

La Vista High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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)
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Fullerton, CA 92831-3013

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About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year		School Contact Information - Most Recent Year	
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.net	Principal	Sandi Layana, Principal
		E-mail Address	slayana@fjuhsd.org
		County-District-School (CDS) Code	30665143033610

Last updated: 2/1/2016

School Description and Mission Statement - Most Recent Year

School Description

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 Ed-Data, the school's student population in 2014/15 was identified as 80.3% Hispanic, 12.5% White, 2.9% Asian, 2.3% African American, 1% Filipino, American Indian .4%, .6% two or more races, and 0% not reported.

When functioning at capacity, La Vista High School serves 556 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, 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) course(s) 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 traditional comprehensive high schools for graduation. Additionally, LVHS serves special education students, pregnant and parenting students and fifth-year seniors.

Staffing

The staff of La Vista consists of 21 classroom teachers, two ROP teachers, two counselors, one dean, two assistant principals, a principal, eight classified staff members, ten 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. La Vista also has the support services of a Fullerton Police Department school resource officer, who is shared with two other high schools.

La Vista High School works with a wide array of partnerships within the local community. Examples of these partners are: North Orange County Regional Occupation Program (NOCROP), Fullerton Community College, the Richman Teen Center, 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 and Nurse Family Partnership Program of LA provide support for the students in the Teenage Pregnant and Parenting Program.

In 2011, LVHS received a six-year term which was reaffirmed in the mid-cycle review in 2014 from the Western Association of Schools and Colleges. In addition, La Vista High School was named a Model Continuation High School by the California Department of Education in April 2012.

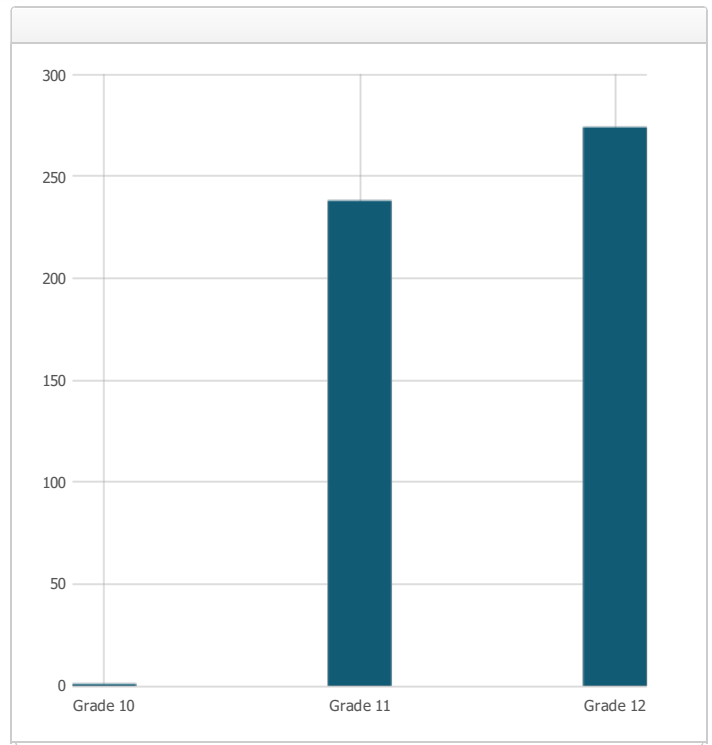
Mission Statement

La Vista High School provides individual guidance and standards-based instruction in a nurturing environment with the goal of assisting students to graduate as responsible and productive community members.

