



SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

Laguna Hills High School

ADDRESS: 25401 Paseo de Valencia, Laguna Hills, CA 92653 **PHONE:** (949) 770-5447

PRINCIPAL: Ed Adams **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	1,882	2,019	1,339
Teachers	Number of classroom teachers (full-time equivalent)	72	76	56
Students per teacher	Number of students per teacher	26	26	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	797	762	696
Students per computer	Number of students sharing one computer	5	5	4

Principal's Comments

Laguna Hills High School (LHHS) has a rich tradition of academic excellence, strong extracurricular activities, and a warm, friendly, family environment. Our staff takes pride in the high-caliber instruction we provide, as evidenced by our students' consistently high test scores and admissions offers from prestigious colleges and universities. Our students regularly score at high levels on Advanced Placement (AP) tests, the SAT, and ACT college admissions tests. Our International Baccalaureate (IB) program has increased the number of full diplomas awarded annually. LHHS students qualify for National Merit recognition every year. Thirteen two-way English/Spanish language immersion seniors graduated last year. They were the first graduates in the program and earned dual diplomas: one from the Saddleback Valley Unified School District and one from the Spanish Embassy.

Thanks to the passage of the Measure B School Improvement and Facilities Repair Bond in May 2004, we are moving forward to upgrade our campus facilities and plan new construction.

Major Achievements

- We participate in the IB program for academically talented and highly motivated students. In 2004-2005, we had 11 full-diploma students.
- We offer an outstanding Model United Nations program for students in all grades.
- Our Academic Decathlon teams have placed first in Orange County and the state, and second in the nation.
- We have had 73 National Merit Scholarship finalists and 86 semifinalists.
- LHHS received Distinguished School and National Blue Ribbon School awards in 1993-1994 and 1999-2000.
- In 2004-2005, 91 percent of our tenth graders passed the California High School Exit Exam (CAHSEE) on their first attempt.

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Focus for Improvement

- Continue to use effective instructional strategies throughout the curriculum.
- Improve the performance of our English learners.
- Assist all students in achieving success and develop an intervention program to support students who are experiencing difficulties in any subject.
- Modify our curricula based on the California Content Standards. Our goal is to improve schoolwide test scores, especially on the CAHSEE and the CST.

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

LHHS’s API was 797 (out of 1000). This is an increase of 11 points compared to last year’s API. About 99 percent of students took the test, which met the state’s required participation rate of 90 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

API RANKINGS: Based on our API growth score, we receive two rankings. The first compares us to all high schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all high schools in California, our school currently ranks 9 out of 10.

SIMILAR SCHOOL RANKINGS: We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 3 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

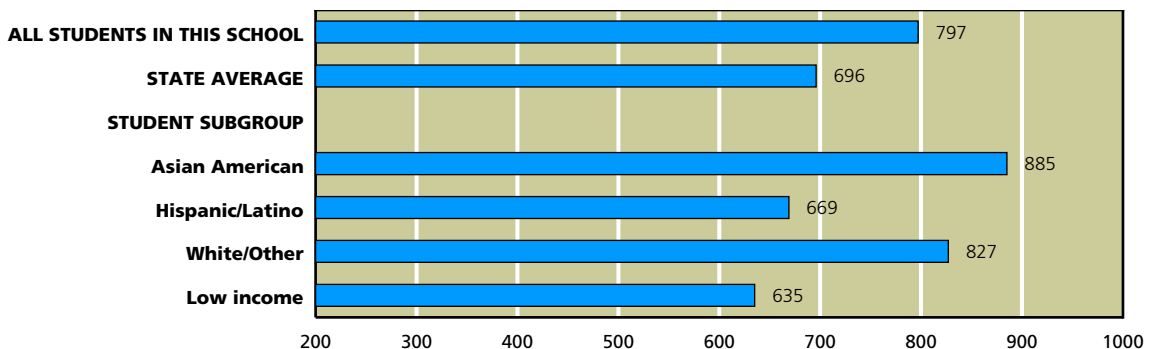
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 69 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API score	797
Growth attained from prior year	+11
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the CAHSEE (22.3 percent on the English/language arts test and 20.9 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2004 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	No
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 22.3% MEET OBJECTIVE ON THE TEST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% MEET OBJECTIVE ON THE TEST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

