

# Laguna Beach High School

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Laguna Beach Unified School District

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

#### District Governing Board

Jan Vickers

Dee Perry

Carol Normandin-Parker

Ketta Brown

Peggy Wolff

#### District Administration

Jason Vioria

**Superintendent**

Alysia Odipo

**Assistant Superintendent,  
Instructional Services**

Leisa Winston

**Assistant Superintendent, Human  
Resources/Public Information**

Irene White

**Director of Special Education**

Mike Morrison

**Chief Technology Officer**

Jeff Dixon

**Director of Facilities & Grounds**

Amy Kernan

**Director, Assessment and  
Accountability**

### 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 (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 2015-16, 1082 students were enrolled at the school. The student population consisted of 8.4% socioeconomically disadvantaged, 1.3% English learners, and 11.3% students with disabilities.

## 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	307
Grade 10	282
Grade 11	247
Grade 12	267
<b>Total Enrollment</b>	<b>1,103</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	3
Filipino	0.4
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.5
White	81.4
Two or More Races	2.4
Socioeconomically Disadvantaged	8.7
English Learners	1.5
Students with Disabilities	8.3
Foster Youth	0

## 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	14-15	15-16	16-17
With Full Credential	49	50	54
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Laguna Beach Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	149
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Laguna Beach High School	14-15	15-16	16-17
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

2015-16 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 2016-17)**

All curriculum development at Laguna Beach Unified School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations. The District's Curriculum Committee provides guidance and input to ensure the educational program meets the needs of all students. The Curriculum Committee, comprised of representatives from schools, the District, and parents, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels.

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on September 13, 2016, 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 textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home or to access via their personal device at home and at school. 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, parents, 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, 2017**

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
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**Textbooks and Instructional Materials**  
**Year and month in which data were collected: January, 2017**

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 &amp; D  Spelling Connections</p> <p>Grammar &amp; 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  Cry the Beloved Country, Paton  Selected short stories and poetry from Prentice-Hall Literature Gold anthology</p> <p>English 10:</p> <p>Timeless Voices, Timeless Themes - Prentice Hall - 2002  Vocabulary from Classical Roots - 2004  WordSmart - 2006  Candide, Voltaire  Death Be Not Proud, Donne  A Separate Peace, Knowles  Life of Pi, Lee  A Tale of Two Cities, Dickens  All Quiet on the Western Front, Remarque</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  Lee, Life of Pi  Foster, How to Read Literature Like a Professor  Selections from Literature: World Masterpieces (anthology) - Holt  Supplementary non-fiction pieces</p> <p>Writing:</p> <p>Roberts, Writing About Literature  Strunk and White, The Elements of Style  Zinsser, William. On Writing Well</p>

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January, 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Mathematics</b></p>	<p>Algebra I – Larsen Big Ideas Algebra I - Houghton, Mifflin, Harcourt - 2015                      Geometry – Larsen Big Ideas Geometry - Houghton, Mifflin, Harcourt - 2015                      Algebra II – Larsen Big Ideas Algebra II - Houghton, Mifflin, Harcourt - 2015                      Algebra II Essentials - Algebra II Foundations - Prentice Hall - 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 &amp; Connections – Glencoe McGraw-Hill – 2000</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Science</b></p>	<p>Life Science – Glencoe McGraw-Hill – 2008                      Environmental Science – Cengage - 2013                      Environmental Science – Pearson – 2011                      Biology – Pearson – 2011 &amp; Holt - 2007                      AP Biology – Campbell Biology - 2011; A Short Guide to Writing About Biology - Pearson - 2016                      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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>History-Social Science</b></p>	<p>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                      Think Like a Freak - Levitt                      Freakonomics - Levitt                      AP ECON – Economics – McGraw-Hill, Irwin – 2012</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Foreign Language</b></p>	<p>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 &amp; 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 – Descubre 1 - Vista - 2017                      Spanish II - Descubre II - Vista - 2017                      Spanish III - Descubre III - Vista - 2017                      H Spanish IV – Imagina – Vista – 2015                      AP Spanish Language – Vista – 2014                      AP Spanish Literature - Temas Azulejo - Wayside Publishing - 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Textbooks and Instructional Materials	
Year and month in which data were collected: January, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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%
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, two gymnasiums, a theater, administrative offices, restrooms, and storage rooms. Recent modernization includes school-wide WiFi, upgraded LED lighting throughout the campus, renovated and new HVAC systems, 20 upgraded classrooms including multiple 80" monitors, voice amplification and mobile furniture, track and field renovation, library modernization, 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: January 5, 2017				
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		Pests issues being resolved with increased support from pest management company.
<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 State priority: Pupil Achievement (Priority 4):

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	82	82	76	81	44	48
Math	55	56	66	71	34	36

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	288	269	93.4	80.7
Male	154	142	92.2	76.1
Female	134	127	94.8	85.8
Hispanic or Latino	28	28	100.0	82.1
White	232	215	92.7	80.0
Socioeconomically Disadvantaged	34	32	94.1	68.8
Students with Disabilities	24	23	95.8	43.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	246	236	95.9	82.2
Male	11	117	112	95.7	74.1
Female	11	129	124	96.1	89.5
Black or African American	11	--	--	--	--

\* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	80	78	81	88	86	89	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	7.9	32.9	55.4

\* 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.



