

La Habra High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

Internet Access

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

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 2018—19)

| District Contact Information (School Year 2018—19) | |
|--|--|
| District Name | Fullerton Joint Union High |
| Phone Number | (714) 870-2800 |
| Superintendent | Scott Scambray |
| E-mail Address | sscambray@fjuhsd.org |
| Web Site | www.fjuhsd.org |

| School Contact Information (School Year 2018—19) | |
|--|--|
| 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: 1/23/2019

School Description and Mission Statement (School Year 2018—19)

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.

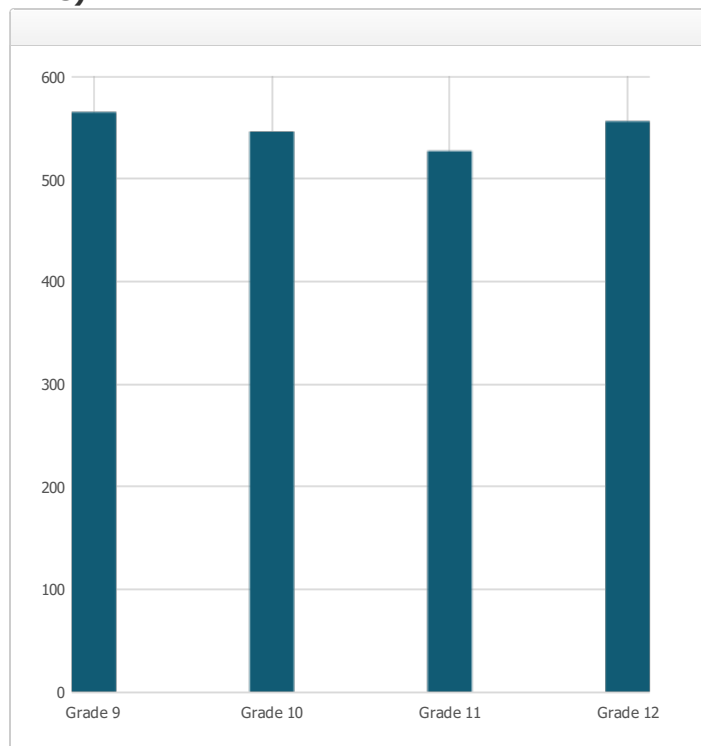
Students have the opportunity to explore personal interests and talents via the school's HiARTS and outstanding athletic programs, which include over 20 CIF Team Championships, 39 Freeway League Championships, and 3 State CIF Team Championships. . The school's Theater Guild has produced Award winning fall/spring musicals, which have been the recipients of multiple MACY and CAPPIS 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, 2018 Golden Bell recipient, and National Blue Ribbon Nominated School. In the spring 2017, staff administered over 1008 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: 1/24/2019

Student Enrollment by Grade Level (School Year 2017—18)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 565 |
| Grade 10 | 546 |
| Grade 11 | 527 |
| Grade 12 | 556 |
| Total Enrollment | 2194 |



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.1 % |
| American Indian or Alaska Native | 0.1 % |
| Asian | 1.7 % |
| Filipino | 1.3 % |
| Hispanic or Latino | 72.1 % |
| Native Hawaiian or Pacific Islander | 0.5 % |
| White | 21.1 % |
| Two or More Races | 0.8 % |
| Other | 0.3 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 53.0 % |
| English Learners | 6.6 % |
| Students with Disabilities | 7.3 % |
| Foster Youth | 0.5 % |