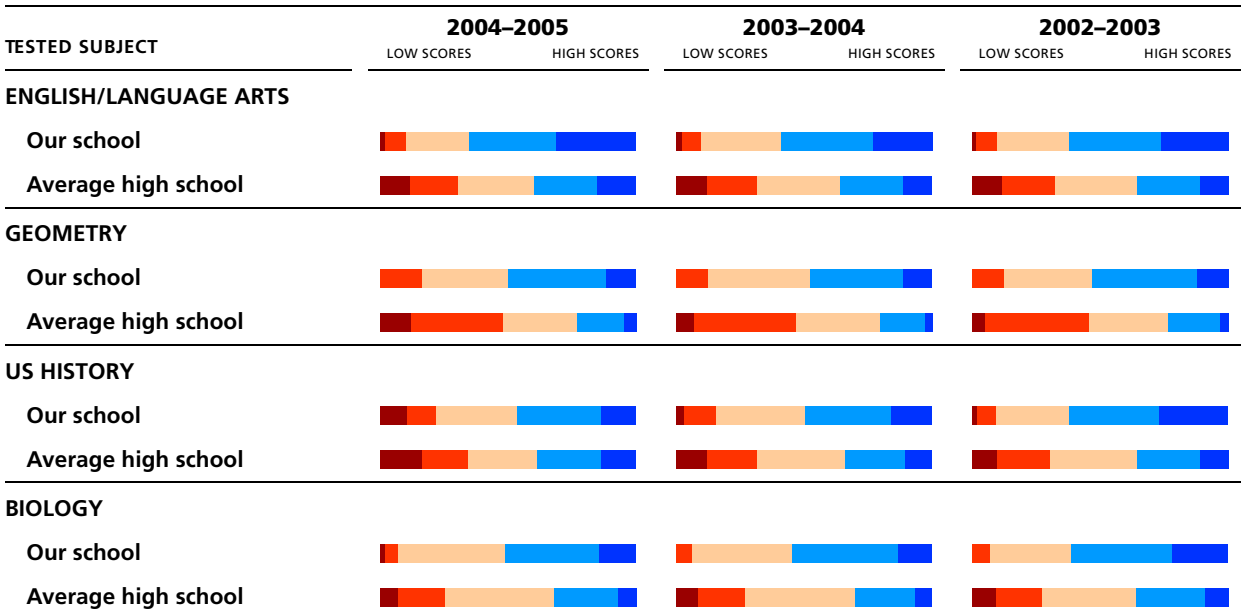
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	65%	59%	62%
Average high school	40%	37%	36%
GEOMETRY			
Our school	50%	48%	53%
Average high school	24%	22%	25%
US HISTORY			
Our school	47%	50%	62%
Average high school	39%	35%	36%
BIOLOGY			
Our school	51%	55%	61%
Average high school	33%	31%	37%

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California's standards are very high, and the tests that measure students' mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state's standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

ARE ALL STUDENTS' SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You'll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting the CST results from one course in each of the four core subjects. For science, we've selected biology because it is the science course taken by more students statewide than any other. For math, we've selected geometry because algebra is now supposed to be taken by eighth graders, leaving geometry as the class for freshmen and sophomores to take. In social studies, we've selected US history, which is taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. We are not reporting the results of the California High School Exit Exam until next year.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			65%	98%	SCHOOLWIDE AVERAGE: About 25 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

