

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Laguna Beach High School

**625 Park Avenue
Laguna Beach, CA 92651**

Laguna Beach Unified School District

November 5-7, 2018

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Preface

- **Laguna Beach High School's Schoolwide Learner Outcomes - PRIDE**

P – Problem Solving

R – Resilience

I – Integrity

D – Dependability

E – Engagement

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

The Laguna Beach High School (LBHS) WASC Leadership Team along with the Self-Study coordinators began the Self-Study process in March 2017. Meeting regularly this group provided direction and guidance to the process including planning tasks and activities to ensure input from parents and students. Throughout the process training was inherent for various groups, including staff and parents, to ensure understanding of the WASC process and tasks. Stakeholders provided input to the Focus Groups, through researching the criterion, providing data and documents, analyzing the information and writing. Focus Group membership included staff, parents and students. Multiple surveys were developed and completed throughout the process to gather information from stakeholder groups. Dialogue occurred between the Leadership Team, the Focus Groups, and the Home Groups so that the Self-Study developed as a true reflection of input provided by stakeholders. Throughout the process, the Self-Study Coordinators ensured communication and consensus on the Self-Study along with an understanding of the various tasks. Technology resources were used extensively throughout the process. Stakeholders' input was incorporated throughout the Self-Study and stakeholders were directly involved in the identification of critical student learner needs. The Schoolwide Action Plan was developed and refined based on the consensus of the findings. The stakeholders indicated that the Self-Study process of analyzing student work and developing Action Plans to meet the needs of all students at the school was valuable.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*).
During the Self-Study process, multiple staff participated in "walk-in data" observation which included two questions about all the SLOs. LBHS found that "More SLO's were observed indirectly compared to the directly observed/emphasized. The SLOs will be re-evaluated by the staff at the end of this year and beginning of next year to ensure buy-in by all stakeholders. We want to ensure that everyone feels that the PRIDE characteristics are what needs to be emphasized in order to produce students who are college/career/global citizenship ready."
3. The gathering and analyzing of data about students and student achievement.
The Focus Groups were a significant component in the collection, analysis and sharing of data: achievement and perception. In March 2017, the staff identified three preliminary student learning needs based on data, observations and surveys: student absenteeism, student desire for meaningful application of coursework both in and out of classroom and

the underperformance of subpopulations on assessments (socio-economic, English learners and students with disabilities). Through the continued collection and analysis of data and writing of focus area criterion, the identification of the growth areas evolved with three identified.

- Evaluate and revise the school calendar, bell schedule, and teacher pull-outs to maximize student learning, usage of instructional minutes, and teacher effectiveness.

- Improve and increase student's access to supports and challenging/relevant courses in order to narrow the achievement gap. (Supports for accessing curriculum, attendance, college and career readiness, and self-destructing behaviors)

- More systematic and frequent processes to formally and authentically evaluate and revise courses, programs, student supports, new initiatives, and policies/procedures to ensure effectiveness

4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria.

The stakeholders reviewed the school's program in relation to the SLOs, instructional practices, academic standards and achievement, curriculum, accountability, LCAP areas and goals, and to the WASC/CDE criteria. Overall, the stakeholders utilized the Self-Study process as a method to identify school improvement focus areas and to review and revise improvement efforts already underway at the school.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

LBHS's Schoolwide Action Plan is aligned to the implications of data from Chapter 2 and to the critical needs identified in Chapters 3 and 4 of the Self-Study and is the direct result of the reflection of the school's progress, data analysis, questions identified, and needs. The WASC Action Plan is melded into the SPSA/LCAP. In coordination with School Site Council (SSC) and the school's leadership, yearly fidelity to the process, involvement of stakeholders and implementation and revision of the Action Plan is ensured. The School Leadership will be primarily responsible for the ongoing implementation, evaluation and revision of the Action Plan. Additionally, the LCAP/WASC Action Plan incorporates a system of accountability for all and is monitored on site by leadership and SSC. Additionally, the Laguna Beach Unified School District (LBUSD) and the Board of Trustees as part of the LCAP process will monitor the school's progress.

Chapter I: Progress Report

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**

Since LBHS's last Accreditation in 2012 and the mid-term visit in 2015, the school has experienced significant change that has impacted the school's operation.

Major Changes

- ❖ Instructional changes include
 - ♦ Instructional rounds
 - ♦ Co-teaching
 - ♦ 4CLE (Learning Environment)
 - ♦ Blended Chemistry
 - ♦ Project Based Learning
 - ♦ Technology – Plearning/Haiki, Google Docs/Drive, Hapara and 1-1 student technology
 - ♦ Removal of support classes except for Special Education (SPED) and implementation of first best instruction
- ❖ Curriculum changes include
 - ♦ New Advanced Placement (AP) courses – AP Computer Science Principles, AP Computer Science A, and AP Art History
 - ♦ Changes to math and science pathways and classes
 - ♦ Writing across the curriculum
 - ♦ Alignment of curriculum and skills across departments
 - ♦ Technology – including access to YouTube
- ❖ Support for students and staff changes include
 - ♦ College and Career Center
 - ♦ Advisory
 - ♦ Student Senate and Athletic Leadership
 - ♦ Link Crew, Multi-Tiered Systems of Support (MISS), and PBIS (PRIDE Scratchers and Teaching PRIDE during Advisory)
 - ♦ 504 Coordinator, Student Support Specialist, redefinition of Department Chair role to instructional leader, Technology Site Leads
 - ♦ Summer School – Breakers 101 for 9th grade and Breakers Advanced for AP students
- ❖ Administrative changes – multiple at site and district

Follow-up Process

The Schoolwide Action Plan, which is the SPSA/LCAP/WASC Schoolwide Action Plan is reviewed and revised each year to address identified needs and to set targets based on data analysis and stakeholder input. Following Board approval, school leadership in coordination with SSC is tasked with ensuring the ongoing revision, implementation and monitoring of the Action Plan. The district's four SSCs meet three times a year as part of the LCAP Review process.

- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

LBHS has addressed and made progress on the recommendations provided by the WASC Visiting Committee and the Mid-Term Visiting Committee which were addressed in the Schoolwide Action Plan/SPSA/LCAP Plan.

The WASC Visiting Committee in 2012-13 identified three Schoolwide Critical Areas for Follow-up:

1. The administration and teaching staff need to develop and implement an intervention support system for individuals not meeting academic or behavioral expectations. These support systems need to be clearly articulated, measures to determine effectiveness need to be implemented, and the system needs to be monitored in order to improve academic performance of all students.

Progress: In addition to the major changes in instruction and support for students noted above, the following changes were implemented: high stakes testing prep for grade 9-11 Directed Students for (SPED), expanded District student social and emotional support, grade level conferences and class presentations, Student Resource Officer (SRO) shared with the district's four schools, Text-A-Tip (anonymous tip line), CAASPP practice tests and LBHS Loves (internet site with information for 9th grade students).

Impact on students: Additional social-emotional and academic support, increased test scores through 2016-17 and increased school safety.

2. With support of the District Office, the administration and the teaching staff need to expand the PLC process to allow for interdisciplinary, data driven instruction to provide a more coordinated curriculum approach to learning.

Progress: In addition to the major changes in instruction and curriculum noted above, the following changes were implemented or refined: Rocket ready – district professional development (PD) K-12 yearlong on instruction and teacher designed and implement a for students' project that is considered "world changing", and PLC PD – "refresher".

Impact on students: Project included design student design of website for new students and ocean clean-up, increased emphasis on analysis of data for instruction, improved students results in high stakes tests.

3. The administration and teaching staff need to align BEST First Instruction across grade levels and within content areas to ensure a logical progression toward college and career readiness and to ensure curricular sequencing that leads to the development of higher order thinking skills for all students.

