



Laguna Hills High School

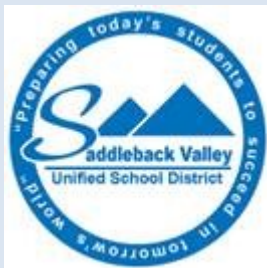
25401 Paseo de Valencia • Laguna Hills CA, 92653 • (949) 770-5447 • Grades 9-12

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

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Saddleback Valley Unified School District

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District Governing Board

Dolores Winchell, President
Dennis Walsh, Vice President
Amanda Morrell, Clerk
Suzie R. Swartz, Member
Dr. Edward Wong, Member

District Administration

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Superintendent
Dr. Terry Stanfill
Assistant Superintendent, Human Resources
Connie Cavanaugh
Assistant Superintendent, Business
Laura Ott
Assistant Superintendent, Educational Services
Tammy Blakely
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Dr. Ron Pirayoff
Director, Secondary Education
Liza Zielasko
Director, Elementary Education
Dr. Diane Clark
Director, Special Education
Scott Turner
Director, SELPA
Monique Yessian
Director, Student Services

School Description

Laguna Hills High School is a public high school located in Laguna Hills, California which serves the Saddleback Valley Unified School District. The school has the smallest student enrollment of the district's four schools at approximately 1,600 students. The mascot for Laguna Hills is the Hawk, and the official colors are brown and gold. 220 credits are required to graduate from Laguna Hills High School. 89% of LHHS grads are accepted at 2 or 4-year colleges.

The innovative programs include the Golden-Bell Award Winning Two-Way Language Immersion Program; AVID (Advancement Via Individual Determination); a four-year Model United Nations program; an interdisciplinary senior humanities program; the renowned International Baccalaureate (IB) program; and a two-period Virtual Enterprise business program.

Mission Statement

The Mission of Laguna Hills High School is to: implement a rigorous and accessible curriculum in a personalized, small-school, "family" environment; and develop students who will build a better world through mutual respect and intercultural understanding. Welcome to The Nest!

Vision Statement

The Vision of Laguna Hills High School is that all students will be college and career ready, and demonstrate the 21st Century skills of critical thinking, communication, collaboration, and creativity.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	387
Grade 10	401
Grade 11	422
Grade 12	396
Total Enrollment	1,606

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	6.4
Filipino	4.5
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.1
White	41.2
Two or More Races	5.1
Socioeconomically Disadvantaged	34
English Learners	12.3
Students with Disabilities	8.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Laguna Hills High School	15-16	16-17	17-18
With Full Credential	65	65	65
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	65
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Laguna Hills High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017	
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 2017

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 for AP Adopted 2017
	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
	Big Java-Early Objects Adopted 2017
	Barron's AP Computer Science A Adopted 2017
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 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Reading Essentials for Biology Adopted 2007 Cutnell & Johnson Physics Adopted 2015 Holt Physics 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

Ways of the World: A Global History with Sources
Adopted 2017

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

Textbooks and Instructional Materials
Year and month in which data were collected: October 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Global Politics Adopted 2016 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
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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: November 2017

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 plant foreman. Torn/old carpet, to be replaced by contractor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			several lights out, to be replaced by plant foreman.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			
Overall Rating	Exemplary	Good	Fair	Poor
		X		
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.				

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	83	82	65	64	48	48
Math	50	49	50	51	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	80	75	79	77	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.5	22.4	54.3

* 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.