A. Conditions of Learning

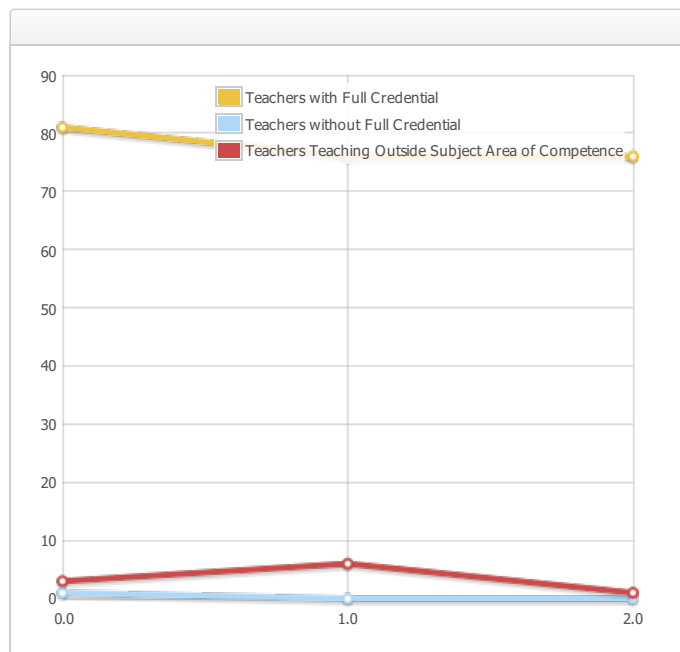
State Priority: Basic

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

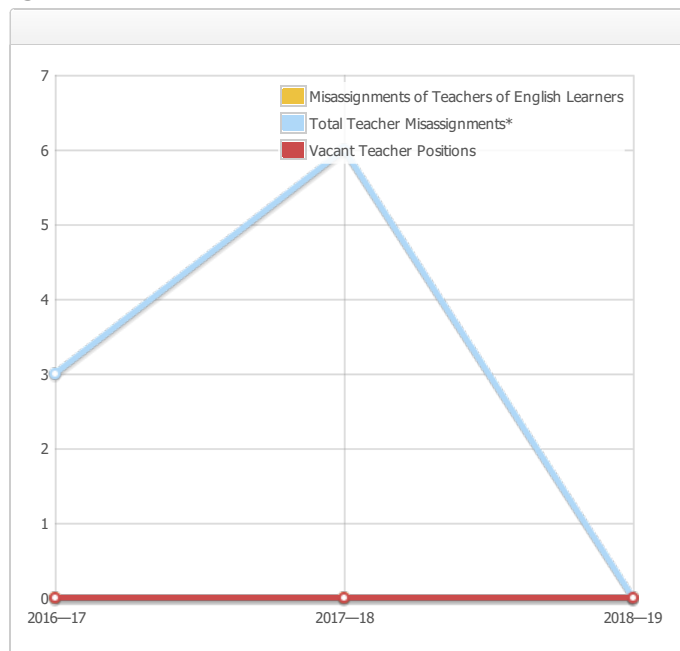
| Teachers | School 2016 —17 | School 2017 —18 | School 2018 —19 | District 2018— 19 |
|---|-----------------------|-----------------------|-----------------------|-------------------------|
| With Full Credential | 81 | 76 | 76 | 514 |
| Without Full Credential | 1 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 3 | 6 | 1 | 6 |



Last updated: 1/17/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016— 17 | 2017— 18 | 2018— 19 |
|--|-------------|-------------|-------------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 3 | 6 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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

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

Last updated: 1/17/2019

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

Year and month in which the data were collected: October 2018

| 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: 1/15/2019

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 Bond 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. Projects include: new stadium, renovated gym and small theater, renovated kitchens and a new 500 seat performing arts facility.

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: 1/15/2019

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 | Good | |
| 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 | Exemplary |
|----------------|-----------|

Last updated: 1/15/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 64.0% | 57.0% | 69.0% | 62.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 35.0% | 33.0% | 44.0% | 42.0% | 37.0% | 38.0% |

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

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

Last updated: 1/23/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 530 | 529 | 99.81% | 56.52% |
| Male | 271 | 270 | 99.63% | 49.26% |
| Female | 259 | 259 | 100.00% | 64.09% |
| Black or African American | 16 | 16 | 100.00% | 56.25% |
| American Indian or Alaska Native | | | | |
| Asian | 13 | 13 | 100.00% | 61.54% |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 368 | 367 | 99.73% | 51.23% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 118 | 118 | 100.00% | 73.73% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 274 | 273 | 99.64% | 45.42% |
| English Learners | 77 | 77 | 100.00% | 11.69% |
| Students with Disabilities | 37 | 37 | 100.00% | 21.62% |
| 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/23/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 528 | 527 | 99.81% | 33.02% |
| Male | 271 | 270 | 99.63% | 30.37% |
| Female | 257 | 257 | 100.00% | 35.80% |
| Black or African American | 16 | 16 | 100.00% | 31.25% |
| American Indian or Alaska Native | | | | |
| Asian | 12 | 12 | 100.00% | 75.00% |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 367 | 366 | 99.73% | 27.05% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 118 | 118 | 100.00% | 47.46% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 273 | 272 | 99.63% | 23.90% |
| English Learners | 77 | 77 | 100.00% | 6.49% |
| Students with Disabilities | 36 | 36 | 100.00% | |
| 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 (i.e., achieved Level 3—Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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Last updated: 1/23/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Introduction to Automotive Technology—

In this class, students learn how to identify, use, and maintain automotive tools for specific jobs. They study all of the basic automotive systems, including brakes; electrical systems, front-wheel drive transaxles, and rear-wheel drive transmissions. They learn how to change fluids, perform safety inspections, and document service needs and procedures. Students also learn how to disassemble, inspect, and service drum and disc brakes, change and rotate tires, perform transmission service on manual and automatic transmissions, and inspect heating and cooling systems. Students learn how to work on cars efficiently and perform all tasks safely, following OSHA rules.

