

La Vista High (Continuation)

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.

Sandi Layana, Principal

Principal, La Vista High (Continuation)

About Our School

Contact

La Vista High (Continuation)
909 North State College Blvd.
Fullerton, CA 92831-3013

Phone: 714-447-5501
E-mail: slayana@fjuhsd.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | | School Contact Information (School Year 2016-17) | |
|--|--|--|--|
| District Name | Fullerton Joint Union High | School Name | La Vista High (Continuation) |
| Phone Number | (714) 870-2800 | Street | 909 North State College Blvd. |
| Superintendent | Scott Scambray | City, State, Zip | Fullerton, Ca, 92831-3013 |
| E-mail Address | sscambray@fjuhsd.org | Phone Number | 714-447-5501 |
| Web Site | www.fjuhsd.k12.ca.us | Principal | Sandi Layana, Principal |
| | | E-mail Address | slayana@fjuhsd.org |
| | | County-District-School (CDS) Code | 30665143033610 |

Last updated: 1/30/2017

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

General Background and History

Community

La Vista High School (LVHS) was established in 1966 as Fullerton Joint Union High School District's continuation high school and is an integral part of the District. The population is comprised of students at least 16 years of age who are at-risk of not graduating with their class as well as high school aged students participating in the Teenage Pregnant and Parenting Program (TAPP). The student body represents the District's six comprehensive high schools and an alternative high school from a fifty-square mile area which includes the cities of Buena Park, Fullerton, La Habra, and parts of Brea and Whittier. LVHS serves a predominantly Hispanic population. According to DataQuest, the school's 2015-2016 student population was identified as 80.37% Hispanic, 11.2% White, 1.7% Asian, 3% African American, 0.8% Filipino, 0.4% American Indian, 0.8% two or more races, and 1.5% not reported.

When functioning at capacity, La Vista High School serves 540 students and provides a supportive educational environment to meet students' individual academic needs. The LVHS master schedule includes all courses needed to meet the District's graduation requirements. Through the use of research-based, data-driven instruction, curriculum, and assessment, content area teachers are able to identify areas of academic needs to target instruction to increase student achievement. Students have the opportunity to take up to eight classes daily and also may enroll in Regional Occupational Program (ROP) courses during the school day, late afternoon, evenings, or Saturdays. Students have the option of graduating from LVHS or, if sufficient credits are earned, returning to one of the District's six comprehensive high schools for graduation. Additionally, LVHS serves special education students, pregnant and parenting students and fifth-year seniors.

La Vista High School works with a wide array of partnerships within the local community. Examples of these partners are: North Orange County Regional Occupational Program (NOCROP), Fullerton College, the Fullerton Assistance League, and the Fullerton Sunrise Rotary Club. In addition, representatives from CHOC Help Me Grow of Orange County, Adolescent Family Life Program, Orange County Youth As Parents Program, MOMS of Orange County, Nurse Family Partnership Program of LA, Children and Families Commission of Orange County Child Signature Program 3, and Quality Start OC, provide support for the students in the Teenage Pregnant and Parenting Program. Due to changes in the program, the following partnerships ended in 2014-15 with our TAPP program, including, Adolescent Family Life Program, Orange County Youth As Parents Program and Nurse Family Partnership Program of LA.

Model Continuation High School

La Vista has been recognized by the California Department of Education as a Model Continuation High School since 2006. The Model Continuation High School Recognition Program identifies and recognizes outstanding programs and creates a resource list of quality programs for school visitations. These schools provide comprehensive services to at-risk youth through the use of exemplary instructional strategies, flexible scheduling, and guidance and counseling services.

Staff Description

The staff of La Vista consists of 19 classroom teachers, 2.5 ROP teachers, two counselors, one guidance technician, two assistant principals, one principal, nine classified staff members, three instructional aides, 10 child care workers and three District-employee food service workers. Support staff includes a psychologist, a speech and language pathologist, a school nurse, and one computer technician who works from the District. La Vista also has the support services of a Fullerton Police Department school resource officer, who is shared with one other high school.

