

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Laguna High School

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This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Laguna Continuation High School serves students in the West Sonoma County Union High School District (WSCUHSD) and is located in Sebastopol, California in Western Sonoma County. Western Sonoma County stretches from Sebastopol to Fort Ross and from Santa Rosa to the Coast. The major town in the community is Sebastopol with a population of approximately 8,000. Several smaller towns stretch along the Russian River from Forestville to Jenner at the mouth of the River. The community is socially, culturally, and economically diverse. Residents in the Sebastopol/Santa Rosa areas tend to have above average income and work in professional or technical jobs and in agriculture. However, there is a high percentage of low income and poverty in the area, especially in the Russian River communities. The area is primarily rural, with agricultural being a major industry. It is rapidly changing from an apple-growing region to grapes and wine production. An increasing number of farm workers have settled in the area to work the vineyards. This has resulted in a significant increase in the Hispanic population. Politically, families span the range from conservative to those who practice alternative life styles.

The District

Laguna High School is part of the West Sonoma County Union High School District. The District consists of two comprehensive high schools, Analy and El Molino, as well as several small alternative instructional programs : Russian River Ramparts (independent study); Nuevo Leon (small necessary school); and an Independent Study Program at Analy. The combined student population of all these schools is approximately 2300. Ten elementary school districts send students to WSCUHSD. Students in WSCUHSD consistently score above the state and national average on standardized tests. Families from the surrounding districts regularly enroll their children in this District. WSCUHSD has a net gain of approximately two hundred students enrolling from outside the District over local students who seek education elsewhere.

The School

Laguna is located in Sebastopol, California, which is approximately 60 miles north of San Francisco, and twelve miles west of Santa Rosa. It is housed in an attractive, state-of-the art facility, which was completed in 1996. Its student population varies between 95 and 110 students. The current ethnic make-up is: African-American--2%; American-Indian--1%; White, not Hispanic--67%; Hispanic--19%; Other--11%. While the student population in the District is generally stable, Laguna High School's families are often lower-middle income, and tend to move regularly. Last year 163 students passed through Laguna and 163 the previous year as well. The graduation requirements for Laguna match the comprehensive high schools' and are among the highest in the State; i.e. 230 credits. Our students have a number of means by which they can complete their education: graduation from one of the three district high schools; passing the General Education Diploma or the California High School Exit Exam; or entering the local junior college or Lewis Adult School. Students often come to Laguna deficient in graduation credits. We offer a number of options for making up credits: taking courses at the Junior College; Work Experience and Workability; community service; credit make-up at home or after school; Regional Occupation Program (ROP) courses; and independent study. Laguna emphasizes transitioning to both higher education and the world of work. This is implemented through a Career Education class, Workability for the special education students, Work Experience for Juniors and Seniors, guest speakers, workshops; career counseling by the guidance counselor, the principal, the career technician; and a focus on career/life planning in the classroom. Along with an excellent academic program, Laguna has an active student government, an athletic program, an Interact Club, a community service program, a literary magazine club, a yearbook, and a FARMS Leadership program. Laguna is a four-time recipient of the

Model Continuation High School Award. The School Board is committed to providing quality education to the Laguna students, budgeting nearly 50% more to the school than the State of California allocates for the school. For additional information go to our website at lagunahs.org.

The School Day

The school day begins at 7:50. Students go to three classes, followed by a snack break that includes free brunch for those on the Free and Reduced Lunch Program (also lunch at 12:30). Snack is followed by a 20 minute Silent Sustained Reading class in which the entire school (including teachers) reads novels of choice. This is followed by three more classes, resulting in a six and a half period day. School ends at 12:30. Many students go on to jobs, to the junior college, or to Regional Occupation Program (ROP) classes on the Analy High School campus. We have an agreement with Analy in which students can also take electives there during the day if room allows. The staff meets a minimum of once a week for an hour and forty-five minutes to do an on-going evaluation of the effectiveness of the total program and to review student progress. The staff eats lunch together daily and informally performs the same ongoing review of our program.

The Laguna Staff

Laguna has a highly dedicated and cohesive staff, committed to the well-being of each student. Very low staff turnover attests to this commitment. Two staff members have been here over thirty years. Four others began their career here and have chosen to stay. Recent changes in personnel at Laguna have had a positive effect on establishing a project-based curriculum consistent with state standards. We have a science teacher who has a hands-on curriculum, complete with lab activities. The staff includes: 6.5 classroom teachers; a full-time special education teacher; a full-time counselor; a full-time principal; two .20 counseling therapists; a .60 drug and alcohol counselor; a secretary; a .75 attendance clerk;; a .20 Career Center Tech; and a .6 custodian. Our diversified staff is able to offer students a variety of opportunities to learn about themselves and the world around them. Teachers share a common planning time. It is during this time that we meet to plan, discuss and evaluate the effectiveness of the program. The staff, individually and collectively, has a strong loyalty and commitment to the school and students.