Progress: In addition to the major changes, the following changes were implemented or refined: CTE Pathways (Dance, Multimedia Production, Drama and Computer Science).

Impact on students: Increase in college and career readiness.

The WASC Mid-Term Visiting Committee in 2015 identified two additional Schoolwide Critical Areas for Follow-up:

1. LBHS should continue to evaluate and improve Advisory program based on feedback from students and teachers.

Progress: Advisory continues to be refined but is under major review currently as part of the discussion on the entire bell schedule.

Impact on students: Built school pride and provided 10 minute lessons on college and career readiness.

2. The school should examine ways to support students in math as much as they are supported in English.

Progress: Four sections of collaborative math with two teachers present every day, Irvine Math Project PD, and tutoring through math lab.

Impact on students: Grades and test results.

Chapter II: Student/Community Profile

LBHS is one of four schools in the LBUSD which serves approximately 3,000 students from transitional kindergarten through twelfth grade.

LBHS is located in the “tiny, artistic, and seaside resort city of Laguna Beach” which is located along the Pacific Ocean coast midway between Los Angeles and San Diego. The city welcomes over 3 million visitors annually who enjoy the 7 miles of coastline, the village and multiple arts festivals. The city’s ethnic makeup is 88% White, 7.3% Hispanic, 3.6% Asian, 2.9% Two or More Races and <1% each of African American, Native American and Pacific Islander. Residents average income is \$103,409. With an average home sale price of \$1,775,000, 70% of the residents own their own home and 39% are single family residents. Residents average age is 48 with 49.8% male and 50.2% female and 71% earned a college degree.

Opening in 1934, LBHS’s campus is located in the city’s coastal hills with viewpoints of the Pacific Ocean and Main Beach. In 2016-17, LBHS’s student body population was approximately 1100 students. LBHS is the smallest comprehensive public high school in Orange County. LBHS’s student population has grown from 2013-14 from 989 to 1103 in 2015-16 and then appears to be leveling with 2016-17 at 1114. Student population consist of White, 80.15%, 10.62% Hispanic or Latino, 3.32% Asian, 3.42% Two or More Races and 2.49% other race/ethnicities. Males comprise 51.8% of the populations and females 48.2%. English Language Learners (EL) comprise 2.06% of the student population and the prominent primary language other than English is Spanish, 2.3% with 15 other primary languages at 0.2% or less. Students with Disabilities/Special Education enrollment is 8.62% of the total population with the majority in the categories of specific learning disability - 39.6% followed by Other Health Impairment – 25% and Autism – 21.9%. The percentage qualifying with Autism for SpEd is growing approximately 4% per year although overall SpEd percentage is stable for two years with 0.1% growth. Students classified as socio-economically disadvantaged comprise 6.8% of the student population.

Student attendance rate in 2017-18 was 96.2% with a chronic absenteeism rate of 16.5%. Both the number of trancies and tardies indicate significant declines. School suspensions rate for 2016-17 was 1.2% and zero expulsions were reported. LBHS has established a Positive Behavior Interventions and Support (PBIS) system.

Overall, the Parent Educational Level for LBHS indicates that 1.6% did not graduate from high school; 3.5% graduated from high school; 11.1% attended some college; 46.4% graduated from college; 32.9% graduate school/post graduate and 4.4% declined to state. LBHS offers a multitude of avenues for parents to connect and/or provide support to the school through parent education, for example Parent Nights by grade level, College Roundup and PTA nights, and through participation in organizational groups, for example SSC, ELAC, DLAC, School Power Education Foundation and booster/student support groups. Community members participated in LBHS’s career mentor program which allows students to explore career interests. Community members are also involved in supporting and assisting multiple school programs, events and/or classes including dance, Patriots Day Parade, plays, musicals, athletics and Masters of the Arts. institutions of higher learning, and parents provide support for the school. Students also connect to the community through the 40 hour community service graduation requirement.

Based on 2016-17 staff data, LBHS’s has 98 certificated staff with 70% females and 30% males. Masters or higher degrees are held by 68.5% of the staff. Core courses are taught by highly qualified

teachers with CLAD certification. Overall, certificated staff averages 12 years in education and 8 within the district. Staff ethnicity 79.62% white, 9.38% Hispanic, 9.38% Asian and 1.56% Pacific Islander. Since the last Self-Study, 52% of the certificated staff is new to the school. LBHS currently employs 43 classified staff members including office staff, library/media, nutrition services, campus supervisors, custodians, college and career specialist, and scholarship coordinator.

All students at LBHS participate in a college preparatory curricular program that meets state and district standards. LBHS offers career-based pathways: Dance, Multimedia Production, Drama and Computer Science. In 2017-18, 27.6% of the students were enrolled in a CTE pathway course and an additional 59 students were enrolled in off-campus ROP classes. While the number of students in CTE courses has increased over three years by 6.9%, the last year of on-site ROP classes was 2015-16 with 157 students enrolled. Students participate in a wide variety of co-curricular and extra-curricular activities from the arts, academic competitions, volunteerism, peer support and sports with 73% participating in at least one of twenty-four sports. LBHS also offers a blended Chemistry where students after seven weeks elect either the honors option or remain in college preparatory chemistry with student work requirements and testing delineated for each option. Additionally, LBHS offers four sections of math for students mathematically challenged that have two teachers concurrently working with students.

Since 2014-15, CAASPP/SBAC ELA results were at 82% for two years for met or exceeded standards and increased to 84% in 2016-17, followed by a decline in 2017-18 to 74.4%. Since the 2014-15, CAASPP mathematics results have increase 55% to 57.8% in 2017-18 for met or exceeded standards. In 2017-18, LBHS received its first ELPAC summary data. ELPAC results indicate EL are at moderate or well-developed levels overall and that the identified strength across all students is in oral language. Results indicate that freshmen students are scoring higher in all areas except listening than other grade levels.