School Purpose

La Vista High School is a credit acceleration continuation high school program. The students who LVHS are at risk of not graduating with their class and range in age from 16 to 19. In addition, high school age students participating in the Teenage Pregnant and Parenting Program attend LVHS. Students are referred to LVHS by one of the District's comprehensive high schools, the Orange County Department of Education ACCESS/Horizon, or Otto Fisher (the school operated in Orange County Juvenile Hall) because of credit deficiency in required courses, poor attendance, not adjusting well to academic and /or behavioral expectations of

the comprehensive high school, or because of pregnant or parenting status.

LVHS offers required courses for graduation in the District. The flexibility in class scheduling enables students to work at the pace outlined in their individual learning plans. The goal of LVHS is to facilitate students in an accelerated learning environment allowing them to catch up on their credits and graduate on time from either the comprehensive school or from La Vista. Supports in place to achieve this goal include having a small campus culture, small class sizes, increased access to counselors, commitment of staff members to helping students achieve success, and instructional aide support in reading and math intervention, special education, and some math classes. Social/emotional support is also available to improve student outcomes through the use of restorative circles and restorative practices instituted in 2015 by trained staff and expanding school wide by 2017.

Mission Statement and Student Learning Objectives

LVHS's mission statement and Student Learning Outcomes (SLOs) were developed as a collaborative effort between school staff, students, parents, and community members. They were recently revised as part of the ongoing process to continually improve the academic benchmarks created for LVHS students. The purpose of this revision was to address whether or not the mission statement and SLOs accurately reflect how we are currently preparing our students to be college and career ready. The WASC leadership team felt they did not, and with input from LVHS staff and stakeholders, slight changes to the mission statement and SLOs were made. The changes made reflect LVHS's determination to prepare all students to be successful in college and career post high school graduation.

La Vista High School Mission Statement

La Vista High School's mission is to provide individual guidance and standards-based instruction and opportunities to become college and career ready with the goal of assisting students to graduate as civic-minded and productive community members.

La Vista High School Student Learning Objectives (SLOs)

La Vista Graduates are:

Academically competent learners who:

Have met academic standards in English Language Arts, Math, Science and Social Science creating transferable knowledge applicable to college and future career goals.

Effective communicators who:

Have met academic standards by listening, reading, observing, and then responding through written, oral, visual, and technological processes.

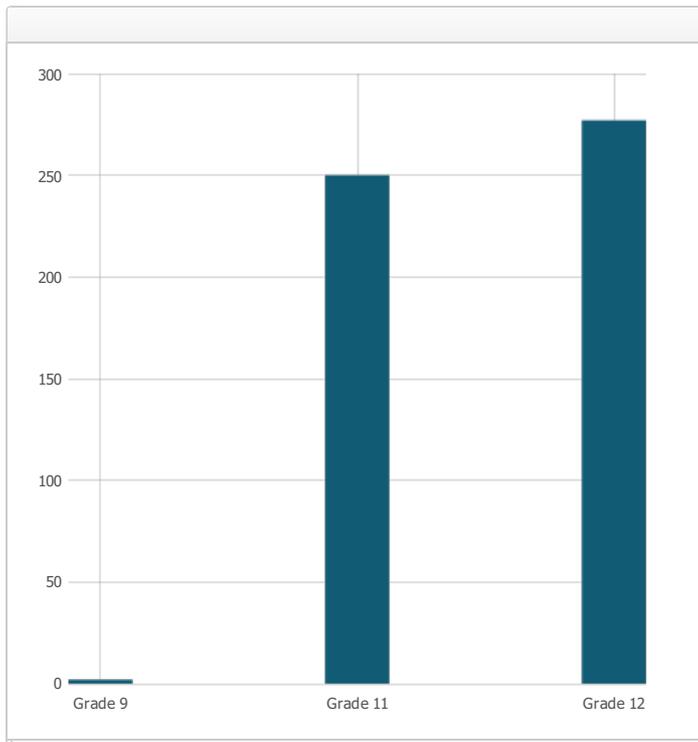
Socially and emotionally competent learners who:

Have skills in self-advocacy, responsible decision making, and relationship building to prepare for college and career.