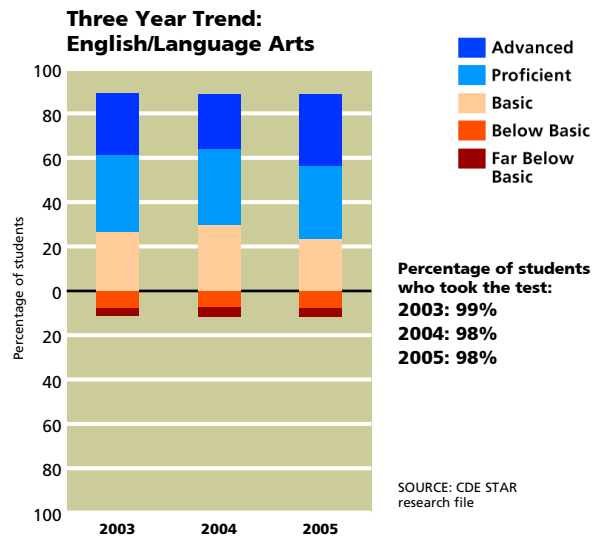
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			60%	678	GENDER: About nine percent more girls than boys at our school scored proficient or advanced.
Girls			69%	694	
English proficient			71%	1,244	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			6%	127	
Low income			29%	186	INCOME: About 41 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			70%	1,185	
Learning disabled			26%	31	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			66%	1,335	
African American	DATA STATISTICALLY UNRELIABLE		N/S	11	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			77%	156	
Filipino			51%	37	
Hispanic/Latino			37%	307	
White/Other			73%	844	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			50%	25%	SCHOOLWIDE AVERAGE: About 26 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			38%	24%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	23%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

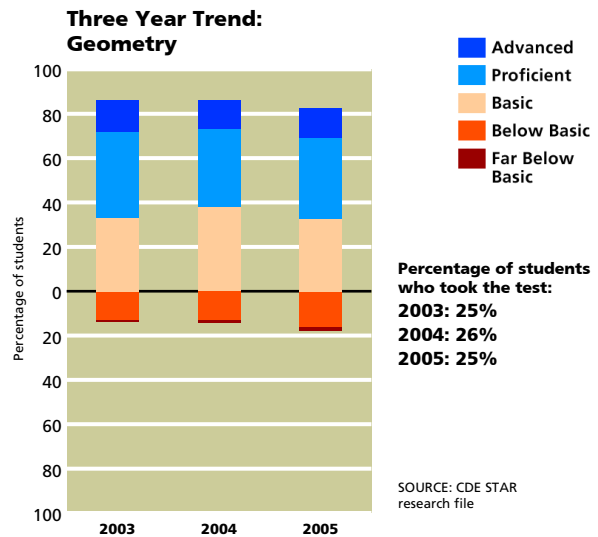
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			54%	162	GENDER: About seven percent more boys than girls at our school scored proficient or advanced.
Girls			47%	189	
English proficient			50%	339	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	12	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			50%	348	
Low income			30%	30	INCOME: About 22 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			52%	321	
Asian American			53%	51	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic/Latino			37%	57	
White/Other			53%	231	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 25 percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the CDE's Web site.



US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			47%	97%	SCHOOLWIDE AVERAGE: About eight percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			49%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			39%	94%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

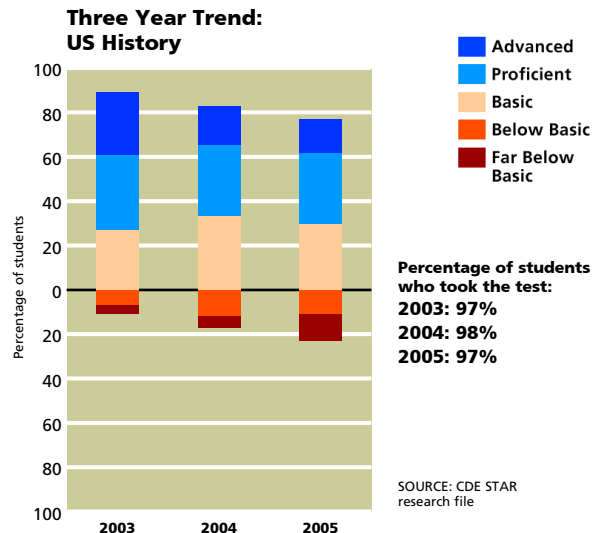
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			50%	202	GENDER: About six percent more boys than girls at our school scored proficient or advanced.
Girls			44%	222	
English proficient			50%	395	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	28	
Low income			25%	44	INCOME: About 24 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			49%	378	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			47%	419	
Asian American			61%	54	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	11	
Hispanic/Latino			23%	80	
White/Other			52%	273	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the CDE's Web site.



Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			51%	31%	SCHOOLWIDE AVERAGE: About 18 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			45%	33%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			33%	33%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

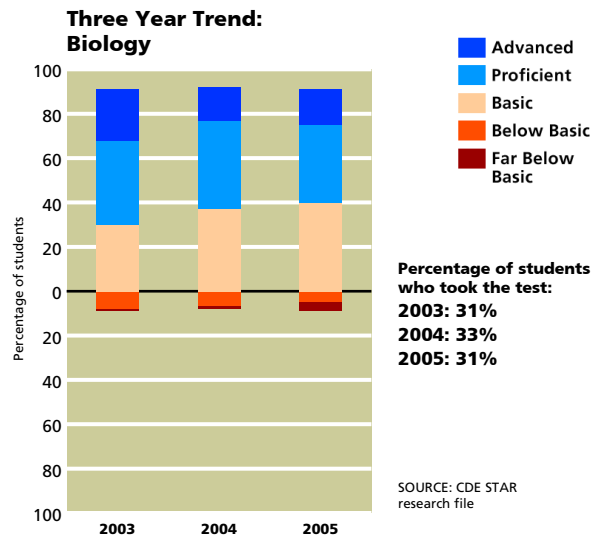
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			52%	204	GENDER: About two percent more boys than girls at our school scored proficient or advanced.
Girls			50%	232	
English proficient			53%	415	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	21	
Low income			28%	50	INCOME: About 26 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			54%	386	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			52%	429	
Asian American			66%	59	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic/Latino			33%	81	
White/Other			55%	277	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes biology is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 31 percent of our students took the biology standards test, compared to 33 percent of all high school students statewide. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.



Other Measures of Student Achievement

Our teachers monitor student progress and achievement through state tests, classroom observation, oral questioning, work samples, written tests, and projects. Students maintain yearly writing portfolios to demonstrate their progress toward meeting English writing standards and establish annual writing goals. All teachers communicate their grading systems to students at the beginning of each course and to parents at Back-to-School Night each fall. We are on a semester system and issue report cards every nine weeks, at the end of each quarter and semester. We also send progress reports halfway through each quarter to students who are in danger of failing. Teachers post grades online via the Easy Grade Pro program so that parents can monitor student progress.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

We have an IB coordinator, a coordinator for career development for special education students, and a career specialist for the Regional Occupational Program (ROP). Administrative team members, four student services technicians, and teachers advise students regarding special programs, help students meet graduation requirements, and assist them in completing college applications.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2004–2005	538	526	499
SAT math	Average score of juniors and seniors taking the test, 2004–2005	571	559	521
SAT participation rate	Percentage of seniors who took the test, 2004–2005	53%	42%	36%
AP exams	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	35	37	25
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	64%	39%	34%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	10%	8%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	11%	10%	10%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	31%	41%	31%

SOURCE: SAT test data provided by the College Board for the 2004–2005 school year. It also provides the information about AP tests taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2004. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2004. County and state averages represent high schools only.

In the 2004–2005 academic year, 53 percent of LHHS students took the SAT, compared to 36 percent of high school students in California.

LHHS students scored 538 on the verbal portion of the SAT, compared to 499 for students throughout the state. On the math portion of the SAT, LHHS students scored 571, compared to 521 for students throughout the state.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at LHHS, the number of AP exams taken and passed was 35 per 100 juniors and seniors. In California, by comparison, high school students successfully passed AP exams at a rate of 25 per 100 juniors and seniors.

