

Laguna Beach High School

625 Park Avenue • Laguna Beach, CA 92651 • (949) 497-7750 • Grades 9-12

Chris Herzfeld, Principal

cherzfeld@lbusd.org



2014-15 School Accountability Report Card Published During the 2015-16 School Year



Laguna Beach Unified School District

550 Blumont Street
Laguna Beach, CA 92651
(949) 497-7700
www.lbusd.org

District Governing Board

Ketta Brown
William Landsiedel
Carol Normandin-Parker
Dee Perry
Jan Vickers

District Administration

Sherine Smith
Superintendent
Darlene Messinger
**Assistant Superintendent,
Instructional Services**
Dean West
**Assistant Superintendent,
Business Services**

Irene White
Director of Special Education
Mike Morrison
Chief Technology Officer
Jeff Dixon
Director of Facilities & Grounds
Leisa Winston
**Director, Human Resources/Public
Information**
Amy Kernan
**Coordinator, Assessment,
Accountability, and Special Projects**

School Description

Laguna Beach High School is part of the Laguna Beach community. Sloping down the coastal hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the District to support school programs and activities. Laguna Beach High School serves students in grades nine through twelve on a traditional school calendar. The mission of Laguna Beach High School is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career and global citizenship. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School. In 2014-15, 1038 students were enrolled at the school. The student population consisted of 7.1% socioeconomically disadvantaged, 1.3% English learners, and 6.6% students with disabilities.

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, the county, and the state. 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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 at (949) 497-7750 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 283 |
| Grade 10 | 255 |
| Grade 11 | 278 |
| Grade 12 | 222 |
| Total Enrollment | 1,038 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.9 |
| American Indian or Alaska Native | 0.4 |
| Asian | 2.3 |
| Filipino | 0.1 |
| Hispanic or Latino | 8.6 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 84.7 |
| Two or More Races | 2.3 |
| Socioeconomically Disadvantaged | 7.1 |
| English Learners | 1.3 |
| Students with Disabilities | 6.6 |
| Foster Youth | 0.1 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|--|-------|-------|-------|
| Laguna Beach High School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 48 | 49 | 50 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Laguna Beach Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Laguna Beach High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 0.0 | 0.0 |
| Low-Poverty Schools | 100.0 | 0.0 |

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current standards-aligned textbooks and materials are available to support our school’s instructional program. Laguna Beach Unified School District held a Public Hearing in October 2014, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to check out and take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education’s six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