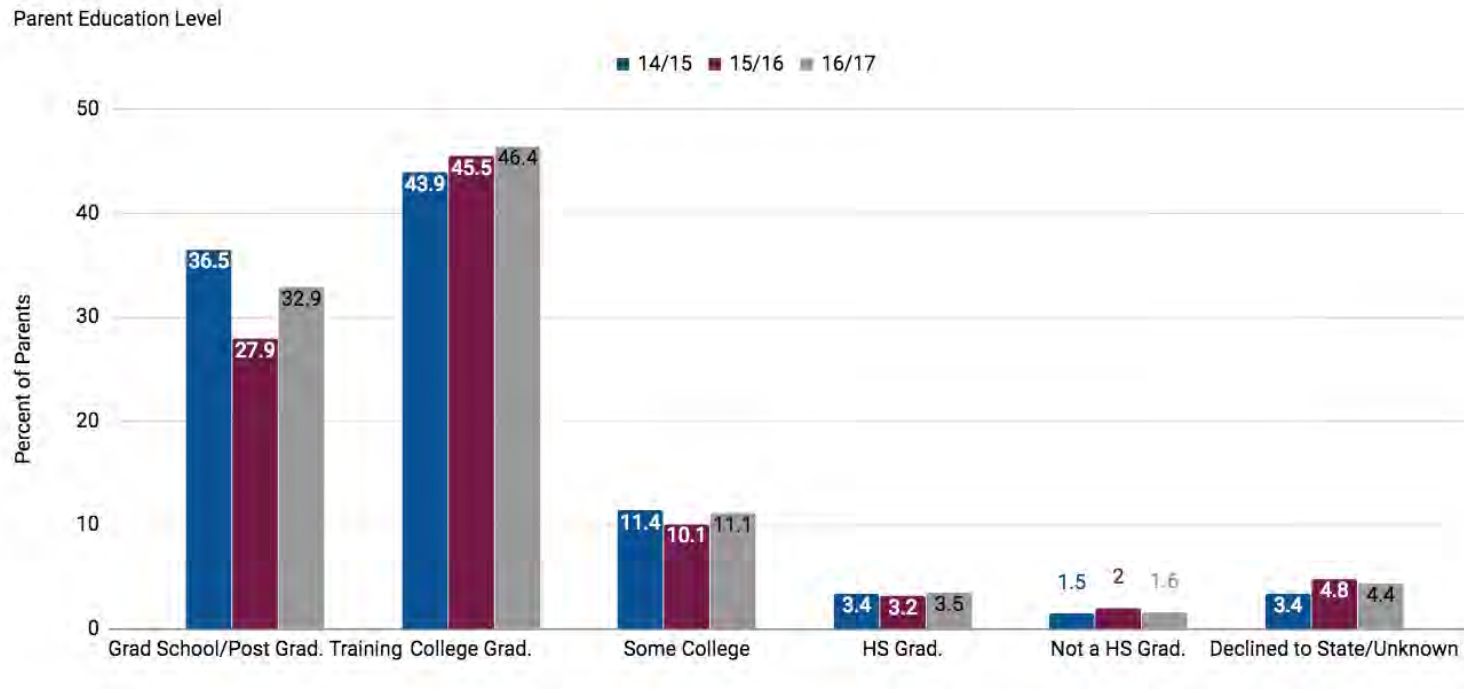
LBHS students took exams in 19 Advanced Placement (AP) areas over the past six years with the percentage of students enrolled in at least one AP course from a low of 23.39% in 2014-15 to a high of 34.2% in 2017-18 when Computer Science was added. The pass rate is relatively stable ranging from 88% to 90.7 %. In 2018, the AP pass rate was 90% with an increase of an additional 72 students taking exams. In 2016-17, 76% of students completed the UC/CSU a-g requirements which represented a consistent increase from 70% plus except for the 2015-16 year which had a significant drop to 67.15%. Over five years, the number of students participating in the ACT ranged from 137 to 182 with composite scores ranging from 25.8 to 26.7. Concurrently with the growth of ACT participation, SAT participation has declined from a 44% in 2014 to 26% in 2017. SAT score average for 2017 was 1246 and for 2018 was 1204.

LBHS's graduation rate was 95.96% in 2015-16 as reported in SARC. This rate declined approximately 2% for each of the previous two school years. Concurrently, during the same three-year timespan the dropout rate increased 1.4% to 2.9%. D and F data indicates that students continue to have difficulty with core subject area classes (math, English, science and social sciences) at all grade levels with math classes at each grade level having the greatest number of Ds and Fs. After graduating from LBHS, 65% of the graduates attend a four-year college/university, 27% attend a community college and the remainder are in technical schools, the Armed Forces or the work force.

Since the last accreditation in 2012, LBHS has received the following recognitions and/or awards: 2017 California Gold Ribbon Award, 2015 California Golden Bell Award, 2014, US News and World Report Gold Medal School and 2013 California Distinguished School.

LBHS's Pertinent Data and Analysis from Self-Study

Data and Analysis are presented in the same order as in the Self-Study (SS). Where there are multiple graphs or tables, representative graphs and tables are included and a notation is made to the pages of additional information in the Self-Study.



Findings:

For the past 3 years, 70%+ of our parents are at minimum college graduates, 25%+ also have Graduate and Postgraduate Training.

Many parents have adequate experience with school and school structures to guide their students effectively through the system.

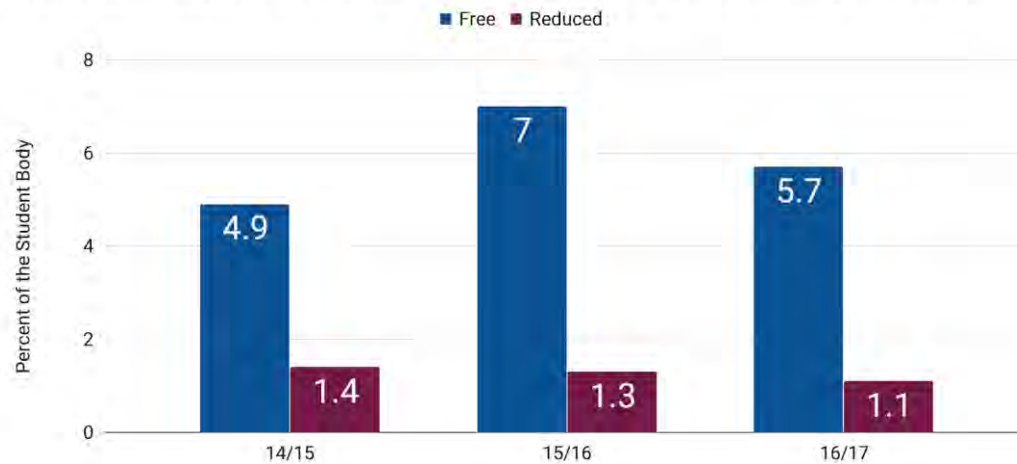
Student Enrollment for the Past 6 Years

**Findings:**

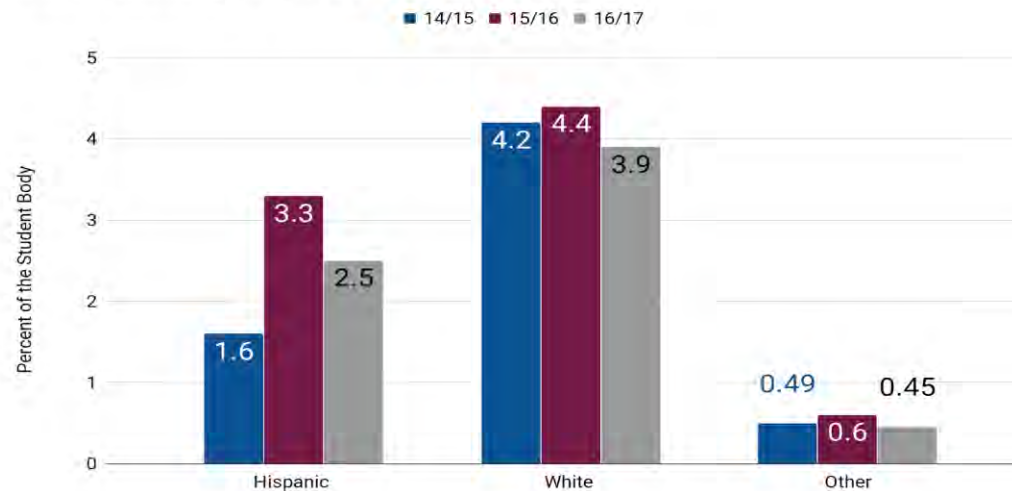
LBHS has experienced increasing enrollment for the past four years. Students, especially Special Education students, transfer to our district for our highly respected programs and learning environments. In addition, we have had to accommodate some population “bubbles” in the master schedule within the past few years. For example, the large freshmen class of 15/16 continues to add sections to core classes, changing teacher’s schedules and adding the need for creativity in room assignments for the master schedule.. Most teachers either share classrooms or move from one room to another during the school day.

Additional enrollment data SS 56

Percent of Students Eligible for Free and Reduced Lunch (Considered Title 1 and Socioeconomically Disadvantaged)



Percent of Students Eligible for Free and Reduced Lunch by Race

**Findings:**

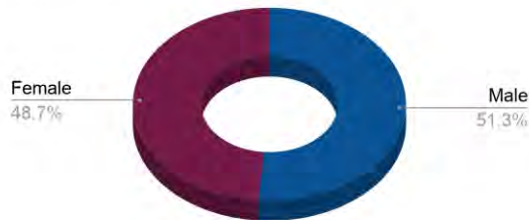
This graph shows that our students who are disadvantaged tend to be on the “more disadvantaged” side (i.e. free lunch) compared to moderately disadvantaged (i.e. Reduced Lunch). This is an interesting trend that will help us understand a part of the academic achievement gap for socioeconomically disadvantaged students..