Last updated: 2/1/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	1
Grade 11	238
Grade 12	274
Total Enrollment	513

*Last updated: 2/1/2016***Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	0.4 %
Asian	2.9 %
Filipino	1.0 %
Hispanic or Latino	80.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	12.5 %
Two or More Races	0.6 %
Socioeconomically Disadvantaged	77.6 %
English Learners	30.8 %
Students with Disabilities	11.1 %
Foster Youth	1.2 %

Last updated: 2/1/2016

A. Conditions of Learning

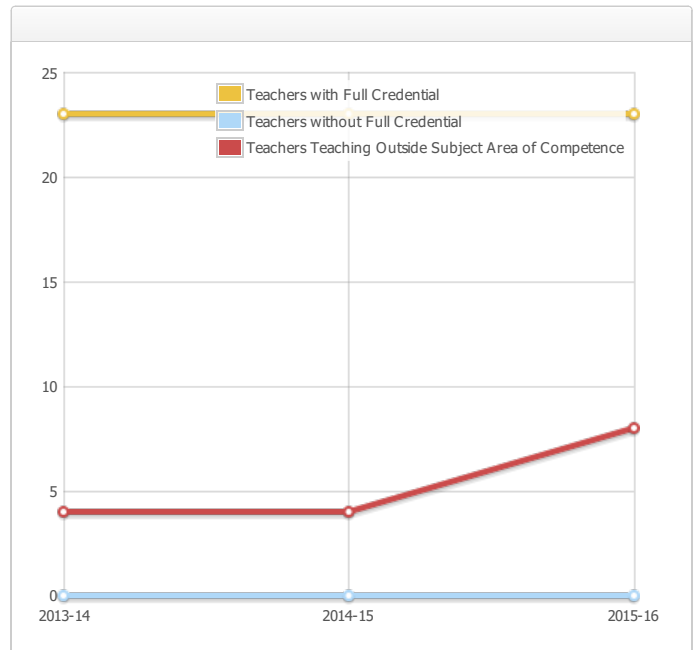
State Priority: Basic

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

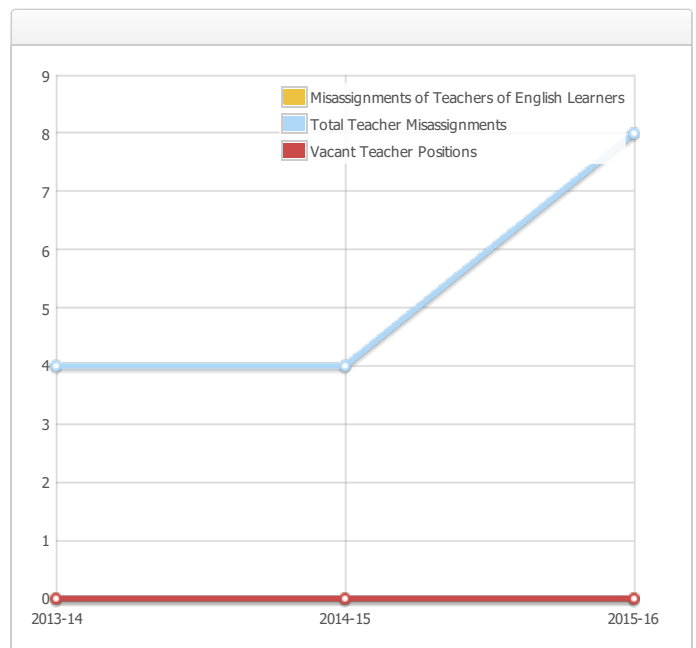
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	23	23	523
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	4	8	36



Last updated: 2/2/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	4	4	8
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: 2/2/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	85.0%	15.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	91.0%	9.0%
Low-Poverty Schools in District	93.0%	7.0%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

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)		Yes	0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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: 2/3/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

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 - Most Recent Year

Year and month in which data were collected:

Overall Rating	Exemplary
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Last updated: 2/3/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	21.0%	69.0%	44.0%
Mathematics (grades 3-8 and 11)	2.0%	45.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/29/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	277	263	94.9%	44.0%	35.0%	17.0%	4.0%
Male	277	154	55.6%	53.0%	31.0%	14.0%	3.0%
Female	277	109	39.4%	32.0%	41.0%	21.0%	6.0%
Black or African American	277	11	4.0%	36.0%	18.0%	36.0%	9.0%
American Indian or Alaska Native	277	1	0.4%	--	--	--	--
Asian	277	4	1.4%	--	--	--	--
Filipino	277	1	0.4%	--	--	--	--
Hispanic or Latino	277	211	76.2%	48.0%	34.0%	15.0%	3.0%
Native Hawaiian or Pacific Islander	277	1	0.4%	--	--	--	--
White	277	34	12.3%	26.0%	41.0%	24.0%	9.0%
Two or More Races	277	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	277	220	79.4%	46.0%	35.0%	15.0%	4.0%
English Learners	277	83	30.0%	69.0%	24.0%	7.0%	0.0%
Students with Disabilities	277	29	10.5%	79.0%	10.0%	10.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/29/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	277	263	94.9%	84.0%	15.0%	2.0%	0.0%
Male	277	155	56.0%	81.0%	17.0%	2.0%	0.0%
Female	277	108	39.0%	88.0%	11.0%	1.0%	0.0%
Black or African American	277	10	3.6%	--	--	--	--
American Indian or Alaska Native	277	1	0.4%	--	--	--	--
Asian	277	4	1.4%	--	--	--	--
Filipino	277	1	0.4%	--	--	--	--
Hispanic or Latino	277	212	76.5%	85.0%	14.0%	1.0%	0.0%
Native Hawaiian or Pacific Islander	277	1	0.4%	--	--	--	--
White	277	34	12.3%	76.0%	21.0%	3.0%	0.0%
Two or More Races	277	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	277	220	79.4%	86.0%	13.0%	1.0%	0.0%
English Learners	277	83	30.0%	93.0%	6.0%	1.0%	0.0%
Students with Disabilities	277	27	9.7%	89.0%	11.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/29/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	18.0%	0.0%	62.0%	63.0%	57.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57.0%
All Students at the School	0.0%
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	0.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	0.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

Career Technical Education Programs (School Year 2014-15)

- 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: 2/2/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	426
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	4.0%

Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education

100.0%

*Last updated: 2/2/2016***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

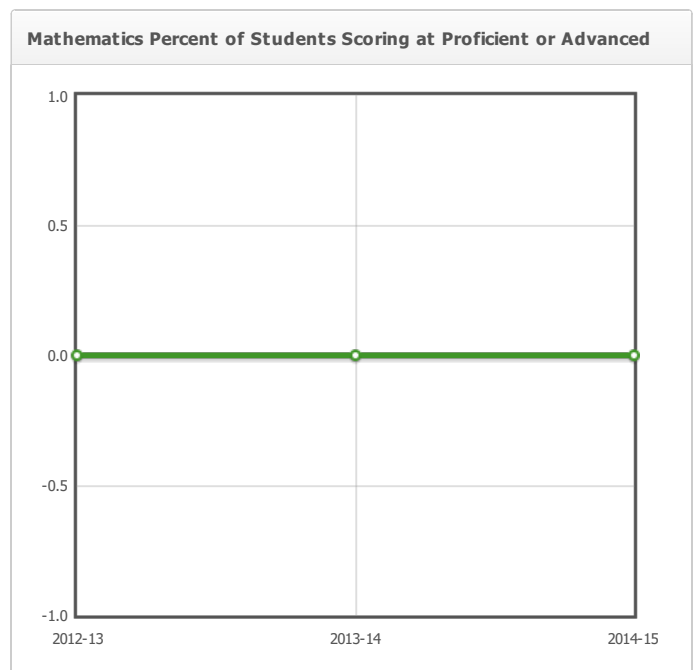
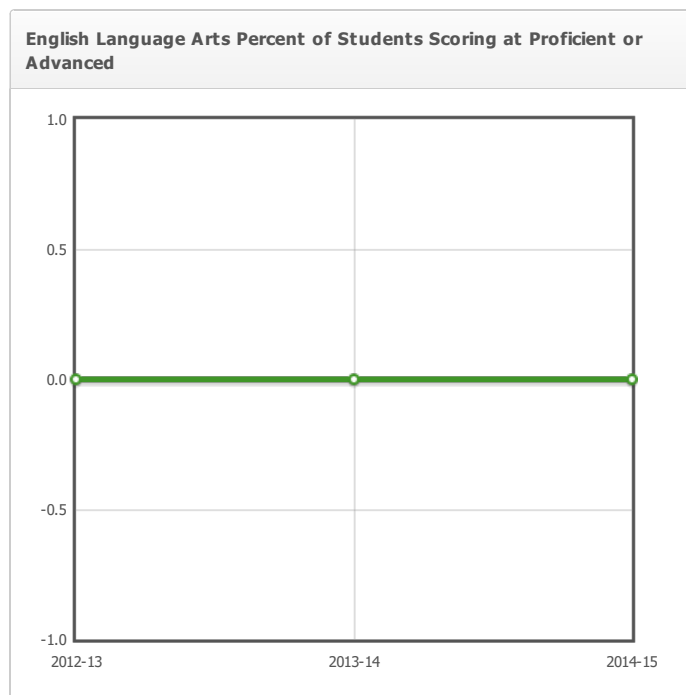
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	62.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	76.0%	65.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/29/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	33.0%	23.0%	43.0%	29.0%	36.0%	34.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	--	--	--