Last updated: 1/30/2017

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 2 |
| Grade 11 | 250 |
| Grade 12 | 277 |
| Total Enrollment | 529 |



Last updated: 1/30/2017

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 3.0 % |
| American Indian or Alaska Native | 0.4 % |
| Asian | 1.7 % |
| Filipino | 0.8 % |
| Hispanic or Latino | 80.7 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 11.2 % |
| Two or More Races | 0.8 % |
| Other | 1.4 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 81.7 % |
| English Learners | 31.6 % |
| Students with Disabilities | 12.7 % |
| Foster Youth | 0.9 % |

Last updated: 1/30/2017

A. Conditions of Learning

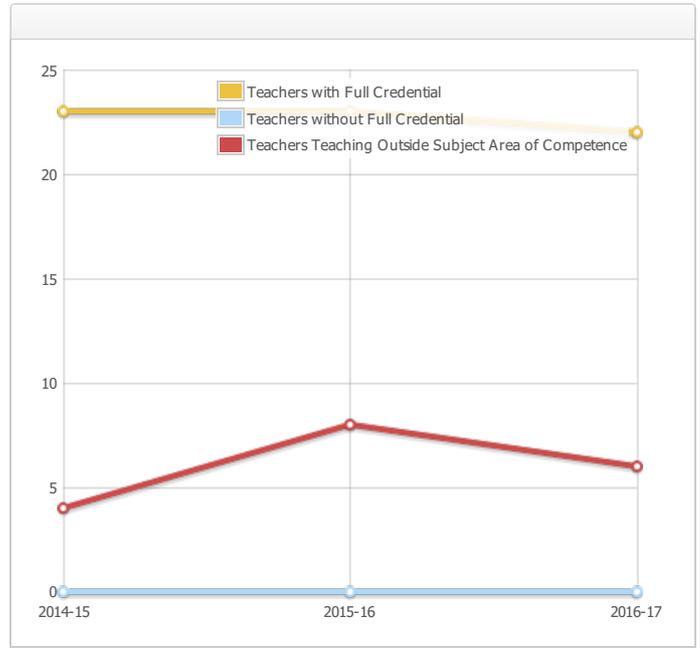
State Priority: Basic

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

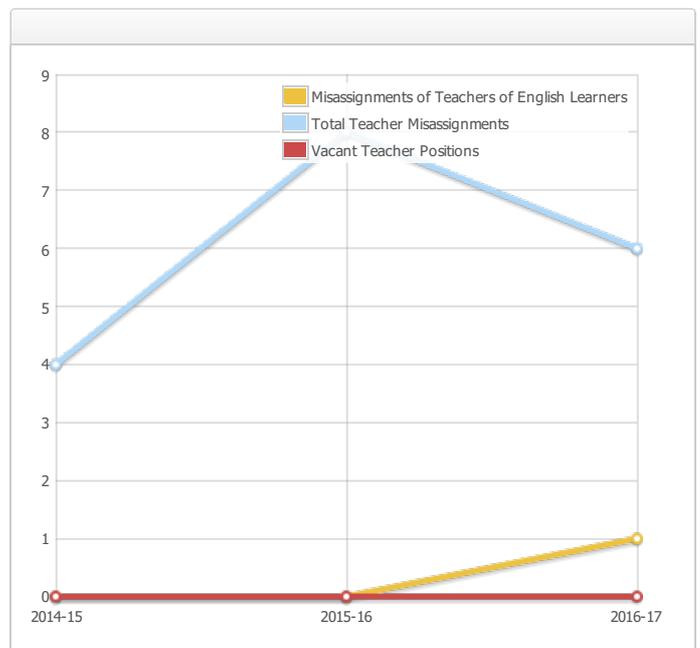
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 23 | 23 | 22 | 549 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 4 | 8 | 6 | 35 |



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 1 |
| Total Teacher Misassignments* | 4 | 8 | 6 |
| 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: 1/30/2017

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 | 93.0% | 7.0% |
| 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: 1/30/2017

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: 1/30/2017

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

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. With approximately 640 students enrolled when at capacity, which is most of the year, La Vista is a compact campus. The campus includes a library/career center, a weight/aerobics facility, and 21 classrooms. A full kitchen facility operated by the District's food services program provides snacks and lunch for all students. The physical education area includes a small basketball court. Parking is available on campus for students who drive to 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 2007/08 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.

