

# Laguna High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Laguna High School
<b>Street</b>	445 Taft St.
<b>City, State, Zip</b>	Sebastopol, Ca, 95472
<b>Phone Number</b>	707-824-6484
<b>Principal</b>	Mr. Kent Cromwell, Principal
<b>E-mail Address</b>	<a href="mailto:kcromwell.lhs@wscuhd.k12.ca.us">kcromwell.lhs@wscuhd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.lagunahs.org">www.lagunahs.org</a>
<b>CDS Code</b>	49706074930327

<b>District Contact Information</b>	
<b>District Name</b>	West Sonoma County Union High School District
<b>Phone Number</b>	(707) 824-6403
<b>Superintendent</b>	Dr. Steven Kellner
<b>E-mail Address</b>	skellner.do@wscuhd.k12.ca.us
<b>Web Site</b>	www.wscuhd.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

Laguna High school has been repeatedly recognized by the California Department of Education as a Model Continuation High School. 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 traditional 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.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	14
<b>Grade 11</b>	37
<b>Grade 12</b>	40
<b>Total Enrollment</b>	91

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	2.2
Asian	0
Filipino	0
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	2.2
White	67
Two or More Races	1.1
Socioeconomically Disadvantaged	46.2
English Learners	5.5
Students with Disabilities	19.8
Foster Youth	2.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	8	110
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	89.3	10.7
<b>All Schools in District</b>	99.2	0.8
<b>High-Poverty Schools in District</b>	89.3	10.7
<b>Low-Poverty Schools in District</b>	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: September 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0.0
<b>Mathematics</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0.0
<b>Science</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0.0
<b>History-Social Science</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0.0
<b>Foreign Language</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>		0.0
<b>Health</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0.0
<b>Visual and Performing Arts</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0.0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Based on the Facility Inspection Tool, developed by the State of California Office of Public School Construction, the school facility is in “exemplary” condition.

In addition the Director of Maintenance & Operations is developing a short and long term deferred maintenance program to take care of routine maintenance needs.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/5/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	31	73	73	44	48
Mathematics	0	3	46	44	34	36

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	48	33	68.8	31.3
Male	11	29	20	69.0	36.8
Female	11	19	13	68.4	23.1
Hispanic or Latino	11	16	11	68.8	9.1
White	11	27	19	70.4	44.4
Socioeconomically Disadvantaged	11	25	17	68.0	11.8

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	48	32	66.7	3.2
Male	11	29	19	65.5	5.6
Female	11	19	13	68.4	
Hispanic or Latino	11	16	11	68.8	
White	11	27	18	66.7	5.9
Socioeconomically Disadvantaged	11	25	17	68.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	15	45	66	71	70	60	56	54

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

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	22	11	50.0	45.5
Male	16	10	62.5	40.0
White	15	5	33.3	40.0
Socioeconomically Disadvantaged	14	7	50.0	57.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**Career Technical Education Programs (School Year 2015-16)**

No Career Technical Education Programs offered at Laguna High School

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Laguna provides opportunities for meetings with all parents regularly. In addition, at the student intake meeting, parents 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 Day" where a barbeque, classroom tours, and informal meetings with staff can occur. 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 of the month Rotary breakfasts, and fundraising activities.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.20	5.00	4.60	5.20	5.00	4.60	11.40	11.50	10.70
Graduation Rate	91.71	90.56	91.24	91.71	90.56	91.24	80.44	80.95	82.27



**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	74	94	86
Black or African American	50	91	78
American Indian or Alaska Native	100	100	78
Asian	0	100	93
Filipino	0	100	93
Hispanic or Latino	83	91	83
Native Hawaiian/Pacific Islander	0	100	85
White	75	94	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	56	74	66
English Learners	0	57	54
Students with Disabilities	38	40	78

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.5	13.5	14.6	3.8	3.5	4.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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 in the office to anyone wishing to review it.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	13	14		8	10		8	10				
Mathematics	10	5		11	4		11	4				
Science	12	5		9	5		9	5				
Social Science	14	7		13	6		13	6				

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.60	91
Counselor (Social/Behavioral or Career Development)	.40	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.10	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0.0	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	15769	1437	14332	75987
District	N/A	N/A	7534	\$63,813
Percent Difference: School Site and District	N/A	N/A	90.2	19.1
State	N/A	N/A	\$5,677	\$75,859
Percent Difference: School Site and State	N/A	N/A	152.5	0.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

CAHSEE support program  
 Credit Make up after school program and Summer school  
 Grant for Drug and Alcohol Counselor and Crisis Counselor Grant for Staff Development for Continuation school teaching staff  
 NCLB – Title II  
 Title III – Limited English Proficiency

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,889	\$45,265
Mid-Range Teacher Salary	\$59,622	\$72,281
Highest Teacher Salary	\$75,654	\$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$107,741	\$127,317
Superintendent Salary	\$156,148	\$168,625
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Professional Development (Most Recent Three Years)**

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For the 2016-2017 school year there were three designated staff development days. Sites used common planning period (CPT ) to provide time for additional staff development on various topics such as using student achievement data to inform instruction, developing curriculum and improving instructional practices.

Teachers are given release time through Title II and grant funding to participate in approved professional development activities such as conferences and training sessions in specific subject matter areas, classroom management, English Learner programs, and support for student learning.

New teachers are given direct support through the Beginning Teacher Support and Assessment (BTSA) program. A support provider is assigned to each new teacher for their first two years, participating through ongoing observations, feedback and monthly training.