In terms of disaggregated data for free/reduced lunch by gender, we can conclude that there is not a gender gap for socioeconomic status at our school, there is less than a 1% difference between male/female percentage of students who have free or reduced lunch.

Disaggregated race data is generally proportional to general race enrollment (i.e. White is our highest population and Hispanic is our second highest population). It is important to note that a larger percentage of the Hispanic population at our school is also socioeconomically disadvantaged compared to the white students.

ENROLLMENT: Gender and RACE

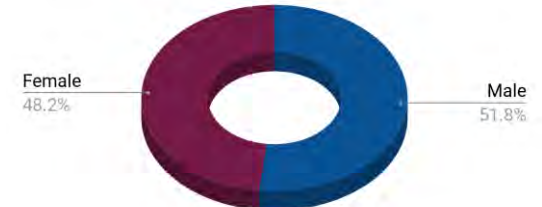
14/15 Male/Female Enrollment Break-Down



15/16 Male/Female Enrollment Break-Down

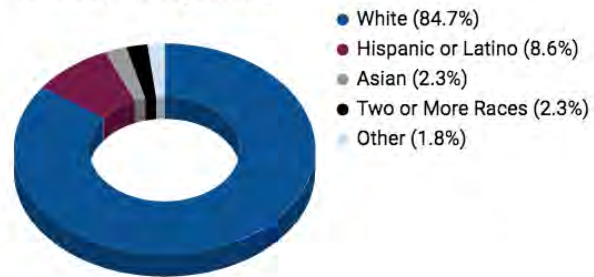


17/18 Male/Female Enrollment Break-Down

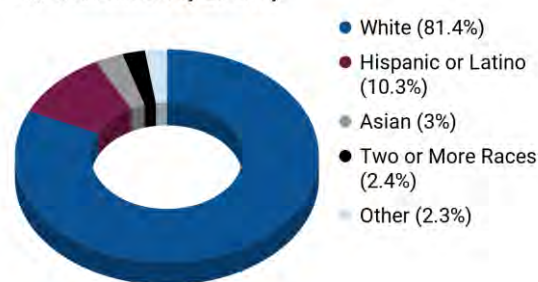


Findings: We have had a slightly heavier male population for the past 3 years.

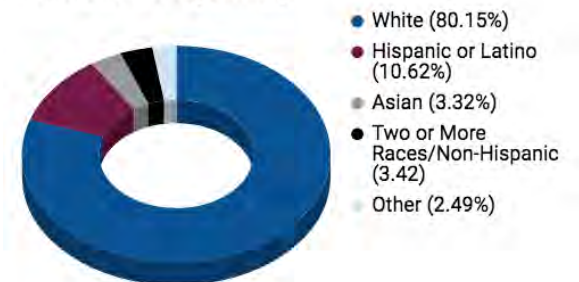
14/15 Enrollment by Ethnicity



15/16 Enrollment by Ethnicity



16/17 Enrollment by Ethnicity

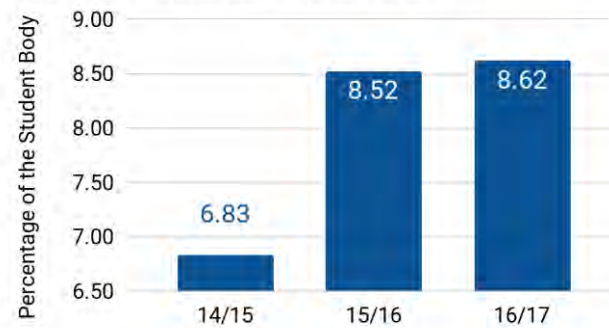


Findings: Laguna Beach High School has a diversity of ethnicities represented. For the past 3 years, 80%+ have been “white” students, second is “Hispanic or Latino” and third either being “Asian” or “2 or more Races.” The races represented at Laguna Beach High School mirrors the Laguna Beach Community. Other races represented are Black/African American, American Indian or Alaskan Native, Pacific Islander, or Filipino.

Primary Language other the English – Spanish 2.3%, Other languages less than 1% include Arabic, Dutch, Farsi, Filipino, French, German, Hungarian, Italian, Japanese, Mandarin, Other-Non English, Portuguese, Russian, Romanian and Vietnamese. SS 59

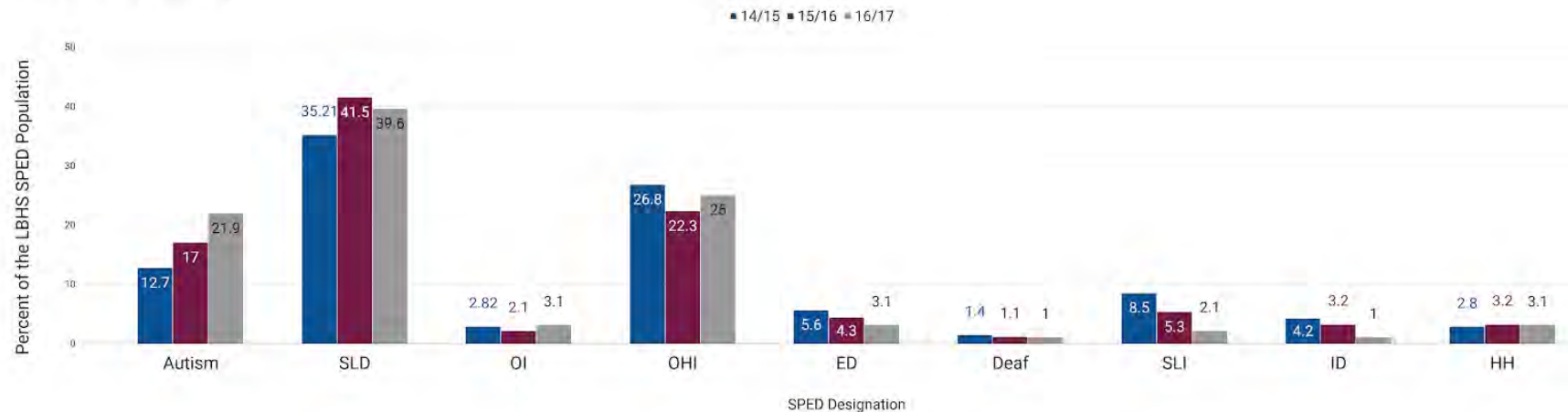
General SPED Enrollment

Percent of the Student Body Who are SPED



Special Ed. Designation
Autism
SLD= Specific Learning Disability
OI= Orthopedic Impairment
OHI= Other Health Impairment
ED= Emotional Disturbance
Deaf
SLI= Speech or Language Impairment
ID= Intellectual Disability
HH= Hard of Hearing

