

Laguna Hills High School

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

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Saddleback Valley Unified School District

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District Governing Board

Ginny Fay Aitkens
Dolores Winchell
Dennis Walsh
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District Administration

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Superintendent
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Director, Elementary Education

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School Description

Through the Cooperative involvement of all students, staff, parents and the community, Laguna Hills High School will strive to provide each student with the academic skills, knowledge and values needed to become active and contributing members of our global society.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	399
Grade 10	433
Grade 11	405
Grade 12	371
Total Enrollment	1,608

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.4
Asian	7
Filipino	4.4
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.2
White	42.4
Two or More Races	4.8
Socioeconomically Disadvantaged	32.6
English Learners	10.8
Students with Disabilities	8.3
Foster Youth	0.2

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	14-15	15-16	16-17
With Full Credential	67	65	65
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Laguna Hills High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	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

2015-16 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 2016-17)

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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature Adopted 2009 American Literature Adopted 2009 British Literature Adopted 2009 British Literature Adopted 2009 Daybooks of Critical Reading Adopted 2000 High Point (Hampton Brown) Adopted 2004 Holt 2000 Literature Anthology Adopted 1999 Reader's Choice - British Literature Adopted 2000 Scholastic Read 180 Adopted 2003 Writer's Choice Grammar Adopted 2000 Writer's Inc: School to Work Adopted 2000 Study Sync Adopted 2016 English 3D Adopted 2016 A World of Ideas Adopted 2016 The Language of Composition Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: October 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Mathematics Connections Adopted 2000
	Pre-Algebra Adopted 2000
	Algebra 1 Adopted 2015
	Algebra & Trigonometry: Structure and Method Adopted 2008
	Algebra 2 Adopted 2008
	Algebra 2 Adopted 2008
	Calculus of a Single Variable Adopted 2000
	Geometry Adopted 2015
	Mathematics Standard Level Adopted 2015
	Mathematical Studies Adopted 2015
	Mathematical Studies Standard Level Adopted 2015
	Pre-Calculus (Cohen) Adopted 2000
	Pre-Calculus (Stewart) Adopted 2000
	Elementary Statistics Adopted 2008
	The Practice of Statistics Adopted 2008
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	

Science

Campbell Biology AP Edition
Adopted 2015

Biology
Adopted 2004

Biology, Exploring Life
Adopted 2004

Exploring Life Science
Adopted 1996

Life Science
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

Textbooks and Instructional Materials
Year and month in which data were collected: October 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Reading Essentials for Biology Adopted 2007</p> <p>Cutnell & Johnson Physics Adopted 2015</p> <p>Holt Physics Adopted 2004</p> <p>Physics for Scientists and Engineers Adopted 2004</p> <p>Physics: Principles and Problems Adopted 2004</p> <p>Environmental Science: Earth as a Living Planet Adopted 2012</p> <p>Environmental Science for AP Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

History-Social Science

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

American Pageant
Adopted 2015

The American People: Creating a Nation and a Society
Adopted 2007

Western Civilization
Adopted 2016

World History
Adopted 2009

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

Global Politics
Adopted 2016

Textbooks and Instructional Materials
Year and month in which data were collected: October 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The Move to Global War Adopted 2016
	The Cold War: Superpower Tensions and Rivalries Adopted 2016
	The Causes and Effects of 10th Century Wars Adopted 2016
	Rights and Protests Adopted 2016
	History of the Americas 1880-1981 Adopted 2016
	Authoritarian States Adopted 2016
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0

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: 10-6-16

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. Torn carpet, to be repaired by contractor.
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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-6-16					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	74	83	61	65	44	48
Math	44	50	48	50	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	76	80	75	80	79	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.7	12.7	63.5

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	426	422	99.1	75.4
Male	234	232	99.2	76.3
Female	192	190	99.0	74.2
Asian	29	29	100.0	82.8
Filipino	19	19	100.0	73.7
Hispanic or Latino	164	164	100.0	61.6
White	187	183	97.9	85.8
Two or More Races	19	19	100.0	89.5
Socioeconomically Disadvantaged	153	152	99.4	61.2
English Learners	44	44	100.0	25.0
Students with Disabilities	42	40	95.2	45.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	398	382	96.0	83.3
Male	11	197	187	94.9	81.8
Female	11	201	195	97.0	84.6
Asian	11	27	26	96.3	96.2
Filipino	11	15	13	86.7	100.0
Hispanic or Latino	11	142	138	97.2	73.2
White	11	181	173	95.6	87.3
Two or More Races	11	22	21	95.5	95.2
Socioeconomically Disadvantaged	11	125	123	98.4	69.9
English Learners	11	37	33	89.2	27.3
Students with Disabilities	11	28	25	89.3	32.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	398	385	96.7	49.6
Male	11	197	189	95.9	51.9
Female	11	201	196	97.5	47.5
Asian	11	27	27	100.0	81.5
Filipino	11	15	15	100.0	26.7
Hispanic or Latino	11	142	139	97.9	36.0
White	11	181	172	95.0	55.2
Two or More Races	11	22	21	95.5	76.2
Socioeconomically Disadvantaged	11	125	124	99.2	33.1
English Learners	11	37	37	100.0	13.5
Students with Disabilities	11	28	25	89.3	28.0

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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	2013-14	2014-15	2015-16
Suspensions Rate	0.4	2.9	1.9
Expulsions Rate	3.4	0.4	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	1
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	500

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	26	26	17	20	20	10	22	22	37	24	24
Mathematics	29	26	26	11	14	14	11	23	23	33	22	22
Science	31	27	27	5	11	11	14	22	22	28	21	21
Social Science	27	26	26	15	17	17	12	16	16	30	25	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.

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 Instructional Rounds district staff training days. Teachers further enhanced their instructional leadership by participating in professional learning communities. 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$45,092
Mid-Range Teacher Salary	\$73,082	\$71,627
Highest Teacher Salary	\$98,840	\$93,288
Average Principal Salary (ES)	\$119,997	\$115,631
Average Principal Salary (MS)	\$128,306	\$120,915
Average Principal Salary (HS)	\$136,764	\$132,029
Superintendent Salary	\$285,286	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Laguna Hills High School	2011-12	2013-14	2014-15
Dropout Rate	0.90	2.90	0.20
Graduation Rate	97.22	95.88	98.52
Saddleback Valley Unified School	2011-12	2013-14	2014-15
Dropout Rate	2.40	2.50	2.50
Graduation Rate	95.33	94.70	95.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6236.20	68.13	6168.07	100071.44
District	♦	♦	6168.07	\$80,136
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	24.9
Percent Difference: School Site/ State			8.7	32.0

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	702
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.26
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.9

* Where there are student course enrollments.

2015-16 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	94	86
Black or African American	100	89	78
American Indian or Alaska Native	100	100	78
Asian	92	92	93
Filipino	89	96	93
Hispanic or Latino	98	91	83
Native Hawaiian/Pacific Islander	100	100	85
White	100	96	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	75	66
English Learners	62	56	54
Students with Disabilities	100	100	78

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, computer science 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. 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 702 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.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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