

Laguna Hills High School

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

Bill Hinds, Principal

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https://www.saddlespace.org/LHHS/lhshhomepage/cms_page/view

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Saddleback Valley Unified School District

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District Governing Board

Suzie Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Amanda Morrell

District Administration

Dr. Clint Harwick

Superintendent

Dr. Terry Stanfill

Assistant Superintendent, Human Resources

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Laura Ott

Assistant Superintendent, Educational Services

Tammy Blakely

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Superintendent/Director, Pupil Services

Dr. Rocky Murray

Director, Secondary Education

Dr. Terry Petersen

Director, Elementary Education

Dr. 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 co-curricular 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. LHHS offers a wide variety of programs in place for the high-achieving students such as Advanced Placement, International Baccalaureate, Two-Way Immersion and Honors Courses.

Bill Hinds, Principal

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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.

About the SARC

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 at (949) 770-5447 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 426 |
| Grade 10 | 418 |
| Grade 11 | 390 |
| Grade 12 | 408 |
| Total Enrollment | 1,642 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.8 |
| American Indian or Alaska Native | 0.2 |
| Asian | 7.6 |
| Filipino | 4.1 |
| Hispanic or Latino | 36.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 44.7 |
| Two or More Races | 4.1 |
| Socioeconomically Disadvantaged | 30.6 |
| English Learners | 9 |
| Students with Disabilities | 7.6 |
| Foster Youth | 0.4 |

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 | 13-14 | 14-15 | 15-16 |
| With Full Credential | 65 | 67 | 65 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Saddleback Valley Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 1195 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Laguna Hills High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 0 |

* "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

| 2014-15 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 | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 100.0 | 0.0 |
| Low-Poverty Schools | 100.0 | 0.0 |

* 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 2015-16)

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: October 2015 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | American Literature Adopted 2009 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 |

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|---|
| | <p>Writing and Grammar Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |
| Mathematics | <p>Mathematics Connections Adopted 2000</p> <p>Pre-Algebra Adopted 2000</p> <p>Algebra 1 Adopted 2015</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 2015</p> <p>Mathematics Standard Level Adopted 2015</p> <p>Mathematical Studies Adopted 2015</p> <p>Mathematical Studies Standard Level Adopted 2015</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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|---|
| Science | <p>Campbell Biology AP Edition Adopted 2015</p> <p>Biology Adopted 2004</p> <p>Biology, Exploring Life Adopted 2004</p> <p>Exploring Life Science Adopted 1996</p> <p>Life Science Adopted 2004</p> <p>Marine Biology Adopted 1998</p> <p>Addison Wesley Chemistry Adopted 2001</p> <p>Chemistry Adopted 2001</p> <p>Chemistry Adopted 2009</p> <p>Chemistry: Concepts and Applications Adopted 2005</p> <p>Chemistry for Use with IB Adopted 2001</p> <p>Chemistry: Matter and Change Adopted 2009</p> <p>Chemistry: the Central Science Adopted 2009</p> <p>Chemistry 3rd Edition Adopted 2009</p> <p>Modern Chemistry Adopted 2001</p> <p>Modern Chemistry Adopted 2009</p> <p>Earth Science Adopted 2000</p> <p>Exploring Earth Science Adopted 1998</p> <p>Exploring Physical Science Adopted 1998</p> <p>Physical Science Adopted 2007</p> <p>Physical Science Adopted 1998</p> <p>Physical Science with Earth Science Adopted 2007</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| History-Social Science | <p>Explora el Mundo, Personas, Lugares y Adopted 2004</p> <p>Geography - The World and Its People Adopted 2000</p> <p>Human Geography: The Cultural Landscape Adopted 2000</p> <p>World Cultures: A Global Mosaic Adopted 2000</p> <p>World Geography and You Adopted 2000</p> <p>World Geography Building a Global Perspective Adopted 2000</p> <p>Economics Adopted 2005</p> <p>Economics: A Contemporary Introduction Adopted 2005</p> <p>Economics Today and Tomorrow Adopted 2005</p> <p>Economics: Principles and Practices Adopted 2005</p> <p>American Anthem Modern American History Adopted 2007</p> <p>American History - A Survey Adopted 2007</p> <p>American Pageant Adopted 2007</p> <p>American Pageant Adopted 2015</p> <p>The American People: Creating a Nation and a Society Adopted 2007</p> <p>Western Civilization Adopted 2009</p> <p>World History Adopted 2009</p> <p>World History: the Modern World Adopted 2009</p> <p>Civics in Practice: Principles of Government & Econ. Adopted 2008</p> <p>US Government: Democracy in Action Adopted 2008</p> <p>Government in America: People, Politics, & Policy Adopted 2008</p> |

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: 11-12-15 | | | | | |
| 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 maintenance. | |
| Structural: Structural Damage, Roofs | X | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | Exemplary | Good | Fair | Poor | 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 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 73 | 61 | 44 |
| Math | 44 | 47 | 33 |

* 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.

| 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 | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 81 | 76 | 80 | 81 | 80 | 79 | 59 | 60 | 56 |

* Results are for 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.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 16.90 | 18.50 | 60.80 |

* 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.

| 2014-15 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 | 79 |
| All Student at the School | 80 |
| Male | 82 |
| Female | 77 |
| Black or African American | 63 |
| Asian | 100 |
| Filipino | 93 |
| Hispanic or Latino | 66 |
| White | 88 |
| Two or More Races | 86 |
| Socioeconomically Disadvantaged | 38 |
| English Learners | 33 |
| Students with Disabilities | 66 |
| Foster Youth | -- |

* 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.