Student Enrollment

Group	Percent
African American	0.95 %
American Indian or Alaska Native	1.90 %
Asian	0.95 %
Filipino	0%
Hispanic or Latino	31.43 %
Pacific Islander	0%
White (not Hispanic)	53.33 %
Multiple or No Response	11.43 %
Socioeconomically Disadvantaged	17.00 %
English Learners	8.00 %
Students with Disabilities	11.00 %
Total Number of Students	105

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	19%
Mathematics	1%
Science	21%
History-Social Science	18%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	653 *
Statewide Rank (from 2008 Base API Report)	B *
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The overall condition of the school facilities based on the latest inspection is "Good".

Repairs Needed

All computers need to be secured in case of earthquake. Counseling office needs to be cleared of excessive paper and flammable materials.

Corrective Actions Taken or Planned

All computers will be strapped down. The custodial staff will dispose of all excess paper and flammable materials within the counseling office.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,135
District	\$5,558
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	91.6 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma (No Career Technical Education Programs offered at Laguna High School)	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Laguna High	District Name	West Sonoma County Union High
Street	445 Taft St.	Phone Number	707-824-6403
City, State, Zip	Sebastopol , CA 95472	Web Site	www.wscuhsd.k12.ca.us
Phone Number	707-824-6484	Superintendent	Keller McDonald
Principal	Brenda Hoff	E-mail Address	kmcdonald.do@wscuhsd.k12.ca.us
E-mail Address	bhoff.lhs@wscuhsd.k12.ca.us	CDS Code	49- 70607- 4930327

School Description and Mission Statement (School Year 2008-09)

Laguna recognizes the need for all students to achieve academic standards that create post-high school opportunities. The courses are aimed at addressing the academic standards and the expected school-wide learning results. Students participate in a meaning-centered curriculum that encourages them to think conceptually, solve problems, and communicate their ideas effectively. The curriculum emphasizes connecting new learning to prior knowledge, constructing new knowledge, and applying learning in real-life contexts. Students can choose sequences in the curriculum that lead to a basic, general education. Learning is both textbook-oriented and project-based. Laguna consistently challenges students to raise their academic expectations and achieve the Expected School Wide Learning Results (ESLRs). Although we are a small staff, electives are available for students who want

to explore applications of academics to real-world learning, gain field experiences, or pursue some subjects in depth.

All district graduation requirements are offered at Laguna. Upon registration, students and parents meet with the principal for a orientation to the school and the counselor to individually determine the courses needed to graduate and/or achieve their future goals. Every student is given a personal, quarterly update on their graduation/credit status with personalized notes on how to make further progress. Students' plans and programs are regularly monitored and changes are made as needed.

Students are helped with transitions between the continuation high school and the comprehensive high schools, between high school and job opportunities, and between high school and junior college, as well as other post-high school options (i.e. military, trade schools, apprenticeships). A district career technician is on site one day a week. All seniors receive an orientation to Santa Rosa Junior College. We have a practical construction class teaching trade skills.

Our vision is to create an educational environment which provides an enrichment process for students and staff, one which nurtures the ever-changing needs of each individual. In this sensitive, supportive, responsive environment, self-esteem flourishes, positive attitudes are reinforced, team-work is the norm and community involvement is valued and appreciated.

Opportunities for Parental Involvement (School Year 2008-09)

Laguna has a Site Council, made up of parents, students, teachers, school staff, and principal, which contributes to school-wide decision making. All parents, at the "Student Intake" meeting are encouraged to stay actively involved in their child's education. An "open door" policy is emphasized. This view is reinforced whenever contact is made with the parent, either by phone or in person. Every parent is given a personal call by a staff member inviting them to attend "Back-to-School Night". A "Volunteer" form is given to every parent indicating the various ways parents can participate and contribute to the school. Parents are welcome at school functions and often attend sports events.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	0
Grade 10	14
Grade 11	38
Grade 12	53
Total Enrollment	105

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.95 %
American Indian or Alaska Native	1.90 %
Asian	0.95 %
Filipino	0%
Hispanic or Latino	31.43 %
Pacific Islander	0%
White (not Hispanic)	53.33 %
Multiple or No Response	26.0 %
Socioeconomically Disadvantaged	17.00 %
English Learners	8.00 %
Students with Disabilities	19.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.6	7	0	0	14.6	8	0	0	13.8	9	0	0
Mathematics	13.8	4	0	0	15.7	3	0	0	17.0	3	0	0
Science	20.8	3	1	0	19.0	3	0	0	16.7	3	0	0
Social Science	15.8	9	0	0	17.1	10	0	0	14.2	10	0	0

