

Laguna Hills High School

25401 Paseo de Valencia • Laguna Hills CA, 92653 • (949) 770-5447 • Grades 9-12

Brian L. Ferguson, Principal

Brian.Ferguson@svusd.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

District Governing Board

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

District Administration

Dr. Clint Harwick
Superintendent

Terry Stanfill
Assistant Superintendent, Human Resources

Geri Partida
Assistant Superintendent, Business

Dr. Kathy Dick
Assistant Superintendent, Educational Services

Tammy Blakely
Assistant to the Superintendent/Director, Pupil Services

Laura Ott
Director, Secondary Education

Terry Petersen
Director, Elementary Education

Diane Lohrman
Director, Special Education/SELPA

School Description

Laguna Hills High School (LHHS) is the smallest of the four comprehensive high schools in the Saddleback Valley Unified School District (SVUSD). It has a rich tradition of academic excellence and offers a wide range of quality special programs and cocurricular activities. The primary focus at LHHS remains quality instruction across the disciplines along with a continued commitment to our growing vocational programming.

Laguna Hills has a solid academic foundation and we have high expectations for students, academically, socially and personally. Our vision statement is as follows: We believe that every student has the ability to succeed at LHHS and will be held accountable for his/her success.

Brian L. Ferguson, Principal

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 770-5447.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	426
Gr. 10	424
Gr. 11	441
Gr. 12	418
Total	1,709

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	7.4
Filipino	3.6
Hispanic or Latino	36.9
Native Hawaiian/Pacific Islander	0.4
White	45.6
Two or More Races	3.9
Socioeconomically Disadvantaged	35.6
English Learners	8.8
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Laguna Hills High School	12-13	13-14	14-15
Fully Credentialed		65	67
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Laguna Hills High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 (School Year 2014-15)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects. This report also shows whether sufficient laboratory science equipment applicable to science laboratory courses is available to all students at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature
The textbooks listed are from most recent adoption: Yes	Adopted 2009
Percent of students lacking their own assigned textbook: 0	American Literature
	Adopted 2009
	Basic English Composition
	Adopted 2007
	British Literature
	Adopted 2009
	British Literature
	Adopted 2009
	Daybooks of Critical Reading
	Adopted 2000
	Edge Fundamentals
	Adopted 2009
	Exploring Literature
	Adopted 2007
	High Point (Hampton Brown)
	Adopted 2004
	Holt 2000 Literature Anthology
	Adopted 1999
	Inside the USA
	Adopted 2009
	Prentice Hall Literature
	Adopted 2007
	Reader's Choice - British Literature
	Adopted 2000
	Scholastic Read 180
	Adopted 2003
	World Literature
	Adopted 2007
	Write Source: Writing, Thinking and Learning
	Adopted 2007
	Writer's Choice Grammar
	Adopted 2000
	Writer's Inc: School to Work
	Adopted 2000
	Writing and Grammar
	Adopted 2007

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Mathematics Connections Adopted 2000</p> <p>Pre-Algebra Adopted 2000</p> <p>Algebra 1 Adopted 2005</p> <p>Algebra & Trigonometry: Structure and Method Adopted 2008</p> <p>Algebra 2 Adopted 2008</p> <p>Algebra 2 Adopted 2008</p> <p>Calculus of a Single Variable Adopted 2000</p> <p>Geometry Adopted 2006</p> <p>Geometry Adopted 2005</p> <p>IB Mathematical Studies Standard Level Adopted 2005</p> <p>Mathematics Standard Level for the IB D Adopted 2005</p> <p>Pre-Calculus (Cohen) Adopted 2000</p> <p>Pre-Calculus (Stewart) Adopted 2000</p> <p>Elementary Statistics Adopted 2008</p> <p>The Practice of Statistics Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Biology Adopted 2004</p> <p>Biology Adopted 2004</p> <p>Biology Adopted 2004</p> <p>Biology, Exploring Life Adopted 2004</p> <p>Exploring Life Science Adopted 1996</p> <p>Life Science</p>

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 2004
	Marine Biology Adopted 1998
	Addison Wesley Chemistry Adopted 2001
	Chemistry Adopted 2001
	Chemistry Adopted 2009
	Chemistry: Concepts and Applications Adopted 2005
	Chemistry for Use with IB Adopted 2001
	Chemistry: Matter and Change Adopted 2009
	Chemistry: the Central Science Adopted 2009
	Chemistry 3rd Edition Adopted 2009
	Modern Chemistry Adopted 2001
	Modern Chemistry Adopted 2009
	Earth Science Adopted 2000
	Exploring Earth Science Adopted 1998
	Exploring Physical Science Adopted 1998
	Physical Science Adopted 2007
	Physical Science Adopted 1998
	Physical Science with Earth Science Adopted 2007
	Reading Essentials for Biology Adopted 2007
	College Physics Adopted 2004
	Holt Physics