During 2014/15, 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: 1/30/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: 2016

| 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, | Good | |

| | |
|---|------|
| Sinks/Fountains | |
| 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: 2016

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/30/2017

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) | 21.0% | 17.0% | 69.0% | 65.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 2.0% | 2.0% | 46.0% | 43.0% | 34.0% | 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: 1/30/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 254 | 244 | 96.1% | 16.9% |
| Male | 158 | 153 | 96.8% | 15.7% |
| Female | 96 | 91 | 94.8% | 18.9% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 208 | 203 | 97.6% | 13.9% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 24 | 22 | 91.7% | 36.4% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 140 | 136 | 97.1% | 14.1% |
| English Learners | 81 | 80 | 98.8% | 3.8% |
| Students with Disabilities | 25 | 24 | 96.0% | -- |
| 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 | 254 | 244 | 96.1% | 2.1% |
| Male | 158 | 153 | 96.8% | 2.6% |
| Female | 96 | 91 | 94.8% | 1.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 208 | 203 | 97.6% | 2.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 24 | 22 | 91.7% | 4.6% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 140 | 136 | 97.1% | 2.2% |
| English Learners | 81 | 80 | 98.8% | -- |
| Students with Disabilities | 25 | 24 | 96.0% | -- |
| 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) | 18.0% | 0.0% | -- | 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 | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| 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)

- Programs and classes offered that are specifically focused on career preparation and/or preparation for work: LVHS offers three ROP courses at this time: Computer Graphics and Design; Legal/Law; and Forensic Science, in addition to two elective courses: Career Connections and Media Production that are specifically focused on CTE.

Industry Sector: Arts, Media, and Entertainment

Pathway: Design, Visual, and Media Arts

Courses: Computer Graphics and Design & Media Production

Industry Sector: Public Services

Pathways: Legal Practices & Public Safety

Courses: Legal/Law & Forensic Science

Career Connections is an elective course aimed at assisting students in both career awareness and preparation.

LSHS has a wide variety of programs that are housed on many of the district's comprehensive high schools. Because of this unique design and partnership, LSHS students have opportunities to take a wide variety of ROP and other elective courses that are both site specific and focused on CTE - representing a wide variety of pathways.

Industry Sectors (represented in course offerings) include: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services; Hospitality, Tourism, and Recreation; Public Services; and finally, Transportation.

- How these programs and classes are integrated with academic courses and how they support academic achievement:

While course instruction at both LVHS and LSHS has begun its focus upon the Common Core, ROP instruction has begun to focus on the use of the Academic Alignment Matrix - which comes naturally out of Common Core by identifying ways that each specific Industry Sector can enhance, reinforce, and apply academic content within each course. ROP instruction, across Industry Sectors, also uses Anchor Standards (building upon the Standards for Career Ready Practice) that are aligned with the Common Core. Each Anchor Standard in turn has Performance Indicators that are used to measure student growth along a progression of tasks from simple to complex. In addition to measuring standards, these Performance Indicators inform instruction and curriculum design, creating dynamic courses and student learning experiences.

- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students:

In addition to offering both ROP and other elective courses that are focused on career preparation, both LVHS and LSHS have school counselors, a shared guidance technician, as well as a shared ROP Career Guidance Specialist to serve, assist, and support all students (special populations included) in post-secondary career preparation and connections to a wide variety of resources, programs, and pathways.

LVHS and LSHS co-host a Career Night for students that includes ROP, Community Colleges, Schools of Continuing Education, and a variety of other organizations that offer post-secondary training, opportunities, and pathways.