| Textbooks and Instructional Materials | |
|---|---|
| Year and month in which data were collected: January, 2015 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>English 9:</p> <p>Vocabulary from Classical Roots - 2004 Warriner’s Handbook (workbook) - no date provided Fahrenheit 451 The Alchemist, Night The Odyssey (excerpts) The Chosen Romeo and Juliet Prentice Hall Literature, Gold Level: Timeless Voices, Timeless Themes; Vocabulary from Classical Roots, Writing and Grammar, Gold Level; and MLA Handbook for Writers of Research Papers.</p> <p>English 9 Honors:</p> <p>Vocabulary From Classical Roots, Books C & D Spelling Connections</p> <p>Grammar & Usage Holt Grammar and Composition Literature Fahrenheit 451, Bradbury (summer) Mythology, Hamilton (summer) The Odyssey, Homer The Alchemist, Coehlo A Christmas Carol, Dickens Night, Weisel The Tragedy of Romeo and Juliet, Shakespeare A Midsummer Night’s Dream, Shakespeare Selected short stories and poetry from Prentice-Hall Literature Gold anthology</p> <p>English 10:</p> <p>Vocabulary from Classical Roots - 2004 WordSmart - 2006</p> <p>English 10 Honors:</p> <p>Hardy, The Mayor of Casterbridge Shakespeare, The Tragedy of Julius Caesar Foster, How to Read Literature Like a Professor Chevalier, Girl with a Pearl Earring Voltaire, Candide Dickens, A Tale of Two Cities Wilde, The Picture of Dorian Gray; The Importance of Being Earnest Remarque, All Quiet on the Western Front Foster, How to Read Literature Like a Professor Selections from Literature: World Masterpieces (anthology) Supplementary non-fiction pieces</p> <p>Writing:</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: January, 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|---|
| | <p>Roberts, Writing About Literature Strunk and White, The Elements of Style Zinsser, William. On Writing Well</p> <p>Grammar:</p> <p>Strunk and White, Elements of Style</p> <p>Vocabulary:</p> <p>Vocabulary from Classical Roots, Book E.</p> <p>30 words a week taken from Word Smart.</p> <p>English 11:</p> <p>The Crucible, Arthur Miller Adventures of Huckleberry Finn, Mark Twain The Old Man and the Sea, Ernest Hemingway The Great Gatsby, F. Scott Fitzgerald Selections from 40 Model Essays, Jane E. Aaron and Ellen Kuhl Repetto Catcher in the Rye, J.D. Salinger</p> <p>AP English Literature:</p> <p>Bronte, Wuthering Heights Twain, The Adventures of Huckleberry Finn Sophocles, Oedeips the King Shakespeare, The Tragedy of Hamlet, Prince of Denmark Miller, Death of a Salesman Faulkner, As I Lay Dying Chopin, The Awakening Hurston, Their Eyes Were Watching God</p> <p>Other Resources:</p> <p>Foster, How to Read Literature Like a Professor Harvey, The Nuts and Bolts of College Writing Roberts, Writing About Literature Strunk and White, The Elements of Style</p> <p>AP English Language: Everyday Use, One Hundred Great Essays, 40 Model Essays, 5 Steps to a 5, On Writing Well, The American Experience: Timeless Voices, Timeless Themes; Word Smart, The Grapes of Wrath, The Catcher in the Rye, The Prince, Travels with Charley, Fast Food Nation.</p> <p>English 12:</p> <p>McDougall and Littell, British Literature; Oedipus the King, Antigone; Brave New World, Hamlet, Macbeth, Canterbury Tales, Lord of the Flies, and Frankenstein.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: January, 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|--|
| Mathematics | California Algebra I – Prentice Hall – 2009 Geometry – Larsen Big Ideas Geometry - Houghton, Mifflin, Harcourt - 2015 Algebra II – Larsen Big Ideas Algebra II - Houghton, Mifflin, Harcourt - 2015 Precalculus 1st semester – Blitzer Precalculus – Prentice Hall – 2010 Precalculus 2nd semester – Trigonometry – Pearson – 2013 Calculus An Applied Approach – Brooks/Cole Cengage Learning – 2009 AP CALC – Calculus of a Single Variable – Brooks/Cole Cengage Learning – 2010 Elementary Statistics A Step by Step Approach – McGraw-Hill – 2001 Accounting Real-World Applications & Connections – Glencoe McGraw-Hill – 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Life Science – Glencoe McGraw-Hill – 2008 Environmental Science – Cengage - 2013 Environmental Science – Pearson – 2011 Biology – Pearson – 2011 & Holt - 2007 AP Biology – McGraw-Hill – 2007 World of Chemistry – McDougal Littell – 2007 Advanced Chemical Research – Chemistry – Houghton Mifflin – 2007 Physics Principles and Problems – Glencoe McGraw-Hill – 2008 AP Physics – Pearson Prentice Hall – 2005 Marine Biology – McGraw-Hill – 2007 Hole’s Essentials of Human Anatomy and Physiology – Glencoe McGraw-Hill – 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | World History Modern Times – Glencoe McGraw-Hill – 2006 AP Euro – A History of Western Society – Bedford/St. Martin’s – 2008 The American Vision Modern Times – Glencoe McGraw-Hill – 2006 AP US – American History Connecting with the Past – McGraw-Hill – 2012 Government Alive! Power, Politics, and You – Teachers’ Curriculum Institute – 2014 AP American Government – Cengage – 2015 Economics Principles and Practices – Glencoe McGraw-Hill – 2012 AP ECON – Economics – McGraw-Hill, Irwin – 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | French I – Discovering French Today – Holt McDougal – 2013 French 2 – Discovering French Blanc – McDougal Littell - 2001 French 3 and 4 – Discovering French Rouge – McDougal Littell – 2001 French 5 – AP French Language and Culture All Access – Research & Education Department – 2012 AP French – Allons au-Dela! – Pearson – 2012, AP French Preparing for the Language Examination – Pearson Prentice Hall – 1998, AP French Preparing for the Language and Culture Examination – Pearson Prentice Hall – 2012 Spanish I – Companeros Spanish for Communication Book 1 – AMSCO – 1998 Curso Segundo – AMSCO – 2003 Curso Primero – AMSCO - 2001 H Spanish IV – Imagina – Vista – 2015 AP Spanish Language – Vista – 2014 AP Spanish Literature - Temas Azulejo - Wayside Publishing - 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | Health – Glencoe - 2007 Botvin LifeSkills Training - 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