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Adopted 2004 Physics for Scientists and Engineers Adopted 2004 Physics: Principles and Problems Adopted 2004 Environmental Science: Earth as a Living Planet Adopted 2012 Environmental Science for AP Adopted 2012
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Explora el Mundo, Personas, Lugares y Adopted 2004 Geography - The World and Its People Adopted 2000 Human Geography: The Cultural Landscape Adopted 2000 World Cultures: A Global Mosaic Adopted 2000 World Geography and You Adopted 2000 World Geography Building a Global Perspective Adopted 2000 Economics Adopted 2005 Economics: A Contemporary Introduction Adopted 2005 Economics Today and Tomorrow Adopted 2005 Economics: Principles and Practices Adopted 2005 American Anthem Modern American History Adopted 2007 American History - A Survey Adopted 2007 American Pageant Adopted 2007 The American People: Creating a Nation and a Society Adopted 2007 Western Civilization Adopted 2009 World History Adopted 2009

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	World History: the Modern World Adopted 2009
	Civics in Practice: Principles of Government & Econ. Adopted 2008
	US Government: Democracy in Action Adopted 2008
	Government in America: People, Politics, & Policy Adopted 2008

School Facility Conditions and Planned Improvements (Most Recent Year)

We completed the last phase of our new construction, which included a new auxiliary gym, weight room, wrestling room, science building, on-campus athletic stadium, adult education building, food service area, and an enlarged fine arts building. Under phase two, we modernized our performing arts in its entirety (arts, ceramics, choir, and drama), added a 2,800-square-foot multipurpose room, and all classrooms were equipped with LCD projectors and multimedia cabinets. Completion of Measure B-funded projects was concluded in October of 2008. This summer we completed the last major phase of our new construction, which included new tennis courts and new sod on the upper field.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9-23-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	Stained ceiling tiles, to be replaced by custodian. Hole in wall, to be repaired by painter.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Burnt out light bulbs, to be replaced by custodian.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Projector mount incorrect, to be repaired by maint. Missing fire extinguishers, to be replaced by custodian. TV needs earthquake strap.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Door closer needs adjusting, to be repaired by maint.
Overall Rating	Exemplary	Good	Fair	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	77	81	77	79	81	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	68	72	69	71	74	71	54	56	55
Math	49	55	43	65	65	65	49	50	50
HSS	69	74	72	69	71	71	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	8	9	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.8	18.9	60.3

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	77
Male	83
Female	72
Black or African American	
American Indian or Alaska Native	
Asian	85
Filipino	85
Hispanic or Latino	61
Native Hawaiian/Pacific Islander	
White	89
Two or More Races	71
Socioeconomically Disadvantaged	60
English Learners	10
Students with Disabilities	52
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-6	8	-5
Black or African American			
American Indian or Alaska Native			
Asian	-2		
Filipino			
Hispanic or Latino	-4	10	8
Native Hawaiian/Pacific Islander			
White	-5	11	-6
Two or More Races			
Socioeconomically Disadvantaged	23	18	3
English Learners	0	3	-11
Students with Disabilities		1	2

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents were actively involved in the Parent Teacher Student Association (PTSA), Grad Night committees, booster organizations, Advocates for Language Learners (ALL), English Language Advisory Committee (ELAC), School Site Council (SSC), and interview committees. We met as a Community Focus Group at the beginning of each month and it was open to the public. Parents organized major fund-raisers to meet students' needs and consistently contributed through volunteer work, such as helping teachers and staff with photocopying and volunteering in the classroom.

LHHS continued to utilize Aeries for our Student Information System. The system has an embedded grade book function for teachers that was accessed by parents via the Family Portal. The portal included each student's current grades, individual assignments, attendance record, and personal information update features such as a weekly progress report E-mail.

State Priority: School Climate

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

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

School Safety Plan

At minimum, an administrator was on campus daily from 6:45 AM to 4:30 PM with administrators often on campus supervising afternoon and evening athletic and areas of student involvement. A campus supervisor was on campus 30 Minutes before and after school and one additional campus supervisor was on duty from 9:30 a.m. to 4:00 PM.

