School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Laguna Beach High School	30-66555-3033206	October 5, 2021

School Vision and Mission

Our mission is to maximize learning for very student in a supportive and caring environment to ensure that upon graduation, all students are ready for college, career, and global citizenship.

School Profile

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 (SchoolPower) 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 2020-2021, 1047 students were enrolled at the school. The student population consisted of 10% socioeconomically disadvantaged, 1.4% English learners, and 12% students with disabilities. LBHS student population is 11% Hispanic, 5% Asian, 74% white, 7% two or more races, and 3% other races. The LBHS team of educators aims to provide relevant learning experiences to all students during their time here.

Evaluation and Impact of Previous Year's SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

Performance Goal #1: Utilize technology to measure student engagement and learning in the hybrid learning environment. Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
No. Due to Covid-19 and lack of state testing, we were unable to gather enough data to determine if we met this goal or not.
Performance Goal #2: Use relevant topics by grade level to engage, prepare, and connect students to post secondary opportunities. Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
No. Due to Covid-19 and course offerings provided off site to sufficiently support student choice, the data would not be the same in a "normal" school year to provide comparison.
Performance Goal #3: Develop and refine safety protocols for on-campus activities. Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
No. This goal is still in progress, as new teaching strategies and technology have been rolled out in response to the learning environment restrictions (Covid health and safety guidelines.)
Performance Goal #4: Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

| **Performance Goal #5:** |
| Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal. |
| **Performance Goal #6:** |
| Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal. |

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Discussed school goals with district leadership in the fall and spring. Department chairs, whole staff, School Site Council were also consulted and contributed. The School Site Council met on October 5, 2021 to help analyze student outcomes and develop the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.1%	0.3%	2	1	3
African American	1.31%	1.43%	1.2%	14	15	13
Asian	4.96%	5.25%	5.6%	53	55	59
Filipino	0.56%	0.48%	0.8%	6	5	8
Hispanic/Latino	10.96%	9.55%	11.0%	117	100	116
Pacific Islander	0.28%	0.1%	0.1%	3	1	1
White	76.87%	77.17%	74.3%	821	808	782
Multiple/No Response	4.12%	5.06%	5.8%	44	53	61
Total Enrollment				1,068	1,047	1,052

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	262	290	273
Grade 10	243	261	292
Grade 11	269	240	258
Grade 12	294	256	229
Total Enrollment	1,068	1,047	1,052

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	21	16	15	2.0%	1.5%	1.4%
Fluent English Proficient (FEP)	85	72	71	8.0%	6.9%	6.7%
Reclassified Fluent English Proficient (RFEP)	4	7	4	14.3%	33.3%	25.0%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1 - Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

Use relevant topics by grade level to engage, prepare, and connect students to post secondary opportunities.

Identified Need

Students need support in researching and navigating college and career opportunities. They will also need support in navigating cost analysis and scholarship opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counselor meetings by grade levels including student self-advocacy data to visit the college and career specialists on campus (college, career, CCA, pathway completers) Indicators: Student attendance to college presentations (in-person/virtual)	4 year plan completion, CTE pathway completions, 10% increase in student participation through ongoing webinars and counseling meetings.	10% increase in student participation
CCA course enrollment	260 Students enrolled in pathway courses in 20-21	10% increase in enrollment
CCA pathway completion	CTE pathway completions (44 completers in 20-21)	10% increase in pathway completion
Individual and or group counselor/student meetings to complete 4-year plan.	4 year plan completion	95% student 4 year plan completion
Student attendance to college presentations (in-person/virtual)	Ongoing improvement of participation by students	10 % increase in student participation through ongoing webinars and counseling meetings.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Increase counselor/student touchpoints through various group and individual opportunities.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 2
Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

9th grade students

Action/Service

Counselors present and connect with all freshman students in Health class (grad requirement, a-g requirements, getting involved).

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 3
Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

10th Grade students

Action/Service

Counselors present and connect with sophomore students to encourage career exploration and academic planning.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 4
Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

11th grade students

Action/Service

Counselors present and connect with Junior students through various events (college admissions, application nuts and bolts seminar, testing timeline, developing a college list, NCAA, a-g requirements, grad requirements). A Common App workshop in conjunction with the College and Career Center is offered to the junior class. Ongoing college rep visits (in person and virtual). Numerous test prep opportunities (PSAT and opportunities to take mock exams with community partners (Rev Prep).

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 5
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

12th grade students

Action/Service

Counselors present and connect with senior students through events such as College Unplugged, Senior Night, drop-in app support, grad checks, and scholarship workshops. Ongoing collaboration with community partners to offer relevant support as needed (Senior Seminar covering the following: FAFSA, community college, application support, essay support).

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 6
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All students

Action/Service

Counselors and Specialists will communicate and promote CCA offerings & Dual Enrollment opportunities through course registration.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2 - Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

School Goal 2

Implement systems of support for student wellness. Including access to supports and services provided on the LBHS campus.

Identified Need

Actively monitor how students access supports and what outcomes the services provided.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students accessing supports and students who meet goals/resolve throughout year with individual counselors.	QR code usage and visitation counts	10% increase in student access and participation.
Students accessing student support specialist services	Specialist data on visitation counts and exit data	Maintaining student caseload

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Provide ongoing communication in regards to the access of services via QR code.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 2
Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Provide ongoing MTSS collaboration with mental health staff to identify and support students.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3 - Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 3

Strengthening school-wide Multi-Tiered System of Supports (MTSS) practices by building a common understanding, assessing current practices, identifying areas of growth, and developing collective actions to improve our framework.

Identified Need

The return to school from quarantine/ pandemic has created unique challenges for learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data	Attendance data monitoring	10% decrease in negative attendance marks (Chronic/truancy)
MTSS D/F grade monitoring	Grade monitoring (20-21 school year indicated a 5.2% in D/F rates)	5% decrease in D/F rates

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Weekly MTSS meetings discussing specific students attendance, academic and social emotional needs.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 2
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Reviewing Early Warning System information and making strategic decisions based on existing data points.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Action/Service 3
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

All Students

Action/Service

Continuing PD with staff around Essential Learning Outcomes, classroom interventions, and areas of focus by department.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Proficiency	Districtwide 18% (ELA) and 22% (Math) are not grade level proficient (2019). The largest achievement gap exists with English learners.	Lower percent of students not achieving at grade level based on the CAASPP. Decrease in the achievement gap between English learners and districtwide average.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Provide centralized ELD program coordination.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
148,000	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

At-risk students

Action/Service

Provide target interventions, including after school support and additional resources.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,800	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3
Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Parent meetings and staff training for professional learning, conferences, and workshops.

Proposed Expenditures for this Action/Service
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,500	Categorical (Federal) - Title I (At-Risk/Low Income)

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jason Allemann, Ed. D.	Principal
James Garvey	Classroom Teacher
Moya Mitchell	Classroom Teacher
Mindy Hawkins	Classroom Teacher
Sandra Johnson	Classroom Teacher
Thasa Zuziak	Other School Staff
Christopher Hemsley	Secondary Student
Kirra Moore	Secondary Student
Magnolia Meekma	Secondary Student
Maria Reichel	Parent or Community Member
Tina Spinello	Parent or Community Member
Jessica Tuchinski Hoffs	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature   **Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/5/21.

Attested:

Principal, Jason Allemann, Ed.D. on 10/5/21

SSC Chairperson, Tina Spinello on 10/5/21