Last updated: 1/30/2017

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|---------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 1 |

| | |
|--|--------|
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 28.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100.0% |

Last updated: 1/30/2017

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 | 85.3% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

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 | 0.0% | 0.0% | 0.0% |

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: 1/30/2017

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: 1/30/2017

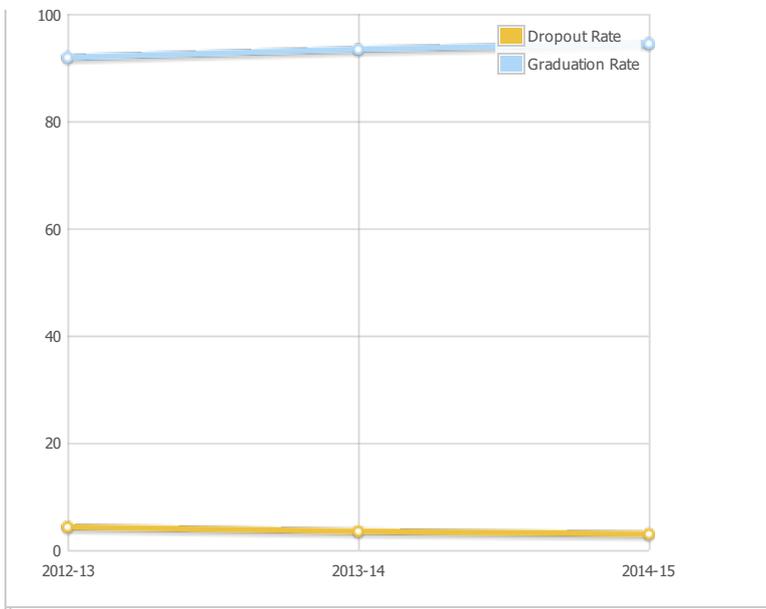
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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 | 4.3% | 3.5% | 3.0% | 4.3% | 3.5% | 3.0% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 91.90 | 93.40 | 94.50 | 91.90 | 93.40 | 97.40 | 80.44 | 80.95 | 82.27 |

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



Last updated: 1/30/2017

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

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 72 | 93 | 85 |
| Black or African American | 100 | 83 | 77 |
| American Indian or Alaska Native | 100 | 83 | 75 |
| Asian | 100 | 99 | 99 |
| Filipino | 0 | 97 | 97 |
| Hispanic or Latino | 65 | 91 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 67 | 85 |
| White | 91 | 96 | 87 |
| Two or More Races | 100 | 94 | 91 |
| Socioeconomically Disadvantaged | 67 | 90 | 77 |
| English Learners | 59 | 50 | 51 |
| Students with Disabilities | 58 | 78 | 68 |
| Foster Youth | -- | -- | -- |