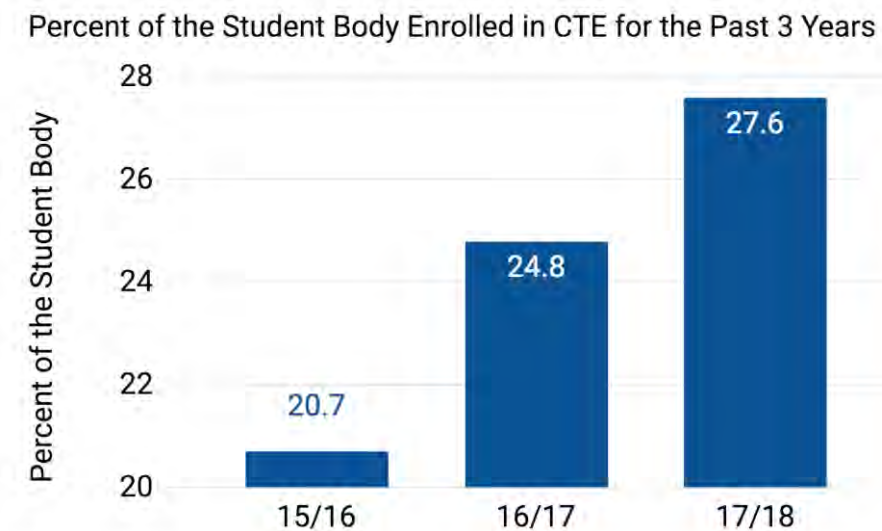
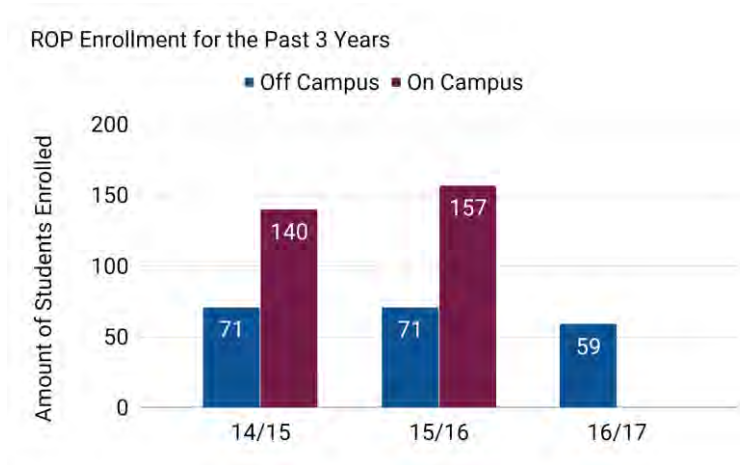
SPED Designation by School Year



Findings: The SPED population is rising at our school. LBHS has a reputation for a strong SPED program which attracts many families to our district each year. The SPED credentialed staff has also increased to accommodate the growing caseloads. A majority of our Special Education Population for the past 3 years have a “Specific Learning Disability.” Second to SLD is “Other Health Impairment” and third is “Autism.” Notably, the amount of students with Autism has significantly increased in the past 3 years.

Additional data SS 61-62

ENROLLMENT: College and Career Readiness

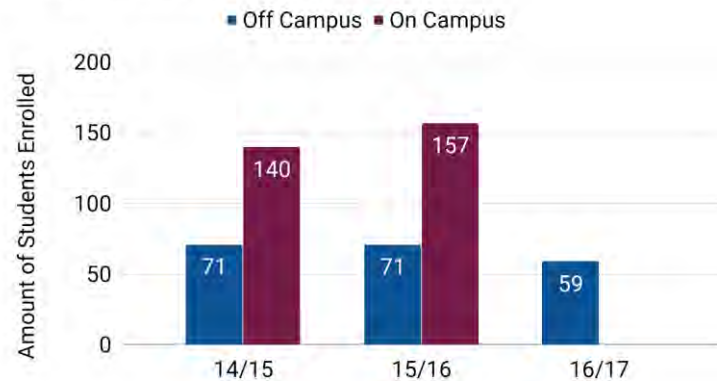


Findings: Many students at LBHS participate in a CTE course, however, very few are CTE program completers (about 2%).. According to our CTE Specialist, students are not finishing the CTE pathways because they did not complete the courses sequentially leading to the State not acknowledging their completion. The on-campus CTE courses are the most popular most likely because they are the most accessible, students do not have to travel and many of them are embedded into the bell schedule. Off campus CTE is offered through our neighboring Capistrano Unified School District. 2018/19 has seen the addition of a new CTE Pathway for Computer Science and hope to in the future off a Hospitality pathway on campus. Pathways offered on campus are aligned with the needs of LBHS students and the culture of Laguna Beach. ROP Enrollment off campus has declined because students are busy

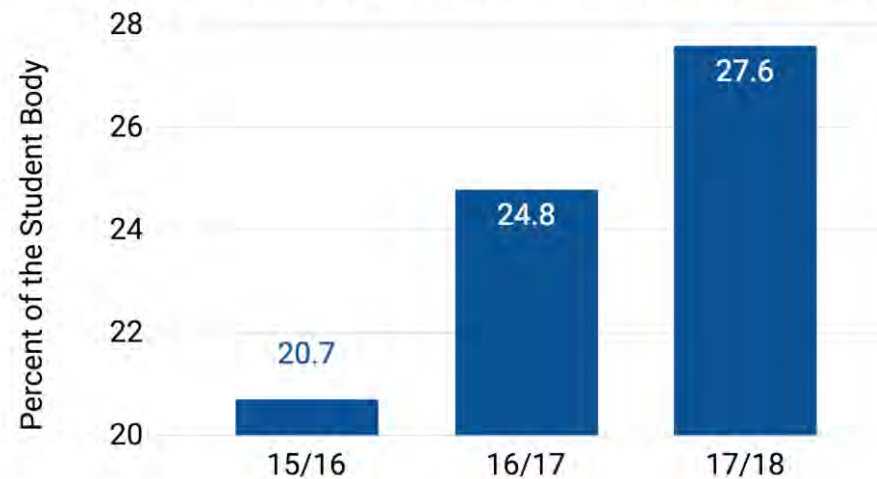
as sports after school when most off-campus classes are offered.

ENROLLMENT: College and Career Readiness

ROP Enrollment for the Past 3 Years



Percent of the Student Body Enrolled in CTE for the Past 3 Years

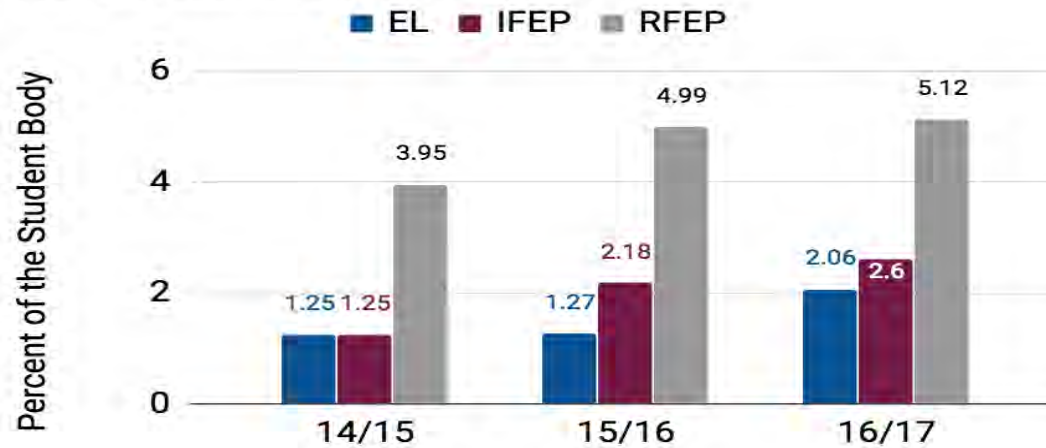


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Enrollment in Honors Courses SS 65