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

Last updated: 1/29/2016

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 - Most Recent Year

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: 2/2/2016

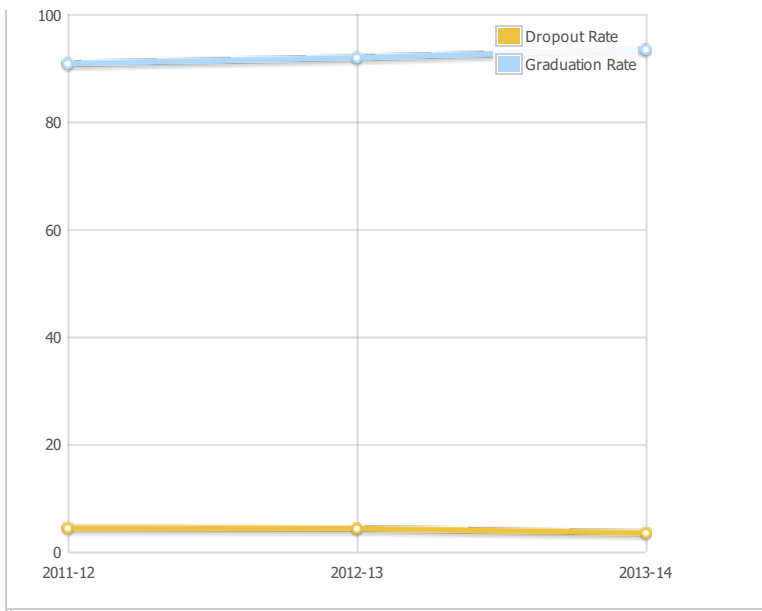
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.4%	4.3%	3.5%	4.4%	4.3%	3.5%	13.1%	11.4%	11.5%
Graduation Rate	90.80	91.90	93.40	90.80	91.90	93.40	78.87	80.44	80.95

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



Last updated: 2/2/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	68	91	84
Black or African American	40	89	76
American Indian or Alaska Native	71	93	78
Asian	100	98	92
Filipino	66	99	96
Hispanic or Latino	49	88	81
Native Hawaiian or Pacific Islander	59	85	83
White	91	93	89
Two or More Races	89	94	82
Socioeconomically Disadvantaged	93	89	81
English Learners	98	54	50
Students with Disabilities	99	70	61
Foster Youth	--	--	--