**School Year 2015-16 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 Met or Exceeded
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	22	21	95.5	81.0
White	11	208	200	96.2	82.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	13	13	100.0	84.6
English Learners	11	--	--	--	--
Students with Disabilities	11	14	14	100.0	35.7
Foster Youth	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	246	237	96.3	55.5
Male	11	117	113	96.6	56.3
Female	11	129	124	96.1	54.8
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	22	21	95.5	42.9
White	11	208	201	96.6	56.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	13	13	100.0	15.4
English Learners	11	--	--	--	--
Students with Disabilities	11	14	14	100.0	14.3
Foster Youth	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

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

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

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

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. Campus supervisors circulate throughout the school to assist students and intervene if a problem arises. A comprehensive video monitoring system has been installed for protection of property, with cameras around the perimeter and in key traffic areas. Cameras are not actively monitored, but should a problem arise, the footage is used to find facts and evidence. The presence of cameras has reduced after-hours damage to near zero.

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, including several CERT (Crisis Emergency Response Team) trained staff.

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	2013-14	2014-15	2015-16
Suspensions Rate	1.5	2.3	2.6
Expulsions Rate	0.0	0.1	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	1.3	1.5	1.9
Expulsions Rate	0.0	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		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

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)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	360

\* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	26	25	18	10	3	17	21	28	7	10	10
Mathematics	26	26	23	9	6	5	19	24	21	8	7	5
Science	29	30	27	4	2	6	19	23	29	9	9	5
Social Science	29	29	29	5	5	4	15	20	25	11	8	6

\* 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.

### 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 during which teachers participate in a variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers at Laguna Beach High School participate in additional training through workshops, conferences, and demonstration lessons including Mathematics, Literacy, STEM, NGSS, Differentiated Instructional Strategies, the use of technology as an instructional tool and more. Laguna Beach High School staff frequently works with consulting specialists who lead specialized training, demonstration lessons or facilitate curriculum development and planning sessions. LBHS utilizes two instructional coaches who each have one teaching period dedicated to school-wide professional growth, including peer observation and feedback. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. Common Core State Standards implementation is continuous through district and staff training 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. County level Induction (formerly BTSA) a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period through a trained support provider mentor teacher. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of veteran (permanent) teachers who have identified target areas for improvement. Laguna Beach High School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,329	\$42,063
Mid-Range Teacher Salary	\$88,066	\$64,823
Highest Teacher Salary	\$117,968	\$84,821
Average Principal Salary (ES)	\$154,311	\$101,849
Average Principal Salary (MS)	\$175,302	\$107,678
Average Principal Salary (HS)	\$157,121	\$115,589
Superintendent Salary	\$244,250	\$169,152
Percent of District Budget		
Teacher Salaries	31%	35%
Administrative Salaries	6%	6%

### 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

Laguna Beach Unified School District allocates its funding to improve student achievement. The District provides additional funding in direct services for English Learners, low-income, and foster youth. Some of the direct services to provide support and foster academic success for English Learners and reclassified English Learners at each school site are MTSS supports, including academic support classes, assessment, intervention, counseling, etc. at each site, the Juntos after school program, an EL TOSA to provide support for teachers, professional development to teachers regarding CA-CCSS ELA/ELD frameworks, and oversight of the site EL programs and target students for additional support, a community liaison to provide support for students and parents, an after school bus for tutoring, English Learner instructional assistants at all sites to directly support ELs, implementation integrated and designated ELD program for all ELs, English Language Development classes at all school sites, a summer ELD program, translation services for school/district events and meetings/conferences and parent education and involvement opportunities including DELAC. These direct services are designated specifically for English Learners and re-designated students. These services are meant to increase student achievement across all content areas and provide equal access to 21st-century learning and teaching. The expected annual outcomes are increased CELDT scores, state testing proficiency, graduation rates, engagement (attendance), and reclassification rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Laguna Beach High School	2011-12	2013-14	2014-15
Dropout Rate	2.80	1.50	2.20
Graduation Rate	96.06	98.08	96.90
Laguna Beach Unified School District	2011-12	2013-14	2014-15
Dropout Rate	2.80	1.90	3.50
Graduation Rate	96.06	97.70	95.65
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

\* 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,812	\$756	\$10,056	\$101,280
District	♦	♦	\$16,293	\$99,978
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-38.3	1.3
Percent Difference: School Site/ State			77.1	50.4

\* Cells with ♦ do not require data.

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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	72.7

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	2	◆
Fine and Performing Arts	3	◆
Foreign Language	3	◆
Mathematics	2	◆
Science	2	◆
Social Science	4	◆
All courses	16	24

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	98	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	98	97	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	90	71	66
English Learners	100	100	54
Students with Disabilities	100	100	78

### Career Technical Education Programs

Laguna Beach High School is affiliated with College and Career Advantage (CCA) which was formerly the Regional Occupation Program (ROP), which provides Career Technical Education classes to students of all levels from grades 9-12 to adult. College and Career Advantage 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. College and Career Advantage 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 Assistant, Emergency Medical Responder, Emergency Medical Technician, Medical/Hospital Careers, and Surgical Technologist 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 (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 CCA is handled by the on-campus College and Career Specialist (CCS) who is trained to advise students in regards to proper placement in courses depending on student interest. The CCS also tracks grades and attendance and serves as the intermediary between the CCA 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 a focus of CCA, 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. College and Career Advantage 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, Crime Scenes Investigation, Introduction to Law Enforcement, Dance, Dental, Digital Video Production, Emergency Medical Technician, Fire Technology, Graphic Design Technology, Medical/Hospital Careers, Programming/Coding, Restaurant Careers, Retail Careers, and Small Business Management. ROP classes may or may not be offered on the LBHS campus, as many are located at nearby high school campuses. Laguna Beach High School offers additional career-oriented classes that are not officially CTE or CCA such as STEM Careers, Video Production and Journalism.

### DataQuest

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

### Internet Access

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