The percentage of LHHS students taking courses required for admission to the UC or the CSU system was 64 percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of LHHS 2004 graduating class, 53 percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here's the detail: ten percent of the graduating class went to UC campuses, 11 percent went to CSU campuses, and 31 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior or senior year. These include **honors**, **AP**, or **International Baccalaureate** (IB) courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers 12 different courses that you'll see listed in the table.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	1	2	66
Foreign Language	3	6	154
Mathematics	3	6	180
Science	2	4	117
Social Science	3	6	186

SOURCE: CBEDS PAIF October 2004

Dropouts and Graduates

Our guidance staff reviews student progress at every grading period and pinpoints those students in danger of failing. At-risk students receive counseling and counselors devise an improvement plan, which may include referring students to Silverado High School as an alternative. Teachers or parents can also refer students in danger of dropping out to our assistant principal of supervision or to a guidance specialist. We provide intervention programs after school, Saturday, and at lunch to enable students to get assistance in courses they are in danger of failing. Counselors may modify a school day for students who have difficulty attending school.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate			
2003-2004	1%	1%	3%
2002-2003	1%	1%	3%
2001-2002	1%	1%	2%
Graduation rate			
2003-2004	97%	95%	87%
2002-2003	96%	91%	87%
2001-2002	97%	91%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

DROPOUT RATE: We now count as a **dropout** any student who left school during 2003-2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn't re-enrolled in our school for the 2004-2005 year by October 2005. Our dropout rate for the prior three years appears in the top part of the table.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success in keeping students in school. It is really a federal definition, used in No Child Left Behind to determine "adequate yearly progress." It is also one part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate, at best, because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

The guidance and ROP staff members help students select career-related classes, such as automotive, engineering, architecture, business, agriculture, and arts courses. The ROP offers career courses, some of which include required internships. Six events, including the Career Fair, also help both special and regular education students and their parents plan for jobs after high school. Career classes coordinated with Saddleback College allow students to earn college credits and advance more quickly. Job shadowing, guest speakers, field trips, and internships give students experience with the world of work.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	17%	25%	28%
CTE graduates	Percentage of graduates who completed a series of CTE courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, 323 students were enrolled in one or more of these courses, as reported in October 2004.

More information about the programs our school offers in career technical education are available from the following links. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

STUDENTS

Students' English Language Skills

At LHHS, 92 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the eight percent of LHHS students who were still learning English, nine percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	92%	81%	85%
English learners	8%	19%	15%

SOURCE: Language Census for school year 2004-2005. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 159 students classified as English learners. At LHHS, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	78%	82%	82%
Vietnamese	1%	7%	2%
Hmong	0%	0%	2%
Cantonese	0%	0%	2%
Filipino/Tagalog	6%	1%	2%
Khmer/Cambodian	0%	0%	1%
Korean	1%	4%	1%
All other	15%	6%	8%

SOURCE: Language Census for school year 2004-2005. County and state averages represent high schools only.

Ethnicity

Most students at LHHS identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at LHHS. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	2%	8%
Asian American/Pacific Islander	14%	17%	12%
Latino/Hispanic	23%	37%	41%
White/European American/Other	62%	44%	38%

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At LHHS, 11 percent of the students qualified for this program, compared to 36 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	11%	27%	36%
Parents with some college	83%	62%	59%
Parents with college degree	69%	42%	37%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 83 percent of the students at LHHS have attended college and 69 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at LHHS varies from a low of 32 students to a high of 34. Our average class size schoolwide is 32 students. The average class size for high schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	32	28	26
History	34	33	30
Math	33	31	28
Science	33	32	30

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Safety

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2002-2003	2003-2004	2004-2005
Drug or alcohol related	0	7	2
Crimes against people	0	0	11
Property crimes	2	2	1

SOURCE: This data comes from the school district office.

In the calendar year 2005, we reported three drug or alcohol incidents (two per thousand students), 20 crimes against people (11 per thousand students), and one property crime (one per thousand students). For comparison, the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students, according to the California Safe School Assessment of 2001. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

An administrator is on campus daily from 6:30 a.m. to 4:30 p.m. A campus supervisor is on campus 30 minutes before and after school, and another one is on duty from 10 a.m. to 3:15 p.m. We have a closed campus and require all visitors to check in with the administration office. Our staff and law enforcement revise the school safety plan each year, and we conduct annual disaster and fire drills. We revised our school safety plan in April 2004.