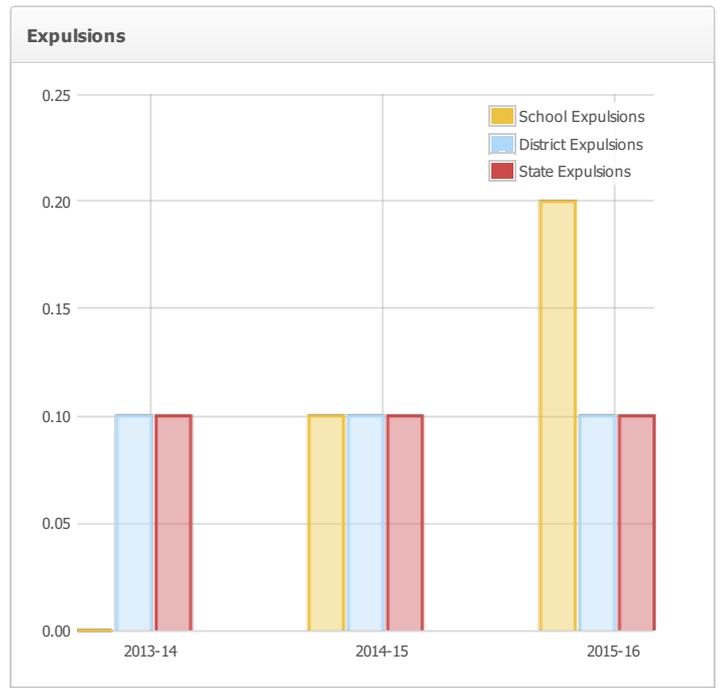
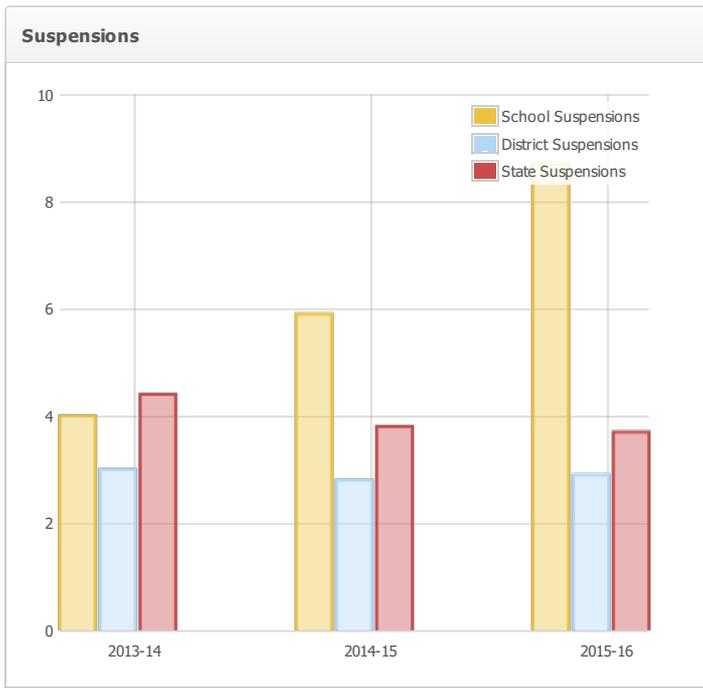
State Priority: School Climate

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 | 4.0 | 5.9 | 8.7 | 3.0 | 2.8 | 2.9 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |



Last updated: 1/30/2017

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: 1/30/2017

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 | 21.0 | 19 | 11 | 0 | 20.0 | 16 | 12 | 0 | 14.0 | 18 | 4 | 0 |
| Mathematics | 21.0 | 12 | 10 | 0 | 24.0 | 4 | 13 | 0 | 15.5 | 31 | 2 | 0 |
| Science | 21.0 | 4 | 9 | 0 | 22.0 | 7 | 7 | 0 | 10.0 | 30 | 0 | 0 |
| Social Science | 21.0 | 9 | 12 | 0 | 22.0 | 8 | 12 | 0 | 13.0 | 36 | 1 | 0 |

* 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 | 2.6 | 203.0 |
| Counselor (Social/Behavioral or Career Development) | 0.6 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.1 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.1 | N/A |
| Resource Specialist (non-teaching) | 0.8 | N/A |
| Other | 0.5 | 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: 1/30/2017

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 | \$9900.0 | \$1276.0 | \$8624.0 | \$90553.0 |
| District | N/A | N/A | \$7784.0 | \$91578.0 |
| Percent Difference – School Site and District | -- | -- | 11.0% | -1.1% |
| State | N/A | N/A | \$5677.0 | \$77824.0 |
| Percent Difference – School Site and State | -- | -- | 34.0% | 14.0% |