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 380 | 370 | 97.4 | 8 | 18 | 38 | 35 |
| Male | 11 | 380 | 183 | 48.2 | 8 | 17 | 40 | 33 |
| Female | 11 | 380 | 187 | 49.2 | 7 | 20 | 37 | 36 |
| Black or African American | 11 | 380 | 6 | 1.6 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 380 | 2 | 0.5 | -- | -- | -- | -- |
| Asian | 11 | 380 | 32 | 8.4 | 3 | 13 | 16 | 66 |
| Filipino | 11 | 380 | 15 | 3.9 | 0 | 33 | 33 | 33 |
| Hispanic or Latino | 11 | 380 | 135 | 35.5 | 13 | 22 | 46 | 19 |
| Native Hawaiian or Pacific Islander | 11 | 380 | 2 | 0.5 | -- | -- | -- | -- |
| White | 11 | 380 | 160 | 42.1 | 6 | 16 | 35 | 43 |
| Two or More Races | 11 | 380 | 17 | 4.5 | 12 | 12 | 41 | 35 |
| Socioeconomically Disadvantaged | 11 | 380 | 103 | 27.1 | 18 | 20 | 43 | 18 |
| Students with Disabilities | 11 | 380 | 27 | 7.1 | 44 | 33 | 11 | 7 |
| Foster Youth | 11 | -- | -- | -- | -- | -- | -- | -- |

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. 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.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 380 | 367 | 96.6 | 24 | 32 | 27 | 16 |
| Male | 11 | 380 | 180 | 47.4 | 22 | 30 | 31 | 17 |
| Female | 11 | 380 | 187 | 49.2 | 26 | 34 | 24 | 16 |
| Black or African American | 11 | 380 | 6 | 1.6 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 380 | 2 | 0.5 | -- | -- | -- | -- |
| Asian | 11 | 380 | 31 | 8.2 | 3 | 13 | 35 | 48 |
| Filipino | 11 | 380 | 15 | 3.9 | 7 | 60 | 27 | 7 |
| Hispanic or Latino | 11 | 380 | 134 | 35.3 | 40 | 32 | 22 | 4 |
| Native Hawaiian or Pacific Islander | 11 | 380 | 2 | 0.5 | -- | -- | -- | -- |
| White | 11 | 380 | 159 | 41.8 | 16 | 33 | 31 | 19 |
| Two or More Races | 11 | 380 | 17 | 4.5 | 24 | 24 | 18 | 35 |
| Socioeconomically Disadvantaged | 11 | 380 | 103 | 27.1 | 36 | 38 | 21 | 5 |
| Students with Disabilities | 11 | 380 | 27 | 7.1 | 74 | 15 | 0 | 7 |
| Foster Youth | 11 | -- | -- | -- | -- | -- | -- | -- |

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. 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.

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 are 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 meet as a Community Focus Group at the beginning of each month and it is open to the public. Parents organize major fund-raisers to meet students' needs and consistently contribute through volunteer work, such as helping teachers and staff with photocopying and volunteering in the classroom.

LHHS continues to utilize Aeries for our Student Information System. The system has an embedded grade book function for teachers that is accessed by parents via the Family Portal. The portal includes 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 is on campus daily from 6:45 a.m. to 4:30 p.m. with administrators often on campus supervising afternoon and evening athletic events and areas of student involvement. A campus supervisor is on campus 30 minutes before and after school and one additional campus supervisor is on duty from 9:30 a.m. to 4:00 p.m..

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

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

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.33 | 3.38 | 2.94 |
| Expulsions Rate | 0.11 | 0.39 | 0.35 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 2.89 | 1.89 | 1.70 |
| Expulsions Rate | 0.11 | 0.18 | 0.15 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | Yes | Yes | Yes |

| 2015-16 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 | | 6 |
| Percent of Schools Currently in Program Improvement | | 66.7 |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 26 | 27 | 26 | 23 | 17 | 20 | 10 | 10 | 22 | 36 | 37 | 24 |
| Math | 30 | 29 | 26 | 11 | 11 | 14 | 12 | 11 | 23 | 30 | 33 | 22 |
| Science | 32 | 31 | 27 | 6 | 5 | 11 | 13 | 14 | 22 | 31 | 28 | 21 |
| SS | 28 | 27 | 26 | 13 | 15 | 17 | 12 | 12 | 16 | 32 | 30 | 25 |

* 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.

| Academic Counselors and Other Support Staff at this School | |
|--|----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 3 |
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | .5 |
| 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.