Homework

Homework reinforces what students learn in the classroom. Assignments provide students with independent practice as an extension of the day's lesson or in preparation for the next. All students should expect one to two and one-half hours of homework each evening, Monday through Thursday. We expect students to complete some projects over a longer period of time. Many teachers post assignments on their Web page.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

To fulfill our commitment to provide an environment that supports education, we enforce a comprehensive discipline policy. We use a variety of enforcement strategies, including detention, trash pickup, suspension, and expulsion. We also have trained conflict mediators and a student task force to help with disciplinary issues.

During the 2004–2005 school year, we had 81 suspension incidents and two incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	4	8
	2003–2004	6	13
	2002–2003	9	11
Expulsions per 100 students	2004–2005	0	1
	2003–2004	1	1
	2002–2003	0	1

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	60%	46%	28%
Girls in Fitness Zone	52%	44%	26%
Total	56%	45%	27%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Schedule

Our school year is comprised of 180 instructional days. Included in the school year are six late-start days for staff development. The school day runs from 7 a.m. to 3:03 p.m. Our extracurricular programs include athletics, band, drill team, pep squad, clubs, and more. All cocurricular programs conduct practices and meetings after the school day. Office hours are from 7 a.m. until 4 p.m.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	64,800	64,800
Grade 10	64,800	64,800
Grade 11	64,800	64,800
Grade 12	64,800	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Ed Adams has been principal of this school for two years. Our principal has two years of experience as a principal and 20 as a teacher.

It is essential to include all stakeholders in making decisions; therefore, the Principal’s Council includes not only the administrative team but also department chairs, program coordinators, and a representative from our classified staff. The PTSA parent group advocates for students to meet their academic needs. The SSC is comprised of staff, parents, and students to allocate funding for classroom needs that are identified in the Single Site Plan.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	19	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	3%	11%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	59%	49%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	39%	50%	62%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About three percent of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other high schools in California. Our teachers have, on average, 19 years of experience. About 39 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 59 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	99%	95%	90%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	1%	4%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	1%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 99 percent of the faculty at LHHS hold a full credential. None of the faculty at LHHS holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. About one percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

About 96 percent of the faculty at LHHS hold the secondary (single-subject) credential. This number is above the average for high schools in California, which is 90 percent. You can find three years of data about teachers’ credentials in the [technical appendix](#) to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	4%	N/A	26%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	7%	10%	10%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	6%	9%	9%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	1%	5%	10%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than “highly qualified.” The exceptions known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About seven percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About one percent of our teachers were working without full credentials, compared to ten percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ENGLISH				
Courses	Percentage of English courses taught by a teacher lacking the right subject area authorization	2%	6%	7%
Enrollment	Percentage of English students taught by a teacher lacking the right subject area authorization	1%	5%	6%
MATH				
Courses	Percentage of math courses taught by a teacher lacking the right subject area authorization	4%	11%	7%
Enrollment	Percentage of math students taught by a teacher lacking the right subject area authorization	3%	8%	5%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	16%	11%	14%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	15%	11%	13%
SOCIAL SCIENCE				
Courses	Percentage of social science courses taught by a teacher lacking the right subject area authorization	2%	8%	10%
Enrollment	Percentage of social science students taught by a teacher lacking the right subject area authorization	1%	7%	9%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas. About seven percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

This table shows how teachers considered to be less than “highly qualified” are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB’s standard.

The districtwide average is 11 percent, compared to 26 percent statewide. For those

schools with the highest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 11 percent, compared to 21 percent statewide.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by “highly qualified” teachers	11%
Schools with most low income students	Percentage of core courses not taught by “highly qualified” teachers	100%
Schools with fewest low income students	Percentage of core courses not taught by “highly qualified” teachers	11%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students’ free lunch entitlements. Top and bottom quartiles are compared.