Language Proficiency Numbers

ELL by School Year and Designation

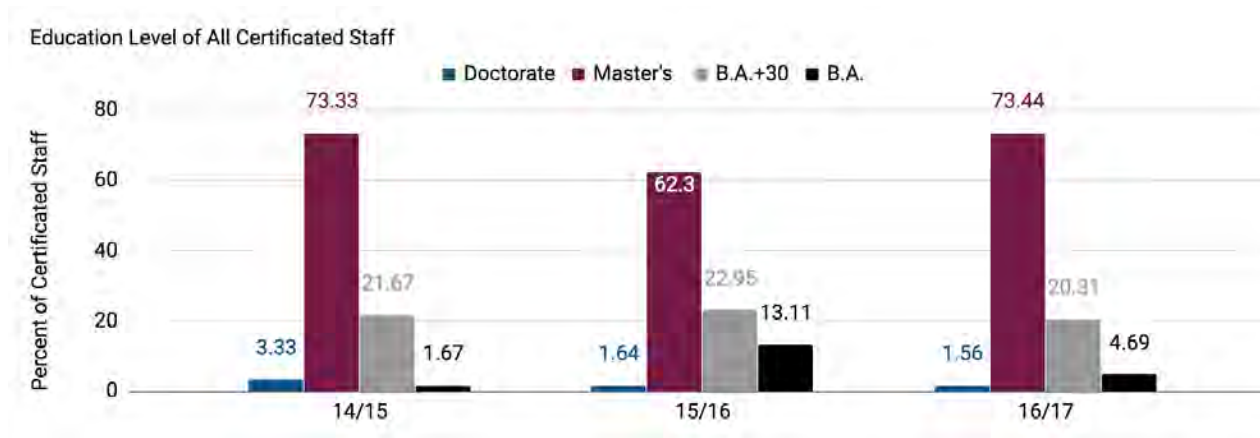


Additional Language Proficiency SS 66

Data Addressing the 8 State Priorities

Priority #1: Basics (Teachers, Instructional Materials, Facilities)

Teachers: Education and Experience

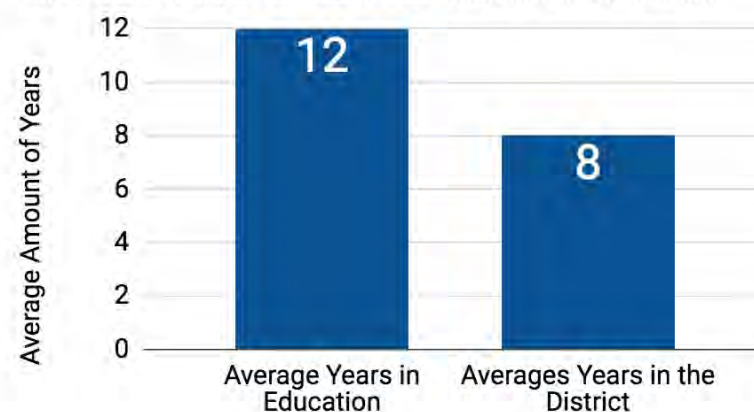
**Findings:**

For the past 3 years, more than 62% of LBHS' Certificated staff have their Master's Degree and more than 20% have pursued education outside of their B..A.

LBUSD seeks to hire and retain highly qualified teachers. Most educators who secure a job in LBUSD will remain as long as they can due to our highly competitive salaries and benefits. In addition, we have access to a wealth of resources, especially with technology. Teachers are only limited by their own creativity.

100% of our Core Academic Classes are taught by "Highly Qualified" teachers who are fully credentialed. In addition, we do not have any teachers teaching outside of their credentialed area.

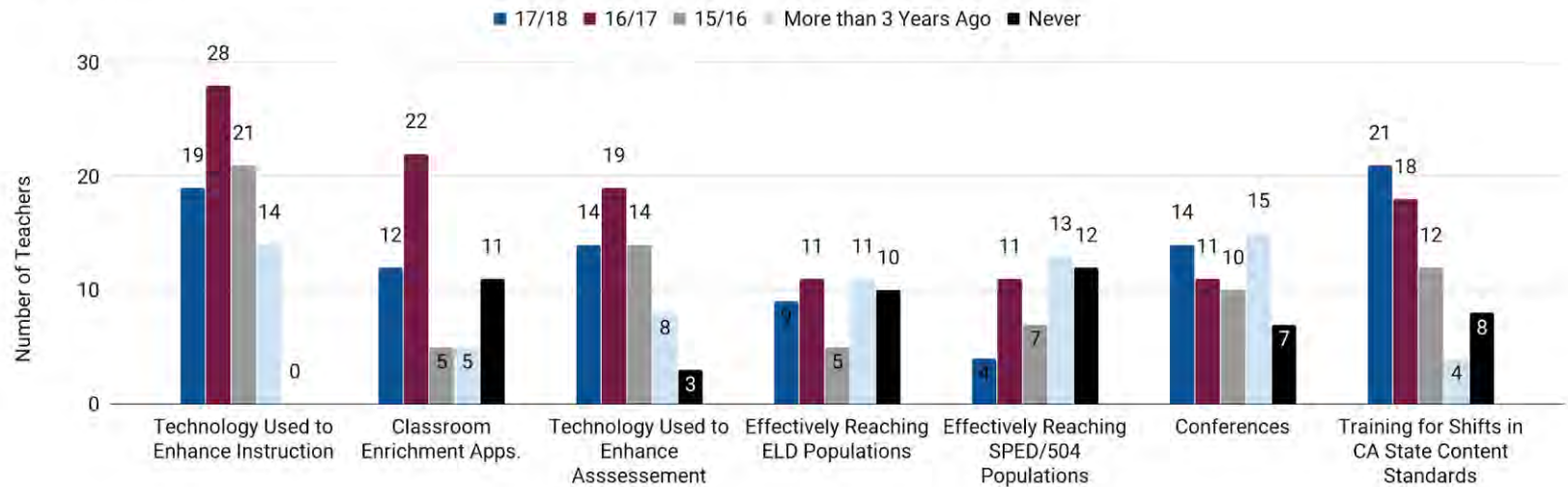
16/17 Staff Years of Service in Education and in the District



Additional staff data SS 68

Teachers: Professional Development

Certificated Professional Development for the Past 3 Years



Findings: Professional development is offered at different times during the school year. All teachers are required to attend 2 days of professional development the week before school begins, in this time, a teacher may attend on average 4 sessions, some of which are selected by the district and some are self-selected by the teachers. Teachers can also opt-in to various after-school opportunities led by teacher technology-leads. Within the past 3 years there has been a district-wide initiative to increase professional development around the use of technology in the classroom. As we have shifted to 1:1 student to device. In addition, these technology-sessions are generally favored among the staff for their usefulness and forward thinking pedagogies. Technologies used to enhance instruction and assessment trainings include Peardeck, Quizlet, Google Forms, Edpuzzle, Haiku/PowerSchool (school LMS), Illuminate, and Hapara. Teachers are also trained on classroom enrichment apps such as *Thinglink*, *Piktochart*, *Google MyMaps*, *Coggle*, *all Google suite applications*, *Canva*, *Padlet*, etc. These apps are used by students to express their understanding in non-traditional ways.

The TOSA for ELD populations has conducted several mandatory professional development (hour and ½ hour) sessions for understanding the language of the CELDT report and understanding what it looks like to process information as if you are an English Language Learner. This data shows that we have an increased need for subject specific training regarding effectively reaching special populations such as ELD, SPED, and 504 students.

Conferences attended by certificated staff during the 2016/17 School Year include CA STEM Symposium, CA SC Counselor Conference, CUE Conference, Cognitive Coaching, CTE Fall Conference, Doing What Matters for Students, Mental Health Conference, MTSS Implementation, NGSS Phase 3 Roll Out. Other conferences beyond 2016/17 that teachers have attended include AP Summer Institute, code.org training, NSTA Conference (National), NSTA (State Conference), Consultants hired by the district in 2016/17 include NGSS Consultant, Path to Proficiency Thinking Maps, ELA/ELD Pilot Training, UCI Math Project, Read 180 Pilot Training, iLIT Training, and general math consulting.