Professional Development provided for Teachers

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

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$30,000 | \$43,165 |
| Mid-Range Teacher Salary | \$70,870 | \$68,574 |
| Highest Teacher Salary | \$95,849 | \$89,146 |
| Average Principal Salary (ES) | \$111,534 | \$111,129 |
| Average Principal Salary (MS) | \$120,491 | \$116,569 |
| Average Principal Salary (HS) | \$128,082 | \$127,448 |
| Superintendent Salary | \$279,692 | \$234,382 |
| 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/.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- * Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- * Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- * Provide appropriate, current instructional materials.
- * Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- * Support continued implementation of strategies for Designated and Integrated ELD.
- * Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- * Expand Advancement Via Individual Determination (AVID).
- * Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- * Expand Counseling Services.
- * Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 5484.42 | 61.40 | \$5,288 | \$92,617 |
| District | ◆ | ◆ | 5423.02 | \$78,959 |
| State | ◆ | ◆ | \$5,348 | \$72,971 |
| Percent Difference: School Site/District | | | -2.5 | 19.6 |
| Percent Difference: School Site/ State | | | 12.8 | 31.0 |

* Cells with ◆ do not require data.

2014-15 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 | 26 | 26 | 48 | 25 | 43 | 32 |
| All Students at the School | 23 | 25 | 52 | 25 | 50 | 26 |
| Male | 26 | 30 | 44 | 22 | 49 | 29 |
| Female | 20 | 21 | 59 | 27 | 51 | 22 |
| Black or African American | 45 | 27 | 27 | 45 | 45 | 9 |
| Asian | 4 | 22 | 74 | 4 | 26 | 70 |
| Filipino | 13 | 33 | 53 | 20 | 40 | 40 |
| Hispanic or Latino | 38 | 25 | 36 | 38 | 43 | 19 |
| White | 15 | 23 | 62 | 18 | 57 | 25 |
| Two or More Races | 8 | 40 | 52 | 8 | 64 | 28 |
| Socioeconomically Disadvantaged | 40 | 28 | 32 | 33 | 54 | 14 |
| English Learners | 86 | 14 | | 81 | 11 | 8 |
| Students with Disabilities | 57 | 19 | 24 | 68 | 27 | 5 |

* 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 | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 76 | 66 | 77 |
| Mathematics | 78 | 73 | 75 |
| Saddleback Valley Unified School | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 75 | 56 | 61 |
| Mathematics | 75 | 61 | 62 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* 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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Laguna Hills High School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 1.90 | 0.90 | 2.90 |
| Graduation Rate | 96.24 | 97.22 | 95.88 |
| Saddleback Valley Unified School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 2.40 | 2.40 | 2.50 |
| Graduation Rate | 95.35 | 95.33 | 94.70 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 650 |
| % 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 | 73% |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2014 | | |
| | School | District | State |
| All Students | 94.5 | 90.58 | 84.6 |
| Black or African American | 100 | 82.46 | 76 |
| American Indian or Alaska Native | 100 | 72.22 | 78.07 |
| Asian | 94.44 | 95.56 | 92.62 |
| Filipino | 87.5 | 100 | 96.49 |
| Hispanic or Latino | 96.62 | 86.55 | 81.28 |
| Native Hawaiian/Pacific Islander | 100 | 87.5 | 83.58 |
| White | 94.12 | 92.33 | 89.93 |
| Two or More Races | 81.25 | 88.62 | 82.8 |
| Socioeconomically Disadvantaged | 87.23 | 51.58 | 61.28 |
| English Learners | 79.41 | 64.14 | 50.76 |
| Students with Disabilities | 93.23 | 82.25 | 81.36 |
| Foster Youth | -- | -- | -- |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 97.26 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 43.04 |

| 2014-15 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 | 4 | ♦ |
| Social Science | 5 | ♦ |
| All courses | 17 | 1.3 |

* Where there are student course enrollments.

Career Technical Education Programs

The guidance and ROP staff members help students select career related classes, such as automotive, video technology, computer graphics, culinary arts and photography courses. ROP offers career courses including Automotive, TV/Film, Digital Imagery, Culinary Arts and Computer Graphics, some of which offer the option for 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. We enrolled 650 students in career technical education courses throughout the year (duplicate count including semester classes). Articulation agreements for LHHS CTE courses promote a bridge between secondary and post-secondary programs. The programs provide academic and career preparation in an identified career pathway. Students in an articulated course commence their education at LHHS and then transition into a post-secondary institution to earn an advanced technical degree or certificate. The career pathways available are academically rigorous with many of the CTE classes being UC approved. They provide students with the basic skills for post-secondary admission and the technical skills to enable them to have productive and successful careers. Articulated courses can earn college credit upon enrollment at the college and meeting other criteria. 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.