Evaluating and Improving Teachers

Teachers formulate annual professional goals based on the California Standards for the Teaching Profession. These goals form the basis for their evaluations. Administrators also perform in-class observations. We evaluate probationary and temporary teachers yearly and tenured teachers every other year. Teachers who need extra assistance are paired with a mentor teacher who helps them develop teaching strategies or increase subject matter knowledge.

Staff Development

We use our three annual staff development days to align curriculum to district and state standards, improve instructional strategies, and refine professional skills. Six late-start days provide time for discussion across grade levels, grade-level group planning and communication, and technology training. Our teachers attend workshops and conferences in support of our IB and School Improvement Programs. Veteran teachers are participating in a district-sponsored Cross-cultural Language and Academic Development (CLAD) training.

Teacher Assignment

During the 2004–2005 school year, we added five new teachers to replace staff who were retiring or moving out of the area. State budget reductions forced us to reduce overall staff, making it a challenge to maintain existing programs; however, fully credentialed teachers teach all classes.

Substitute Teachers

We are fortunate to have a number of retired teachers who serve as substitutes. We also draw from a small, well-qualified pool of substitutes who assist us during teachers' absences. Finally, regular teachers cover for colleagues who are absent for less than a day by substituting during their own class preparation time.

Academic Guidance Counselors

Our school has two full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 941 students. Just for reference, California districts employ about one academic counselor for every 509 high school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

A school psychologist and a speech/hearing specialist assist students with special needs. Two guidance specialists provide college counseling. An IB coordinator, a coordinator for career development for special education students, and a career specialist for the Regional Occupational Program (ROP) prepare students for careers in law enforcement, landscaping, or nursing. Administrative team members, four student services technicians, and teachers advise students regarding special programs, help students meet graduation requirements, and assist them in completing college applications.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 351 students who qualify for this program. Honors and AP classes are available across the academic curriculum for GATE students in all grades. The prestigious IB program is also available for GATE students. The IB program emphasizes rigorous study in all academic areas, responsible citizenship, critical and compassionate thinking, and lifelong learning. The Model United Nations Program, the Academic Decathlon team, and the Mock Trial team provide additional avenues for meeting the needs and special interests of gifted students.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 85 students who qualify for these **special education** programs. We have four full-time special education teachers, supported by three full-time and four part-time instructional assistants. Services range from consultation and accommodation in the regular classroom to specially designed instruction in a special education classroom, for part or all of the school day. This support helps students progress in the core curriculum, meet standards, or work toward specific goals. Itinerant specialists provide additional services, including adaptive physical education, speech therapy, social skills development, and employment counseling.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. We celebrate the cultural diversity on our campus. We offer a two-way immersion program, in which English- and Spanish-speaking students are taught together. The focus of our English language instruction is language acquisition; we offer two levels for students of varying proficiency. We provide English learners with sheltered instruction in classes composed entirely of English learners. They also take seminar classes in the main subject areas and electives. We encourage students to transition into mainstream classes as quickly as possible. We employ a community liaison to assist non-English speaking parents to connect with the school.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	2.0
Librarians	1.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2004.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

Reading and Writing

The English department features a fully integrated program that emphasizes reading, writing, speaking, and listening. The department offers multiple levels of instruction, including honors, college preparatory, and remedial workshops. We offer English learners seminars and English Language Development courses. The department's courses of study are wholly aligned with the California Content Standards. Department curriculum includes units designed specifically to prepare students for standardized tests at all levels. We track all students' writing over four years through the district's writing portfolio program.

Math

The math curriculum is based on the California Content Standards. All students must pass three years of mathematics, including Algebra I. We offer a broad spectrum of classes to meet all students' needs. Business math and accounting are for students who do not wish to pursue higher levels of mathematics; sheltered classes are for English learners; and math analysis and calculus are designed for students planning a college major in an area that requires high-level mathematics.