Automotive Technology—

In this advanced class, students learn how to use diagnostic equipment to find operational faults, document the faults, and repair them. They perform service and repair on a variety of steering systems; align wheels and diagnose problems based on tire wear patterns; repair tires, diagnose and repair all types of brake systems and refinish brake drums; understand, diagnose and repair electrical systems malfunctions; perform battery service; repair or replace ignition systems and all lights on the car; understand and repair mechanical engine functions, computerized functions and fuel systems, and repair driveline components and systems, and much, much more. This class articulates with local community colleges.

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 2015-16 SARC - La Habra High Page 11 of 22 Last updated: 1/25/2017 Last updated: 1/25/2017 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.

Medical Careers--

Students learn how to take a patient's vital signs, including blood pressure, temperature, and heart rate. They learn about diverse medical and health occupations found in hospitals, community health centers, and clinics. They study the roles and responsibilities of various health care providers. This class prepares students for further study in health care professions.

AP Computer Science Principles--

AP Computer Science Principles is an introduction to computer science that covers the seven big ideas of the College Board's AP-Computer Science Principles curriculum framework, including creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact.

Agriculture Earth Science--

Agriculture Earth Science introduces students to the study of the Earth and includes such topics as astronomy, geology, oceanography, meteorology and climatology. Through a variety of activities and laboratory experiments, students gain further insight into the basic principles and concepts that govern the earth. Students will develop an understanding of the complexities of the California Agriculture industries and the application of physical science concepts in Agriculture and their significance to the quality of life. FFA participation and hands-on projects are integral parts of this class. This course satisfies the physical science graduation requirement and UC "g" and CSU "g" requirements.

Agriculture Biology--

Agricultural Biology is a laboratory science course, designed for the college-bound student that deals with the life functions and interrelationships of plants and animals. The course focuses on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and diseases, and the ecological relationship among plants, animals, and humans. Students will be involved in an agriculture project as a "hands-on" activity. Participation in FFA activities is an integral part of this course. Agricultural Biology satisfies the FJUUSD life science graduation requirement, UC "d" and/ or "g" requirements.

Agriculture Economics--

Agricultural Economics focuses on the vast business structure that comprises California's largest industry. It will provide a thorough understanding of the economics, marketing, management, government services, and international implications of this state's agriculture industry. Participation in the FFA organization and hands-on projects are integral parts of the class.

Last updated: 1/24/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 397 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 93.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100.0% |

Last updated: 1/23/2019

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.5% |
| 2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission | 53.5% |

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 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 9 | 20.5% | 17.4% | 38.2% |

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: 1/23/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

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 January and February, 2017; 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 four meetings; December 12, 2018; January 22, February 20, and March 12, 2019. 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 four meetings: December 19, 2018; January 23, February 27, and March 20, 2019. 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

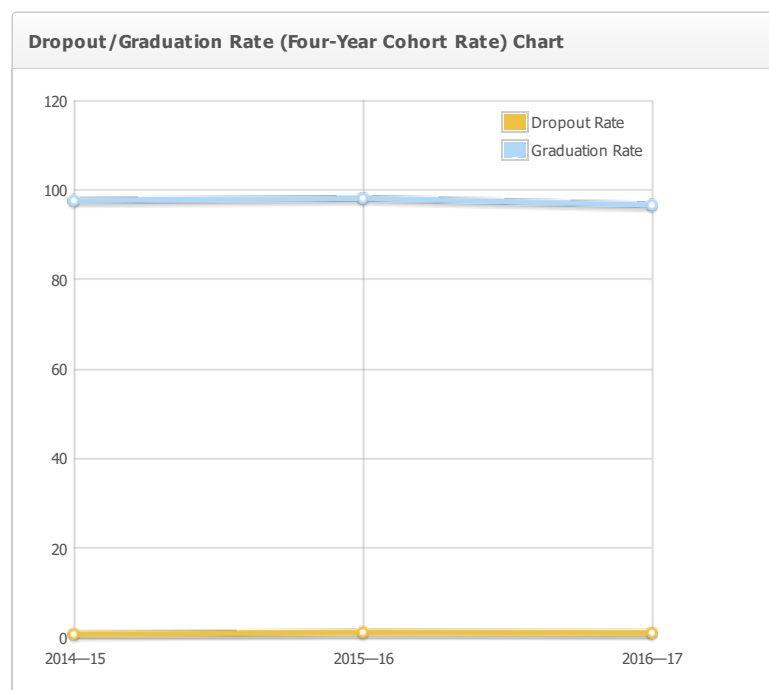
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2014—15 | School 2015—16 | District 2014—15 | District 2015—16 | State 2014—15 | State 2015—16 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | 0.8% | 1.2% | 3.0% | 3.0% | 10.7% | 9.7% |
| Graduation Rate | 97.6% | 98.1% | 94.5% | 94.4% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 1.1% | 2.5% | 9.1% |
| Graduation Rate | 96.6% | 92.6% | 82.7% |