We consistently worked with the Orange County Sheriff's Department on a number of safety issues relating to everyday school operations. Safety, for everyone, was our number-one priority. We had a closed campus and required all visitors to check in with the administration office.

Our staff, along with law enforcement, revised the School Safety Plan. We updated the plan at the beginning of the school year and included the following: evacuation plans, details of staff responsibilities during a crisis/emergency as well as roll-taking to ensure every student is accounted for, facilities information, and emergency supplies for each classroom and campus use. We also conducted multiple drills throughout the year to ensure student and staff readiness for any and all emergencies.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	4.9	5.3	3.4
Expulsions Rate	0.2	0.1	0.4
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30.4	26	27	8	23	17	11	10	10	34	36	37
Math	29.7	30	29	7	11	11	17	12	11	25	30	33
Science	32.4	32	31	2	6	5	14	13	14	29	31	28
SS	30.3	28	27	5	13	15	18	12	12	23	32	30

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,387	\$99	\$5,288	\$92,617
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-1%	6%
Percent Difference: School Site/ State			-7%	-12%

Types of Services Funded at Laguna Hills High School

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

Professional Development provided for Teachers at Laguna Hills High School

The major area of focus for staff development is on student and teacher accountability through the data team process. Laguna Hills High School teachers attended the School Accountability for Instruction, Learning, and Leadership (SAILL) district staff training days. Teachers further enhanced their instructional leadership by participating in the data team process training. This process informs instructional decisions with an emphasis on the effective use of materials for core curriculum areas and a review of student progress using student engagement

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	27	44	23	41	35
All Students at the School	34	24	42	27	42	31
Male	35	26	39	22	40	38
Female	33	21	46	31	44	25
Black or African American						
American Indian or Alaska Native						
Asian	19	4	78	12	19	69
Filipino	47		53	36	36	29
Hispanic or Latino	50	28	22	40	41	19
Native Hawaiian/Pacific Islander						
White	21	25	53	15	48	37
Two or More Races	33	14	52	25	40	35
Socioeconomically Disadvantaged	54	25	21	45	38	17
English Learners	95	5		84	11	5
Students with Disabilities	75	13	13	78	13	9
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Laguna Hills High School	2011-12	2012-13	2013-14
English-Language Arts	69	76	66
Mathematics	71	78	73
Saddleback Valley Unified School	2011-12	2012-13	2013-14
English-Language Arts	73	75	56
Mathematics	73	75	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	97.44	90.80	84.56
Black or African American	125.00	92.16	75.90
American Indian or Alaska Native	0.00	80.00	77.82
Asian	102.94	95.83	92.94
Filipino	91.67	91.40	92.20
Hispanic or Latino	98.43	86.24	80.83
Native Hawaiian/Pacific Islander	100.00	75.00	84.06
White	96.36	92.14	90.15
Two or More Races	100.00	94.55	89.03
Socioeconomically Disadvantaged	96.19	85.69	82.58
English Learners	73.91	60.00	53.68
Students with Disabilities	74.36	50.59	60.31

Dropout Rate and Graduation Rate			
Laguna Hills High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.2	1.9	0.9
Graduation Rate	93.47	96.24	97.22
Saddleback Valley Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.4	2.4	2.4
Graduation Rate	94.74	95.35	95.33
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	4	♦
Science	5	♦
Social Science	5	♦
All courses	18	0.9

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	74.44
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	48.69

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	691
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	69%

Career Technical Education Programs

The guidance and ROP staff members help students select career-related classes, such as automotive, video technology, animation, architecture, business, construction, and arts courses. ROP offers career courses including Auto-Shop, Construction Technology, TV/Film, Digital Imagery, Accounting, and Web Design, some of which include required internships. Six events, including the Career Fair, also help both special and regular education students and their parents plan for jobs after high school. Career classes coordinated with Saddleback College allow students to earn college credits and advance more quickly. Job shadowing, guest speakers, field trips, and internships give students experience in the world of work.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 205 students in career technical education courses.

Tech Prep programs at LHHS promote a bridge between secondary and postsecondary programs. The programs provide academic and vocational preparation in an identified career pathway. Students under the Tech Prep program commence their education at LHHS and then transition into a postsecondary institution to earn an advanced technical degree or certificate. The career pathways available in the Tech Prep program are academically rigorous. They provide students with the basic skills for postsecondary admission and the technical skills to enable them to have productive and successful careers.

There is no cost for the Tech Prep program. Successfully completed Tech Prep credits earned at designated classes through our ROP offerings can be converted to Saddleback College credit upon enrollment at the college. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.