School Facilities

Charts SS 70-71

LBHS Findings - For the past 3 years, the overall rating for LBHS' "School Facility Good Repair Status" has been "good." Quick action is taken to remediate any reported problems to ensure a quality learning environment for our students. Each year the Assistant Principal sends out a requests to teachers for needed repairs and/or maintenance to their rooms that could be accomplished over the summertime. Urgent needs are brought to his attention and remediated in a timely manner.

In terms of modernization, about $\frac{2}{3}$ of LBHS' classrooms are either complete or partially complete as they transition to classrooms more accommodating to creativity, communication, critical thinking, and collaboration. Classrooms are re-furnished and technology is updated (i.e. TV's instead of projectors) and classroom desks that are more mobile in order to encourage collaboration. In part, due to our classroom technologies, [LBUSD](#) is 1 of 3 Districts Named as State a "Leading Digital District."

Priority #2: Implementation of Academic Standards

Textbook adoption:

- 1. The state has a list of approved textbooks. Based on that list, LBUSD contacts publishers and invites them to present and share their materials on site to a committee.***
- 2. The district then assembles the instructional team committee (all teachers invited in the subject area) and holds a "publishers fair". (They also have publishers fairs at the county level if we wanted to attend.)***
- 3. The team chooses two books to pilot. Piloting teachers are then trained. Teachers pilot option 1, then option 2, then choose. The choice then goes to Curriculum Council and the Board.***

4. *Example: Math textbook adoption consisted of the department giving Jill a list of publishers/authors. The Librarian contacted the reps and supplied the department with samples. Once the department members chose a textbook the request was submitted to Jill/Principal.*

End of Course Exams- The District standard is that teachers who teach the same course give the same assessments to ensure that all students are accessing the same content at the same level of rigor regardless of the instructor. All courses must administer a final exam that is cumulative. It must be given the week of final exams, no early exams.

Writing Assessments- Most teachers have a written component on an assessment at least once a semester (usually more).

Placement Tests- Some Honors and AP Courses (such as AP Physics and Spanish) give diagnostic tests to help students make informed choices as to which course they enroll in, however, gatekeeping is not a part of the culture of LBHS, we have open access.

Co-Curricular Activities for 17/18:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Period 7 had 57 students dispersed in 5 Classes: <ul style="list-style-type: none"> ○ Theater 2 ○ Cheer ○ CCA Courses (College and Career Advantage) ○ Drama ○ Drumline | <ul style="list-style-type: none"> ● Period 8 had 137 dispersed through 4 classes: <ul style="list-style-type: none"> ○ Theater 2 ○ CCA Courses ○ MUN ○ Jazz Ensemble | <ul style="list-style-type: none"> ● Period 9 had 135 dispersed through 7 classes: <ul style="list-style-type: none"> ○ Football ○ Chorus ○ Baseball ○ Tennis ○ Golf ○ Soccer ○ MUN |
|---|---|--|

Priority #3: Parent Engagement

Parents and the community are very supportive of the educational program at Laguna Beach High School. Many parents serve are 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.

The following opportunities exist for parent education/information (this list reflects the 16/17 offerings, however, many are offered year to year):

- 8th Grade Parent Night
- Freshman Seminar for Parents
- Sophomore Parent Night
- Junior Parent Night/College Panel
- Senior Parent Night
- RACC Case Study/Mock Admissions Night
- Common App Workshop
- Junior Conferences
- College Roundup
- PTA Presentations
- Financial Aid Workshop
- New Family Tea
- Blended Learning Workshop
- Scores Back Night

In terms of perception data regarding parent stakeholder involvement (16/17 LCAP Survey):

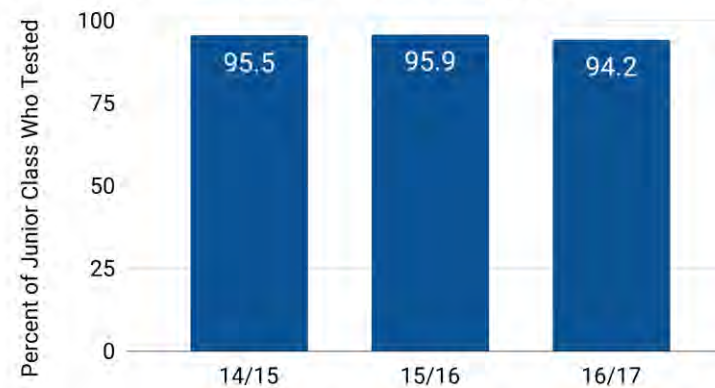
- About 80% of parents felt their concerns were taken seriously
- About 70% felt involved in decision-making
- About 80% felt that their input was welcomed
- About 15% felt that they experienced meaningful participation

Priority #4: Performance on Standardized Tests

CAASPP Data

General ELA CAASPP Data

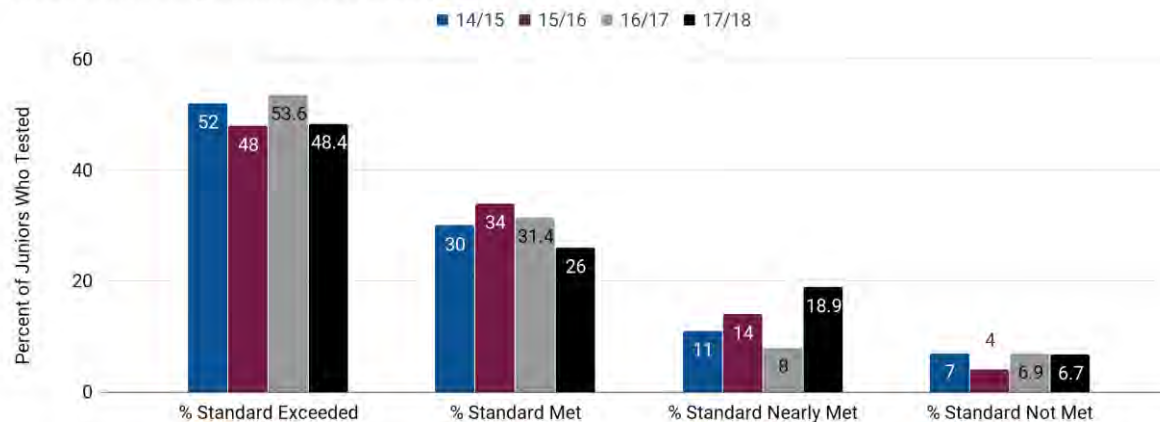
Percent of the Junior Class Who Tested for ELA CAASPP



Findings:

LBHS continues to have high levels of participation on the ELA CAASPP for the past 3 years. One reason is that we provide alternate assignments to students who do not attend or opt. out of the assessment. Students would rather take the CAASPP than complete the alternate work.

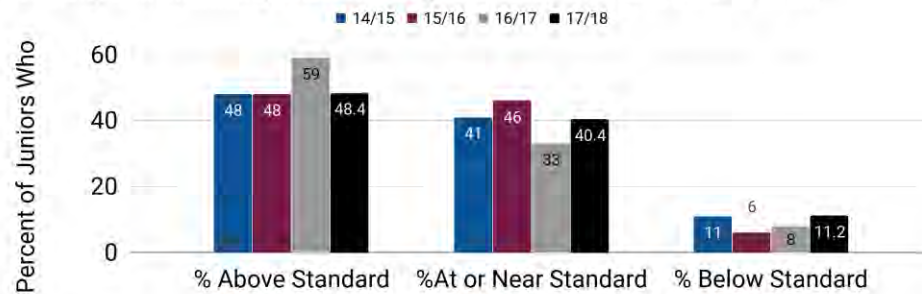
Overall Achievement by Juniors on the ELA/Literacy CAASPP



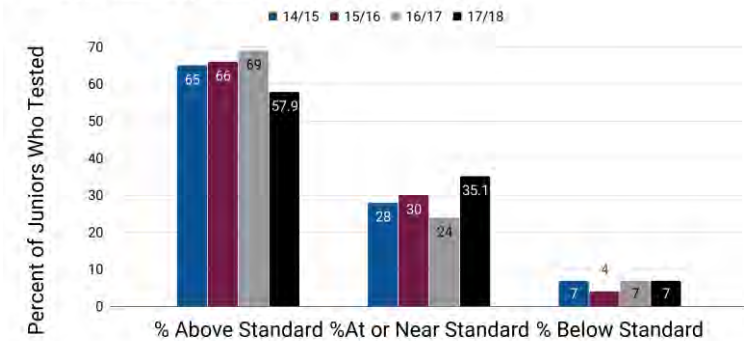
82% + of our students met or exceeded the standard on the ELA/Literacy CAASPP. An increase in the % Standard Not met between the 15/6 and 16/17 school years is hypothesized by the staff to be attributed to the increased amount of IEP/Special Education students who attended LBHS during the 16/17 school year.