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

Last updated: 1/23/2019

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

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 99.2% | 92.6% | 88.7% |
| Black or African American | 91.7% | 87.4% | 82.2% |
| American Indian or Alaska Native | 100.0% | 100.0% | 82.8% |
| Asian | 100.0% | 99.0% | 94.9% |
| Filipino | 80.0% | 94.2% | 93.5% |
| Hispanic or Latino | 99.7% | 90.1% | 86.5% |
| Native Hawaiian or Pacific Islander | 100.0% | 84.6% | 88.6% |
| White | 99.2% | 94.7% | 92.1% |
| Two or More Races | 100.0% | 93.9% | 91.2% |
| Socioeconomically Disadvantaged | 100.0% | 91.8% | 88.6% |
| English Learners | 45.8% | 57.8% | 56.7% |
| Students with Disabilities | 100.0% | 71.4% | 67.1% |
| Foster Youth | 0.0% | 32.0% | 74.1% |

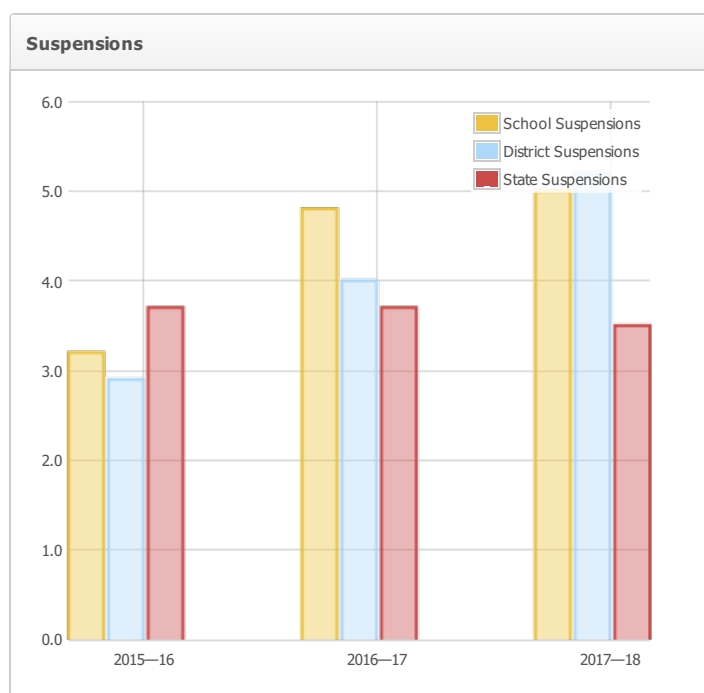
State Priority: School Climate

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

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

Suspensions and Expulsions

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 3.2% | 4.8% | 5.0% | 2.9% | 4.0% | 5.2% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.1% | 0.2% | 0.4% | 0.1% | 0.2% | 0.3% | 0.1% | 0.1% | 0.1% |



Last updated: 1/23/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 28.0 | 20 | 29 | 34 |
| Mathematics | 33.0 | 5 | 15 | 46 |
| Science | 33.0 | 6 | 3 | 33 |
| Social Science | 31.0 | 10 | 18 | 34 |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 28.0 | 18 | 27 | 36 |
| Mathematics | 33.0 | 6 | 15 | 44 |
| Science | 32.0 | 7 | 3 | 30 |
| Social Science | 30.0 | 7 | 20 | 34 |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 28.0 | 17 | 29 | 35 |
| Mathematics | 32.0 | 6 | 19 | 39 |
| Science | 29.0 | 11 | 13 | 30 |
| Social Science | 29.0 | 11 | 26 | 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: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 3.0 | 731.0 |
| 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 | 3.7 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | N/A |
| Resource Specialist (non-teaching) | 1.8 | N/A |
| Other | 0.0 | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7567.0 | \$777.0 | \$6790.0 | \$99369.0 |
| District | N/A | N/A | \$9034.0 | \$96307.0 |
| Percent Difference – School Site and District | N/A | N/A | -25.0% | 3.2% |
| State | N/A | N/A | \$7125.0 | \$85815.0 |
| Percent Difference – School Site and State | N/A | N/A | -4.9% | 15.8% |