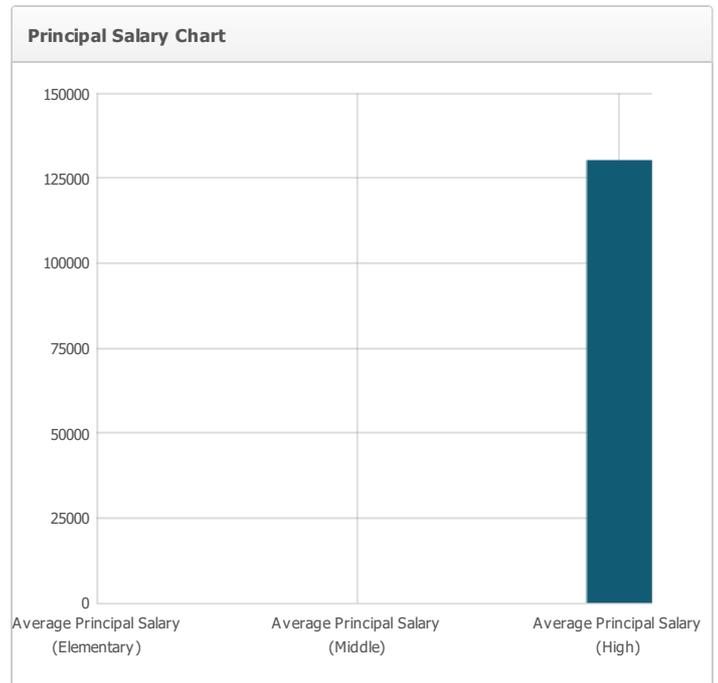
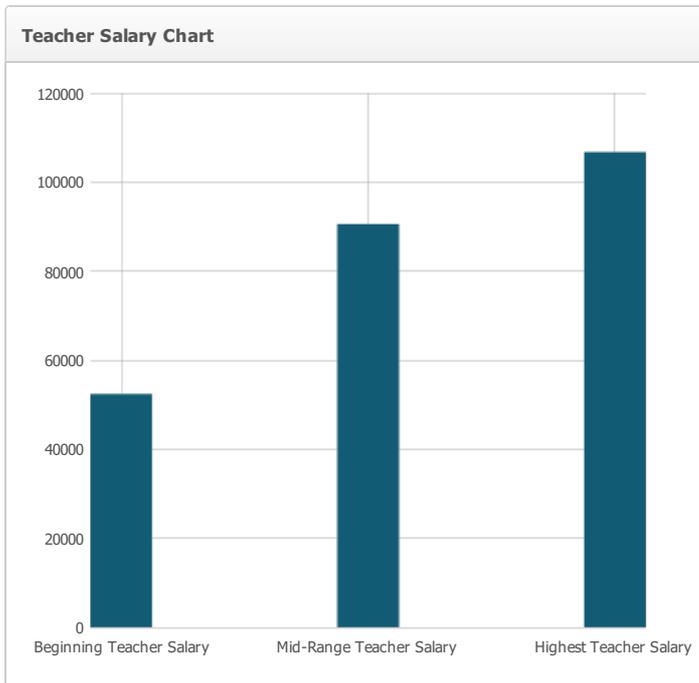
Note: Cells with N/A values do not require data.

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 | \$90,553 | \$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 | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All Courses | | -- |

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

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

Last updated: 1/30/2017

Professional Development

Sandi Layana completed her fourth year serving as Principal during the 2014/15 school year. The LVHS administrative team is composed of the principal and one assistant principal. The staff holds regular meetings and is composed of administrators, counselors, teachers, instructional aides, and office support staff. LVHS also has a School Site Council that is composed of the principal, a classified staff member, teachers, students, and parent/community members. There is also an ELAC (English Learner Advisory Committee) that consists of administrators, counselors, teachers, and parents.

LVHS provides all students with an academic program designed to maximize the opportunity for academic success. The school offers a comprehensive educational program designed to help students fulfill the graduation requirements of the District. The individualized instructional program provides a core curriculum for all students and is supplemented by elective courses and access to vocational classes through ROP, as well as advanced courses through Fullerton College's Special Admit Program. The staff members regularly review student achievement and modify and improve the instructional program on a continuing basis. Staff members and administrators, with student and community input, work closely together toward the goal of cooperative leadership and data driven decision-making.

Staff members at LVHS 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 issues of the school. The goals of professional development at LVHS address the needs of all students including special education students and ways to increase student skill levels in mathematics, English, reading, and technology.

Professional Development

La Vista staff engages in carefully selected professional development opportunities that will help enable staff to improve student learning and progress toward our SLOs. FJUHS has long considered support for professional development one of its top priorities as evidenced by its collaboration with California State University Fullerton and SELPA, as well as by the resources the District makes available for teachers' participation in workshops and specialized training. This support aids staff in enhancing their current teaching practices as well as obtaining new methods to better address the gaps in ability evinced by our students. Additionally, LVHS continues to invest in professional development which will better enable the staff to identify the effectiveness of current teaching practices.

Last updated: 1/30/2017