Textbooks and Instructional Materials
Year and month in which data were collected: January, 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------------|--|
| Visual and Performing Arts | Mastering the Guitar – MelBay – 2000 Music In Theory and Practice – McGraw-Hill - 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | LBHS stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Laguna Beach High School provides a safe, clean environment for our students, staff, and volunteers. The school is situated on 12.2 acres and facilities were built in the 1930's. They span 102,720 square feet, and include classrooms, a gymnasium, a theatre, administrative offices, restrooms, and storage rooms. Recent modernization include the addition of three new visual arts classrooms in addition to three more new classrooms, a new dance studio, a new drama room, and a completely modernized band room. The facility strongly supports teaching and learning through its ample classrooms, staff resource room, and other beautiful facilities. The chart below displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 29, 2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Cafeteria missing some lights in fixtures, Library flooring being replaced, Some dry-rot on not structural beams at front of school. Action planned or currently in progress for repairs. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

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], Science California Standards Tests); and
- The percentage of pupils 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 82 | 76 | 44 |
| Math | 55 | 66 | 33 |

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

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 85 | 80 | 78 | 90 | 88 | 86 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 6.70 | 23.40 | 61.30 |

* 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.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 86 |
| All Student at the School | 78 |
| Male | 83 |
| Female | 74 |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Hispanic or Latino | 65 |
| White | 80 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | 72 |
| Foster Youth | -- |

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

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 266 | 254 | 95.5 | 7 | 11 | 30 | 52 |
| Male | 11 | | 133 | 50.0 | 10 | 16 | 27 | 47 |
| Female | 11 | | 121 | 45.5 | 4 | 5 | 34 | 57 |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Asian | 11 | | 8 | 3.0 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | | 26 | 9.8 | 12 | 27 | 38 | 23 |
| Native Hawaiian or Pacific Islander | 11 | | 2 | 0.8 | -- | -- | -- | -- |
| White | 11 | | 213 | 80.1 | 6 | 9 | 31 | 54 |
| Two or More Races | 11 | | 5 | 1.9 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | | 21 | 7.9 | 33 | 19 | 19 | 29 |
| English Learners | 11 | | 4 | 1.5 | -- | -- | -- | -- |
| Students with Disabilities | 11 | | 16 | 6.0 | 31 | 31 | 31 | 6 |
| Foster Youth | 11 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 266 | 253 | 95.1 | 20 | 25 | 32 | 23 |
| Male | 11 | | 133 | 50.0 | 24 | 20 | 29 | 27 |
| Female | 11 | | 120 | 45.1 | 16 | 30 | 35 | 19 |
| Asian | 11 | | 8 | 3.0 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | | 26 | 9.8 | 27 | 31 | 35 | 8 |
| Native Hawaiian or Pacific Islander | 11 | | 2 | 0.8 | -- | -- | -- | -- |
| White | 11 | | 212 | 79.7 | 20 | 24 | 32 | 25 |
| Two or More Races | 11 | | 5 | 1.9 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | | 21 | 7.9 | 48 | 29 | 19 | 5 |
| English Learners | 11 | | 4 | 1.5 | -- | -- | -- | -- |
| Students with Disabilities | 11 | | 16 | 6.0 | 56 | 31 | 13 | 0 |
| Foster Youth | 11 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Laguna Beach High School. Many parents serve as members of the Parent Teacher Association, which meets monthly on campus and sponsors many events to benefit students, staff and the community. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation and the PTA. Parents are represented on the School Advisory Council and parents also serve on many athletic and performing-arts booster clubs and ad-hoc committees. The School and District are committed to involving parents in the decision-making process.

