business Academy. Guidance staff members work closely with students, parents, and instructional staff members to ensure that each student is enrolled in a course of study aligned with his/her individual career goals.

Staff members at LHHS are dedicated to fostering the intellectual, emotional, physical, and social growth of all students. Students are treated as valuable members of the learning community. Highly skilled staff members work to create an engaging and challenging curriculum designed to promote academic success for all students. Faculty and staff members at LHHS believe that professional development is a critical component in maintaining a positive and enriching learning environment. Instructional staff members are involved in determining the focus of staff development as well as providing the leadership for various sessions. Staff members are also encouraged to participate in conferences/workshops, which provide the latest information, and trends in education.

Three full instructional days are designated for professional development activities. The Staff Development Plan addresses the key LHHS goals, which are to increase student achievement by improving literacy (reading and writing), to improve student achievement on the State tests, address special needs students with IEPs, 504, and SDAIE, and to encourage more students to enroll in the schools' most rigorous courses, such as, Advanced Placement and Honors classes.

The purpose of the PLC is to review the practices and procedures in the school while ensuring alignment with content standards and a consistent focus on student learning and achievement.

All departments are committed to an awareness of the various learning styles of students. Staff development in recent years has highlighted aligning department curricula with State and District standards and frameworks, cooperative learning, Specially Designed Academic Instruction in English, technology, Learning Walks using consultation from Elevated Achievement Group (EAG), and Classroom Instruction That Works instructional strategies. In addition, Common Core and Next Generation Science Standards (NGSS) professional development has and continues to be implemented for LHHS staff members. The administration and staff incorporate the concept of the Professional Learning Community (PLC) into the school's mission, vision, and goals. The purpose of the PLC is to review the practices and procedures in the school while ensuring alignment with content standards and a consistent focus on student learning and achievement.

Last updated: 1/31/2017