**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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	413	397	96.13	82.37
Male	220	210	95.45	81.9
Female	193	187	96.89	82.89
Asian	28	27	96.43	88.89
Filipino	18	15	83.33	66.67
Hispanic or Latino	159	155	97.48	74.19
White	178	172	96.63	89.53
Two or More Races	22	22	100	86.36
Socioeconomically Disadvantaged	135	131	97.04	74.81
English Learners	58	50	86.21	40
Students with Disabilities	40	37	92.5	29.73

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	413	402	97.34	48.51
Male	220	211	95.91	45.97
Female	193	191	98.96	51.31
Asian	28	27	96.43	92.59
Filipino	18	18	100	38.89
Hispanic or Latino	159	159	100	27.67
White	178	172	96.63	58.72
Two or More Races	22	20	90.91	75
Socioeconomically Disadvantaged	135	132	97.78	28.79
English Learners	58	57	98.28	10.53
Students with Disabilities	40	35	87.5	8.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 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 State priority: School Climate (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	2014-15	2015-16	2016-17
Suspensions Rate	2.94	1.93	1.86
Expulsions Rate	0.35	0.12	0.24
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.84	1.78
Expulsions Rate	0.15	0.14	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	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.

2017-18 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 Services Staff (Paraprofessional)	1
Psychologist	1
Speech/Language/Hearing Specialist	.5
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	26	23	20	20	23	22	22	25	24	24	16
Mathematics	26	26	26	14	14	14	23	23	22	22	22	20
Science	27	27	26	11	11	13	22	22	18	21	21	21
Social Science	26	26	26	17	17	12	16	16	28	25	25	16

* 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 have release days to participate in Instructional Rounds, district staff development days, and CCSS/NGSS trainings. 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,808
Mid-Range Teacher Salary	\$75,274	\$73,555
Highest Teacher Salary	\$101,806	\$95,850
Average Principal Salary (ES)	\$128,234	\$120,448
Average Principal Salary (MS)	\$130,828	\$125,592
Average Principal Salary (HS)	\$147,958	\$138,175
Superintendent Salary	\$296,984	\$264,457
Percent of District Budget		
Teacher Salaries	39%	35%
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	2013-14	2014-15	2015-16
Dropout Rate	2.9	0.2	1.1
Graduation Rate	95.88	98.52	98.4
Saddleback Valley Unified School	2013-14	2014-15	2015-16
Dropout Rate	2.5	2.5	2.3
Graduation Rate	94.7	95.03	95.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6592.64	45.06	6547.58	129432.63
District	♦	♦	6547.58	\$82,270
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	61.5
Percent Difference: School Site/ State			15.3	70.7

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	867
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.95
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	48.66

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts	1	◆
Foreign Language	2	◆
Mathematics	2	◆
Science	3	◆
Social Science	2	◆
All courses	10	26.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	100	95.59	87.11
Black or African American	100	92.45	79.19
American Indian or Alaska Native	100	100	80.17
Asian	96.97	97.3	94.42
Filipino	100	97.7	93.76
Hispanic or Latino	100	92.85	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	99.35	96.41	90.99
Two or More Races	100	98.44	90.59
Socioeconomically Disadvantaged	100	80.77	63.9
English Learners	65.38	56.8	55.44
Students with Disabilities	100	96.87	85.45
Foster Youth	100	100	68.19

Career Technical Education Programs

Laguna Hills High School guidance and ROP staff members help students explore career options and select career related classes in order to make students college and career ready. ROP employs a Career Specialist who works with students regarding CTE and ROP classes. Laguna Hills High School offers career courses including Automotive, TV/Film, Digital Imagery, Culinary Arts, Sports Medicine, Computer Graphics, Stagecraft and Computer Science. Through Coastline ROP, students are able to enroll in internship classes including automotive, culinary arts, business, health science, hotel/tourism, early childhood education and manufacturing. Nearly all of the Laguna Hills HS CTE classes are articulated with Saddleback College (and some are articulated with other local community colleges) which allow students to earn college credits. Articulation agreements for LHHS CTE courses promote a bridge between secondary and post-secondary programs. 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. Job shadowing, guest speakers, field trips, and internships give students experience in the world of work. Laguna Hills High School offers courses in industries that lead to jobs that are high demand, high wage and/or high skill and are intended to help students prepare for the world of work. We enrolled 867 students in career technical education courses throughout the year (duplicate count including semester classes). The programs provide academic and career preparation in an identified career pathway. 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. 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.