Parents who are interested in Laguna Beach High School's school committees, school activities, or volunteer programs may contact the principal at (949) 497-7750 or visit the school's website at www.lbusd.org.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of our students and staff is our primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during break, lunch, and before and after school to ensure the safety of all our students.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Many staff are trained in specific emergency preparedness procedures above and beyond the basic requirements of the School Safety Plan.

A Comprehensive School Safety Plan was developed by the District in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The school evaluates the plan annually and updates the plan as needed. The plan was last updated in August 2015 and is reviewed with our school staff at the beginning of each school year.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 4.36 | 1.54 | 2.26 |
| Expulsions Rate | 0.10 | 0.00 | 0.09 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 2.77 | 1.32 | 1.45 |
| Expulsions Rate | 0.03 | 0.00 | 0.03 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

D. Other SARC Information

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

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | Yes | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 0 |
| Percent of Schools Currently in Program Improvement | | .0 |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 24 | 24 | 26 | 15 | 18 | 10 | 21 | 17 | 21 | 6 | 7 | 10 |
| Math | 25 | 26 | 26 | 12 | 9 | 6 | 21 | 19 | 24 | 4 | 8 | 7 |
| Science | 29 | 29 | 30 | 4 | 4 | 2 | 20 | 19 | 23 | 8 | 9 | 9 |
| SS | 28 | 29 | 29 | 7 | 5 | 5 | 14 | 15 | 20 | 10 | 11 | 8 |

* 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 at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 3 |
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 329 |

* 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.

Professional Development provided for Teachers

Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers two full staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers at Laguna Beach High School participated in additional training through workshops, conferences, and demonstration lessons, on Common Core Mathematics, Literacy, STEM, Instructional Strategies, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. Common Core implementation is continuous through district and staff trainings as well as weekly PLC department meetings.

Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers. Laguna Beach High School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$52,329 | \$40,379 |
| Mid-Range Teacher Salary | \$93,717 | \$62,323 |
| Highest Teacher Salary | \$132,149 | \$81,127 |
| Average Principal Salary (ES) | \$154,311 | \$99,192 |
| Average Principal Salary (MS) | \$175,302 | \$91,287 |
| Average Principal Salary (HS) | \$157,121 | \$112,088 |
| Superintendent Salary | \$244,250 | \$159,821 |
| Percent of District Budget | | |
| Teacher Salaries | 34% | 36% |
| Administrative Salaries | 7% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general fund state funding, Laguna Beach Unified School District received state and federal categorical funding for the following categorical, special education, and support programs:

- Title I, Improving Academic Achievement of the Disadvantaged
- Title II, Teacher Training
- Title III, Limited English Proficient
- Instructional Materials
- Special Education

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$12,011 | \$1,234 | \$10,777 | \$112,889 |
| District | ♦ | ♦ | \$13,272 | \$105,135 |
| State | ♦ | ♦ | \$5,348 | \$65,267 |
| Percent Difference: School Site/District | | | -18.8 | 7.4 |
| Percent Difference: School Site/ State | | | 101.5 | 73.0 |

* Cells with ♦ do not require data.

| 2014-15 California High School Exit Examination Grade Ten Results by Student Group | | | | | | |
|--|-----------------------|------------|----------|----------------|------------|----------|
| Group | English-Language Arts | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 9 | 17 | 74 | 11 | 54 | 34 |
| All Students at the School | 9 | 17 | 74 | 11 | 54 | 34 |
| Male | 10 | 18 | 72 | 8 | 52 | 40 |
| Female | 8 | 16 | 75 | 14 | 57 | 29 |
| Hispanic or Latino | 15 | 20 | 65 | 25 | 45 | 30 |
| White | 8 | 17 | 75 | 10 | 55 | 35 |

* 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.