III. School Climate

School Safety Plan (School Year 2008-09)

The School Safety Plan was updated this year, involving all staff members. The administration and staff view school safety as paramount. Staff members have recently attended training on school safety and crisis management. These issues are a regular part of staff meeting agendas. Students cannot learn in an environment in which they don't feel safe. Parents need to feel comfortable that their children are in a safe, supportive environment. With this in mind, an ongoing review of and focus on school safety is an integral part of Laguna's culture. The School Safety Plan is available to anyone wishing to review it.

Suspensions and Expulsions

This table displays the rate (per 100 students) of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	79.6	95.4	77.1	11.8	11.1	9.3
Expulsions	3.9	4.6	9.5	0.6	0.4	1.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Laguna's current facility was built in 1996 and still has a "new" feel about it. The school custodian cleans classrooms, restrooms, and the campus daily. Students serving detention help with the clean-up. As a result, we get regular comments on how nice the campus looks. Broken or damaged facilities are repaired relatively quickly. The District Deferred Maintenance budget has addressed the long term need for upgrading and repairing facilities. In the last three years all of the classrooms and the offices have had their rugs replaced. Five classrooms have new HVACs. The entire campus was repainted four years ago.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	100%				
Interior: Interior Surfaces		90%			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	100%				
Electrical: Electrical	100%				
Restrooms/Fountains: Restrooms, Sinks/ Fountains		90%			
Safety: Fire Safety, Hazardous Materials	100%				
Structural: Structural Damage, Roofs		90%			Roof repair scheduled for Summer 2010
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	100%				
Overall Rating	Exemplary				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	8	9	9	126
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course

at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.9	6.1
All Schools in District	99.6	0.4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.6	0.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	105
Library Media Teacher (Librarian)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Quality is good; current; 100%	0%
Mathematics	Quality is good; current; 100%	0%
Science	Quality is good; current; 100%	0%
History-Social Science	Quality is good; current; 100%	0%
Foreign Language	Not Offered	Not Offered
Health	Quality is good; current; 100%	0%
Visual and Performing Arts	Quality is good; current; 100%	0%
Science Laboratory Equipment (grades 9-12)	Quality is good; current; 100%	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$13,097	\$3,529	\$9,568	\$75,556
District	N/A	N/A	\$5,558	\$62,527
Percent Difference – School Site and District	N/A	N/A	172%	121%
State	N/A	N/A	\$5,512	\$66,335
Percent Difference – School Site and State	N/A	N/A	174%	114%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Federal programs, Instructional materials, School Improvement, Project Success, Girl's Circle, Teen Counseling Program.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,159	\$41,427
Mid-Range Teacher Salary	\$59,298	\$65,758
Highest Teacher Salary	\$75,244	\$85,310
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$107,356	\$114,010
Superintendent Salary	\$130,078	\$145,785
Percent of Budget for Teacher Salaries	37.4 %	36.70 %
Percent of Budget for Administrative Salaries	10.6 %	6.30 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	21	15	25	58	55	58	43	46	50
Mathematics	10	3	3	36	40	38	40	43	46
Science	19	0	30	50	56	58	38	46	50
History-Social Science	10	15	15	45	44	48	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is

too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	24	*	*	12
Pacific Islander	*	*	*	*
White (not Hispanic)	22	6	38	10
Male	26	6	33	24
Female	20	0	*	4
Economically Disadvantaged	14	*	*	8
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	18.2	33.3	45.5	66.7	73.6	71.1	48.6	52.9	52.0
Mathematics	18.2	23.1	45.5	67.5	70.9	73.1	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	54.5	36.4	9.1	54.5	27.3	18.2
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	51	-24	23	653 *

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	N/A	0
Year in Program Improvement	N/A	0
Number of Continuation High Schools Currently in Program Improvement	0	0
Percent of Continuation High Schools Currently in Program Improvement	0	0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are

designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	3.1%	22.3%	20.4%	1.2%	2.1%	1.7%	3.5%	4.4%	3.9%
Graduation Rate	87.5%	91.9%	91.6%	95.5%	91.9%	91.6%	83.4%	80.6%	80.2%

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

No Career Technical Education Programs offered at Laguna High School

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	13.8
Graduates Who Completed All Courses Required for UC/CSU Admission	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Two days have been devoted to staff development each of the past three years. In addition teachers regularly attend conferences, trainings and workshops to improve their knowledge and skills as educators.