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

Last updated: 1/15/2019

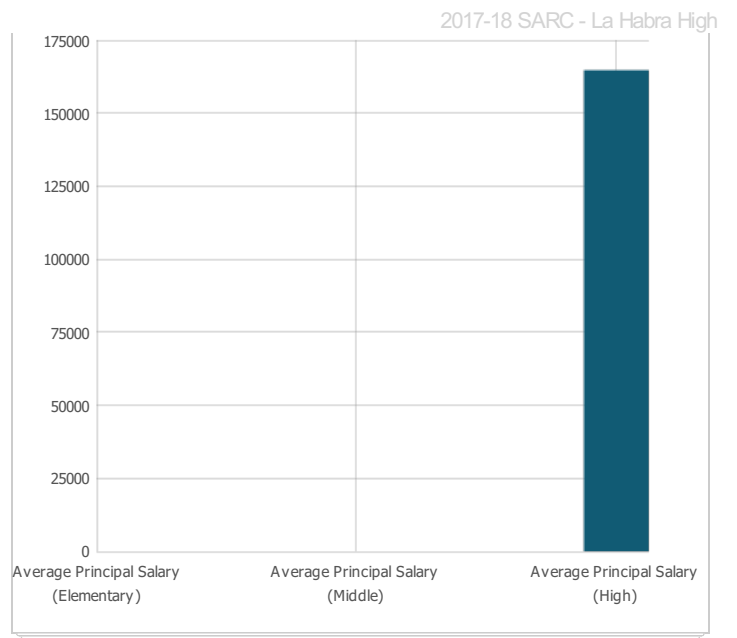
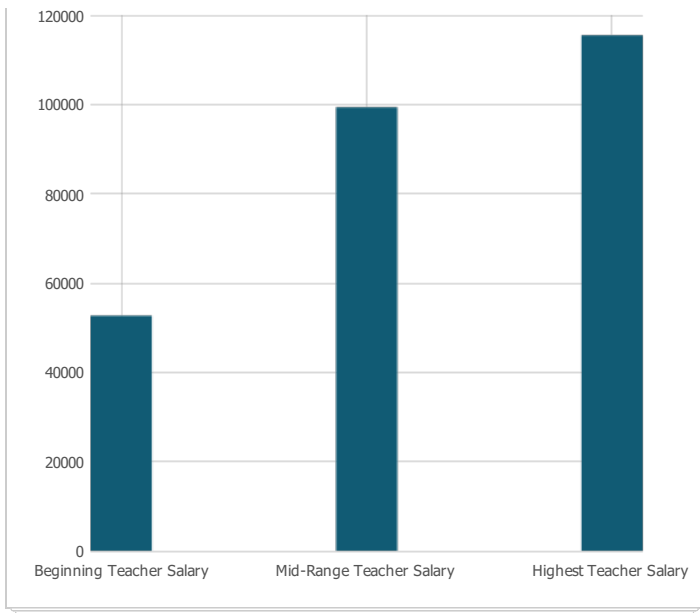
Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$52,682 | \$50,747 |
| Mid-Range Teacher Salary | \$99,369 | \$86,127 |
| Highest Teacher Salary | \$115,496 | \$106,915 |
| Average Principal Salary (Elementary) | \$ | -- |
| Average Principal Salary (Middle) | \$ | \$136,636 |
| Average Principal Salary (High) | \$164,705 | \$150,286 |
| Superintendent Salary | \$253,235 | \$238,058 |
| Percent of Budget for Teacher Salaries | 37.5% | 34.0% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.0% |

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/24/2019

Advanced Placement (AP) Courses (School Year 2017—18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 1 | N/A |
| English | 9 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 6 | N/A |
| Mathematics | 4 | N/A |
| Science | 8 | N/A |
| Social Science | 13 | N/A |
| All Courses | 43 | 30.3% |

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

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

Last updated: 1/23/2019

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

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: 1/15/2019