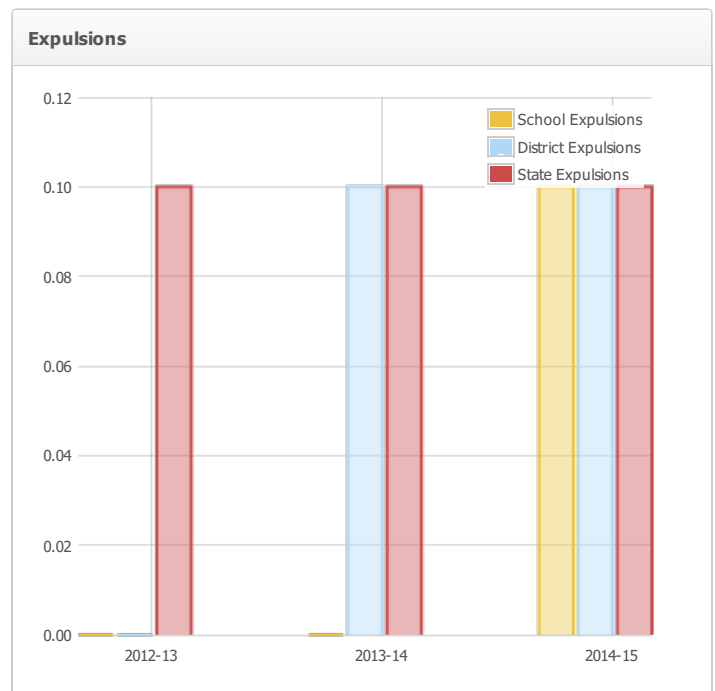
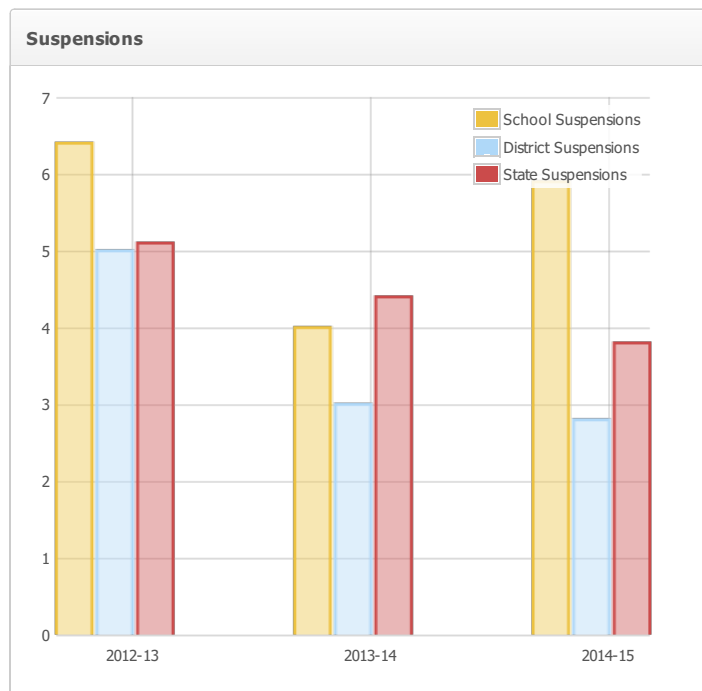
State Priority: School Climate

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.4	4.0	5.9	5.0	3.0	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1



Last updated: 2/2/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

Last updated: 2/2/2016

Federal Intervention Program (School Year 2015-16)

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	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

Note: Cells with NA values do not require data.

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size
		1-22	23-32	33+		1-22	23-32	33+	
English	22.0	13	16		21.0	19	11		20.0
Mathematics	21.0	18	4		21.0	12	10		24.0
Science	22.0	7	6		21.0	4	9		22.0
Social Science	22.0	10	13		21.0	9	12		22.0

* 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: 2/2/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	166.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.6	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: 2/2/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$7340.0	\$88636.0
Percent Difference – School Site and District	N/A	N/A	10.0%	1.0%
State	N/A	N/A	\$5348.0	\$74908.0
Percent Difference – School Site and State	N/A	N/A	35.0%	16.3%

