



# Laguna Beach High School

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

Chris Herzfeld, Principal  
cherzfeld@lbusd.org

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Laguna Beach Unified School District

550 Blumont Street  
Laguna Beach, CA 92651  
(949) 497-7700  
[www.lbusd.org](http://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 ensure that all students, upon graduation, are college and career ready. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School. In 2012-13, 988 students were enrolled at the school. The student population consisted of 8.2% socioeconomically disadvantaged, 1.3% English learners, and 7.8% students with disabilities.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 497-7750.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	79
Gr. 10	265
Gr. 11	223
Gr. 12	261
<b>Total</b>	<b>829</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	3.0
Filipino	0.2
Hispanic or Latino	8.8
Native Hawaiian/Pacific Islander	0.2
White	84.3
Two or More Races	1.9
Socioeconomically Disadvantaged	9.0
English Learners	0.7
Students with Disabilities	8.4

## 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	12-13	13-14	14-15
Fully Credentialed	48	48	49
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Laguna Beach Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	142
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Laguna Beach High School	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	100.00	0.00

\* 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 2014-15)**

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: October, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>Literature Timeless Voices, Timeless Themes – Prentice Hall – 2002                      Writing and Grammar Communications in Action – Prentice Hall – 2003                      Warriner’s Handbook Literature and Language Arts – Holt – 2010                      Warriner’s English Grammar and Composition – Harcourt Brace Jovanovich, Inc - 1982</p> <p>Sound and Sense, Nuts &amp; Bolts of College Writing, Educated Imagination, Bedford Glossary, Everyday Use, 100 Great Essays, 40 Model Essays, Word Smart, On Writing Well, How to Read Literature Like a Professor</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>California Algebra I – Prentice Hall – 2009                      Plane Geometry - Geometry Concepts and Skills – McDougal Littell – 2005                      Geometry – Prentice Hall – 2007                      Algebra II – Algebra and Trigonometry – Brooks/Cole Cengage Learning – 2007                      Precalculus 1st semester – Blitzer Precalculus – Prentice Hall – 2010                      Precalculus 2nd semester – Trigonometry – Pearson – 2013                      Calculus An Applied Approach – Brooks/Cole Cengage Learning – 2009                      AL 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 &amp; Connections – Glencoe McGraw-Hill – 2000</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>Life Science – Glencoe McGraw-Hill – 2008                      Environmental Science – Cengage - 2013                      Environmental Science – Pearson – 2011                      AP Biology – Pearson – 2011                      AP Biology – McGraw-Hill – 2007                      World of Chemistry – McDougal Littell – 2007                      Advanced Chemical Research – Chemistry – Houghton Mifflin – 2003                      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</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>World Geography Building a Global Perspective – Prentice Hall 2005                      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</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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
<b>Health</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Health – Glencoe - 2007
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Mastering the Guitar – MelBay – 2000 Music In Theory and Practice – McGraw-Hill - 2009
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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.

**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: May 2014**

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]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	89	85	81	90	90	89	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	78	84	81	81	86	83	54	56	55
Math	56	59	54	72	77	74	49	50	50
HSS	80	85	86	83	87	85	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	6	9	9

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	4.4	17.1	70.6

\* 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.

2013-14 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	89
All Student at the School	81
Male	79
Female	84
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	62
Native Hawaiian/Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	
Students with Disabilities	36
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	8	24	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	7	26	-7
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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](http://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 2014 and is reviewed with our school staff at the beginning of each school year.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	4.0	4.4	1.5
Expulsions Rate	0.0	0.1	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.6	2.8	1.3
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 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		0.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	22.5	24	24	23	15	18	11	21	17	6	6	7
Math	26.1	25	26	10	12	9	13	21	19	9	4	8
Science	29.3	29	29	5	4	4	14	20	19	10	8	9
SS	27.3	28	29	8	7	5	14	14	15	9	10	11

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,920
Mid-Range Teacher Salary		\$59,803
Highest Teacher Salary		\$78,096
Average Principal Salary (ES)		\$95,836
Average Principal Salary (MS)		\$99,849
Average Principal Salary (HS)		\$107,599
Superintendent Salary		\$151,912
Percent of District Budget		
Teacher Salaries	31	37
Administrative Salaries	6	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,586	\$584	\$10,002	\$100,321
District	♦	♦	\$11,357	\$99,992
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-11.9	0.3
Percent Difference: School Site/ State			113.3	59.1



### Types of Services Funded at Laguna Beach High School

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:

- Economic Impact Aid
- Class Size Reduction
- Instructional Materials
- Special Education

### Professional Development provided for Teachers at Laguna Beach High School

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.

**2013-14 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	15	19	66	16	42	41
All Students at the School	15	19	66	16	42	42
Male	19	19	62	17	38	45
Female	11	19	70	15	46	38
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	42	29	29	33	46	21
Native Hawaiian/Pacific Islander						
White	12	19	69	15	42	42
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities	71	6	24	82	12	6
Students Receiving Migrant Education Services						

\* 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	2011-12	2012-13	2013-14
English-Language Arts	87	90	85
Mathematics	86	89	84
Laguna Beach Unified School District	2011-12	2012-13	2013-14
English-Language Arts	87	90	32
Mathematics	86	89	30
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	97.99	97.99	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	100.00	100.00	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	88.89	88.89	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	99.00	99.00	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	90.91	90.91	82.58
English Learners	100.00	100.00	53.68
Students with Disabilities	76.19	76.19	60.31

Dropout Rate and Graduation Rate			
Laguna Beach High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.2	0.8	2.8
Graduation Rate	97.97	97.97	96.06
Laguna Beach Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.2	1.2	2.8
Graduation Rate	97.57	97.58	96.06
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts	1	♦
Foreign Language	4	♦
Mathematics	3	♦
Science	2	♦
Social Science	7	♦
All courses	21	0.5

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	79.17
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	99.18

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	60
% 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%

### **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.