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|---------|---------|---------|
| Laguna Beach High School | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 90 | 85 | 91 |
| Mathematics | 89 | 84 | 89 |
| Laguna Beach Unified School District | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 90 | 85 | 91 |
| Mathematics | 89 | 84 | 89 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* 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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Laguna Beach High School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 0.80 | 2.80 | 1.50 |
| Graduation Rate | 97.97 | 96.06 | 98.08 |
| Laguna Beach Unified School District | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 1.20 | 2.80 | 1.90 |
| Graduation Rate | 97.58 | 96.06 | 97.70 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 177 |
| % of pupils completing a CTE program and earning a high school diploma | 2% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | .5% |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 71.65 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2014 | | |
| | School | District | State |
| All Students | 98.5 | 98.5 | 84.6 |
| Black or African American | 100 | 100 | 76 |
| American Indian or Alaska Native | 100 | 100 | 78.07 |
| Asian | 100 | 100 | 92.62 |
| Filipino | 100 | 100 | 96.49 |
| Hispanic or Latino | 95.5 | 95.5 | 81.28 |
| Native Hawaiian/Pacific Islander | | | 83.58 |
| White | 97.7 | 97.7 | 89.93 |
| Two or More Races | 80 | 80 | 82.8 |
| Socioeconomically Disadvantaged | 94.5 | 94.5 | 61.28 |
| English Learners | 100 | 100 | 50.76 |
| Students with Disabilities | 96 | 96 | 81.36 |
| Foster Youth | -- | -- | -- |

| 2014-15 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | 2 | ♦ |
| Fine and Performing Arts | 3 | ♦ |
| Foreign Language | 3 | ♦ |
| Mathematics | 2 | ♦ |
| Science | 2 | ♦ |
| Social Science | 4 | ♦ |
| All courses | 16 | 24 |

* Where there are student course enrollments.

Career Technical Education Programs

Laguna Beach High School is affiliated with South Coast ROP (Regional Occupation Program) which provides Career Technical Education classes to students of all levels from 16 years of age to adult. South Coast ROP is accredited by the Western Association of Schools and Colleges (WASC). These classes provide career preparation and sequential learning designed to improve academic skills. All of these classes are taught by fully credentialed teachers who are experienced in their related industries, and some of these offerings may include unpaid internships and/or may articulate with local community colleges. South Coast ROP services a wide variety of students: those who are looking to seek employment after graduation, those who are choosing to attend a community college or technical school, and those who are moving on to a four-year institution. These classes provide hands-on experience which enhances their academic studies and provides students with a glimpse into the real-world application of concepts presented in the general curriculum. Students who wish to become doctors, for instance, have a plethora of classes to choose from which will enhance their understanding of this field: Medical Terminology, Sports Medicine, Medical Assistant, Emergency Medical Responder, Kinesiology, to name a few. For those students desiring employment after high school, these classes provide them with the necessary skills to enter the job market at a competitive level. All students receive a grade (A-F) and a certificate of completion at the culmination of the grading period (usually at the semester). Attendance is vitally important as some classes have an hourly requirement in order to receive credit. Students also receive high school credit, and in some cases, these classes fulfill graduation requirements and/or a-g subject requirements for California State and University of California colleges (Multimedia Design and Multimedia Production, for example). The facilitation of enrolling students in ROP is handled by the on-campus Career Guidance Specialist (CGS) who is trained to advise students in regards to proper placement in courses depending on student interest. The CGS also tracks grades and attendance and serves as the intermediary between the ROP District Office and the campus. When ROP was introduced in 1970, it was meant to service the population of students who were non-college bound, and while that is still the focus of South Coast ROP, a measurable population of college bound students have gravitated towards the classes offered because they see the value in gaining hands-on experience in their field of interest. South Coast ROP is excited about expanding the program to include classes that have become of particular interest in our modern society. Some of the other classes offered include 3D Model Making, Animal Health Care, Audio and Music Production, Automotive, Careers in Fashion, Child Care Careers, Crime Scenes Investigation, Criminal Justice, Dance, Dental, Digital Video, Production, Emergency Medical Technician, Fire Technology, Floral Design, Graphic Design Technology, Graphics Production, Medical/Hospital Careers, PC Hardware and Software: IT Essentials, Programming Tools, Restaurant Careers, Retail Careers, and Small Business Management. ROP Classes may or may not be on the LBHS campus, as many are located at nearby campuses or places of business.