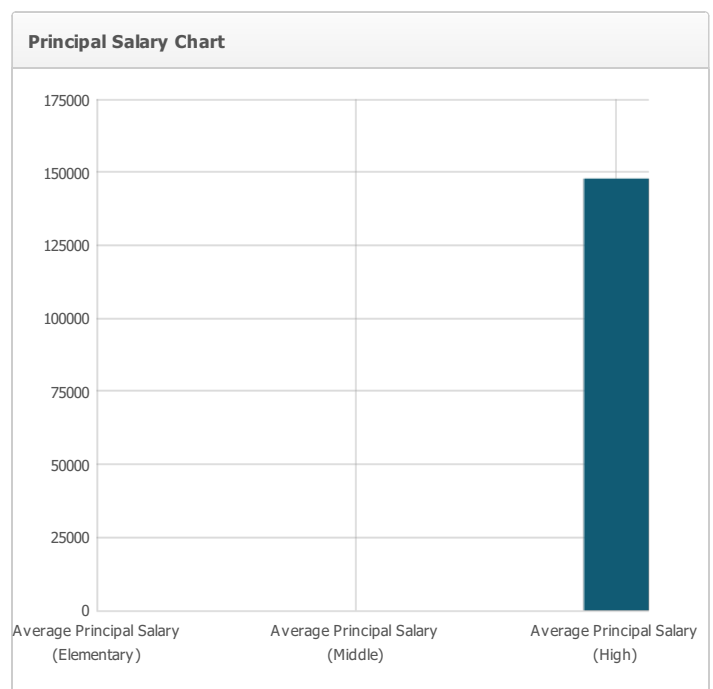
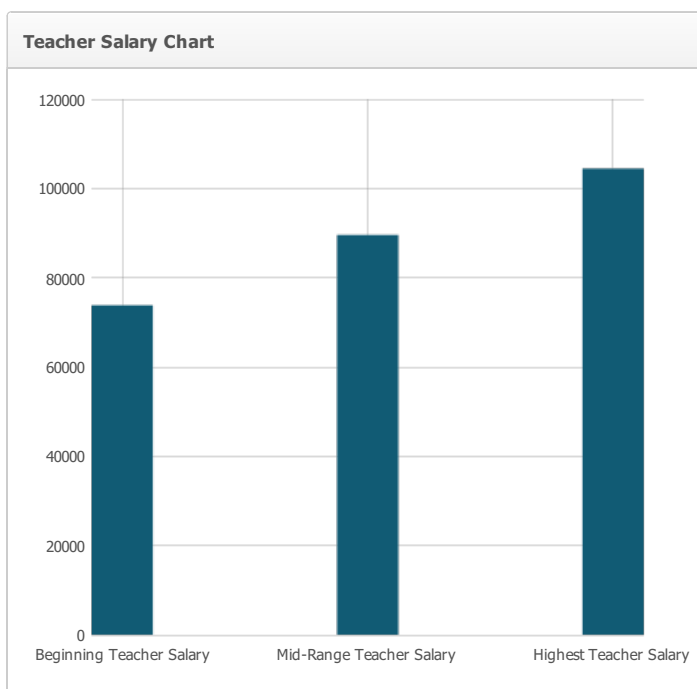
Note: Cells with N/A values do not require data.

Last updated: 2/2/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$73,818	\$44,363
Mid-Range Teacher Salary	\$89,577	\$71,768
Highest Teacher Salary	\$104,458	\$92,368
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	\$121,276
Average Principal Salary (High)	\$147,782	\$133,673
Superintendent Salary	\$244,539	\$210,998
Percent of Budget for Teacher Salaries	36.8%	36.0%
Percent of Budget for Administrative Salaries	4.9%	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: 2/2/2016

Advanced Placement Courses (School Year 2014-15)

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.

Note : AP means Advanced Placement.

Last updated: 2/2/2016

Professional Development – Most Recent Three Years

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.

All staff members 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, Jane Schaffer, and Classroom Instruction That Works instructional strategies, Illuminate training, and Restorative Practices. Starting in 2014-2015, teachers participated in curriculum, assessment and culture using peer to peer observations through instructional rounds.

Last updated: 2/2/2016