Science

Our science curriculum is aligned with the California Content Standards. We offer introductory courses in earth, physical, and life sciences. College-bound students enroll in earth science, biology, chemistry, or conceptual chemistry and choose among senior year electives: anatomy and physiology, oceanography, or physics. Honors and IB students can take a progression of yearly courses: biology, chemistry or honors chemistry, physics or AP physics, and AP biology. Students learn scientific concepts in the laboratory, with an emphasis on problem solving.

Social Studies

Students complete four years of social science: ninth grade cultural geography, tenth grade world history, eleventh grade US history, and twelfth grade civics/economics. The district and California Content Standards determine the scope, sequence, and materials. Students study various cultures, both past and present, and discover the roots of many modern conflicts. They investigate significant historical documents and apply history to the present. They also examine the development of democratic ideals, the structure and influence of government, and macro- and microeconomics.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Elements of Writing & Elements of Literature	1997	Language arts	Yes	Yes
American Odyssey	1999	Science	Yes	Yes
Biology	2004	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2005–2006 school year.

RESOURCES

Buildings

Our school includes 30 buildings, of which 22 are portables. Together they accommodate approximately 2,060 people. On an average day, 1,958 students and staff occupy these buildings, taking up 95 percent of our capacity. We have completed phase one of our new construction, which included a new auxiliary gym, weight room, wrestling room, science building, adult education building, food service area, and enlarged fine arts building. In phase two we will be modernizing our fine arts classrooms, library, and 400 building, including a 2,800 square foot multi-purpose room. Our new stadium construction with synthetic turf and all-weather track will begin in fall 2006. During phase two we will relocate classes to portable classrooms.

The district's facilities team spent \$40,500 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was two percent of the district's deferred maintenance budget of \$1,908,100.

The bathrooms in our school contain 69 toilets, of which 65 were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. 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 legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Our library houses more than 22,000 books and 26 Internet-connected computer workstations. We subscribe to eight online remote research services for student use at school and home. Our library has a full-time credentialed librarian and a full-time clerk. The library is open five days a week, and three classrooms can use the computers and materials each period. We are presently working on plans to modernize the library facility.

Computers

We have 390 computers available for student use, which means that, on average, there is one computer for every five students. There are 70 classrooms connected to the Internet.

Students visit the computer lab in our

library throughout the year. They also have access to two portable computer carts holding 20 laptop computers; two computer labs; and one tech lab housed in the library that includes 20 PCs and 20 Macs. They use Microsoft Office and many other software programs.

Teachers use technology to check for plagiarism, present lessons, and run simulations. They use the district Web site to post documents, assignments, and online grades.

Parent Involvement

Parents are involved in the PTSA, Grad Nite committees, booster organizations, English Language Advisory Committee, School Site Council (SSC), and interview committees. They organize major fund-raisers to meet students' needs. Parents consistently contribute through volunteer work, such as using school copy machines to assist teachers and staff and volunteering in the classroom. Please contact the principal's office at (949) 770-5447 to reach parent representatives or the PTSA president.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	5	4
Internet-connected classrooms	70	84	61

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

FUNDING

School Expenses

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

We supplement our educational resources with a variety of grants. We also receive funding from the ROP, PTSA, and booster organizations, as well as from individual donors, local businesses, and the community. Donations may target special programs at our school.

Our school's expenditures can be viewed from the link below. You'll find a comparative breakdown of our school's [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school's expenditures is the result of a new law passed in the fall 2005 legislative session. If you're seeking financial information about the school district as a whole, you'll find that information below.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$209,724,702	N/A	N/A
Expenses per student	\$6,058	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$209,614,519	N/A	N/A
Expenses per student	\$5,930	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,058 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$209,724,702. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership's Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE's Web site](#).

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$30,000	\$37,061
Midrange teacher’s salary	\$58,398	\$58,294
Highest-paid teacher’s salary	\$78,991	\$72,876
Average principal’s salary (high school)	\$125,443	\$107,418
Superintendent’s salary	\$224,630	\$179,061
Percentage of budget for teachers’ salaries	46%	41%
Percentage of budget for administrators’ salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

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