CAASPP ELA Claim Performance: Percent of Students at Each Level

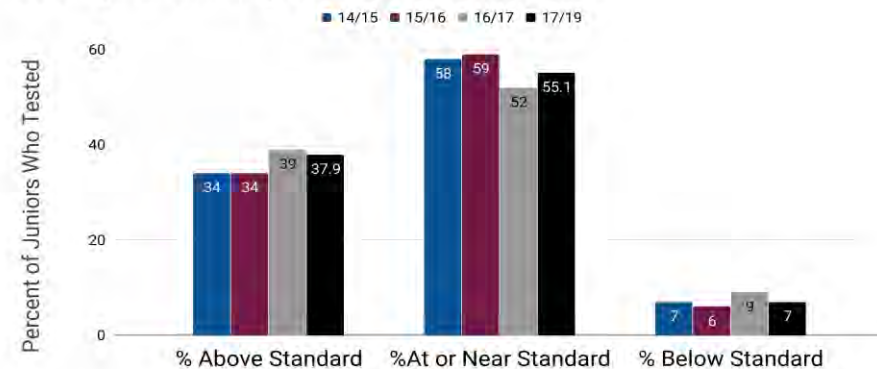
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts



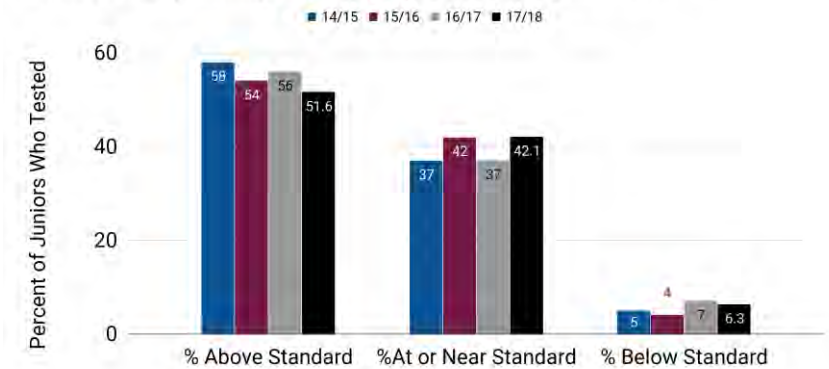
Writing: Producing Clear and Purposeful Writing



Listening: Demonstrating Effective Communication Skills



Research/Inquiry: Investigating, Analyzing, and Presenting Information

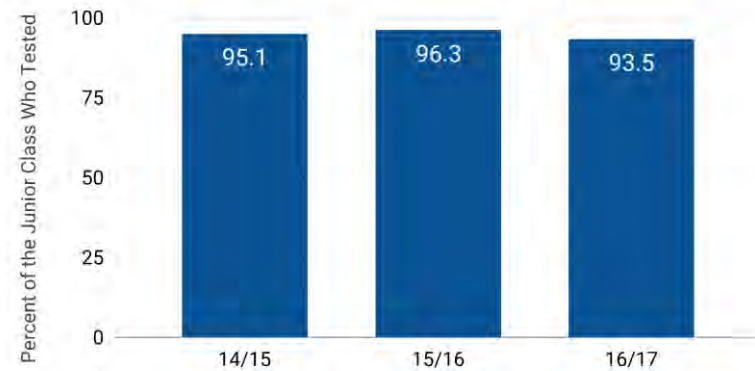


Findings: LBHS Students struggle the most with Listening: Demonstrating effective communication skills as shown by the lowest % of students above the standards.

Additional ELA CAASPP including subpopulations SS 76-78

General Math CAASPP Data

Percent of the Junior Class Who Tested for Math CAASPP for the Past Three School Years

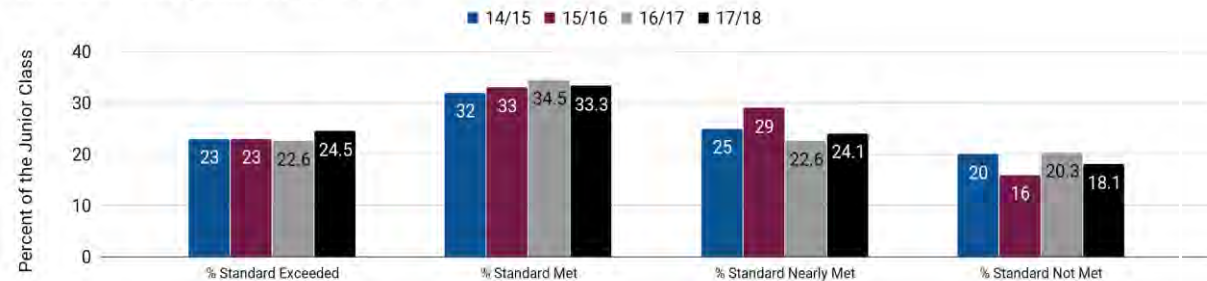


Findings:

There has been a decrease in number of students taking the test over three years., the faculty believes that it may be the format of math test - computerized, which may be a difficult format students.

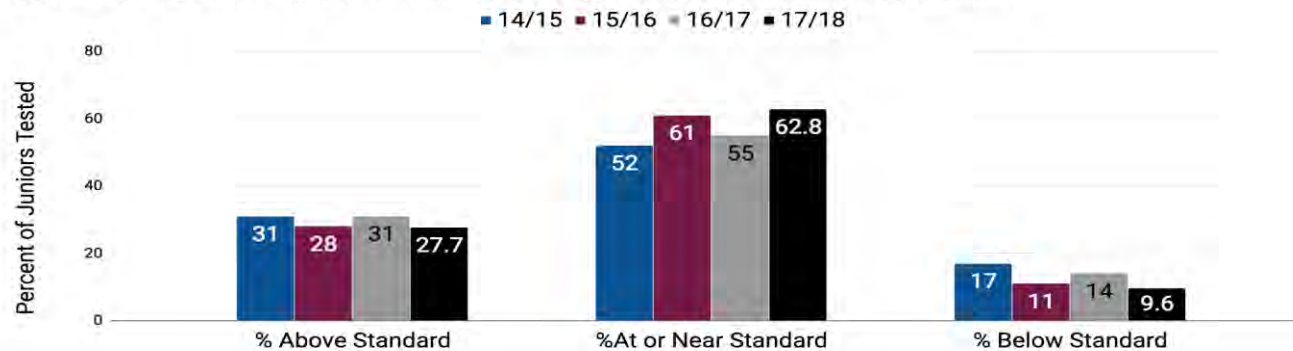
In general, the 2016/17 school year has been our best year with the Math CAASPP, with 57.1 % exceeding/meeting (compared to 55% for the past 2 years) and 42.9% Nearly/not Met (compared to 45% in the past 2 years.)

Overall Achievement by Juniors in Mathematics

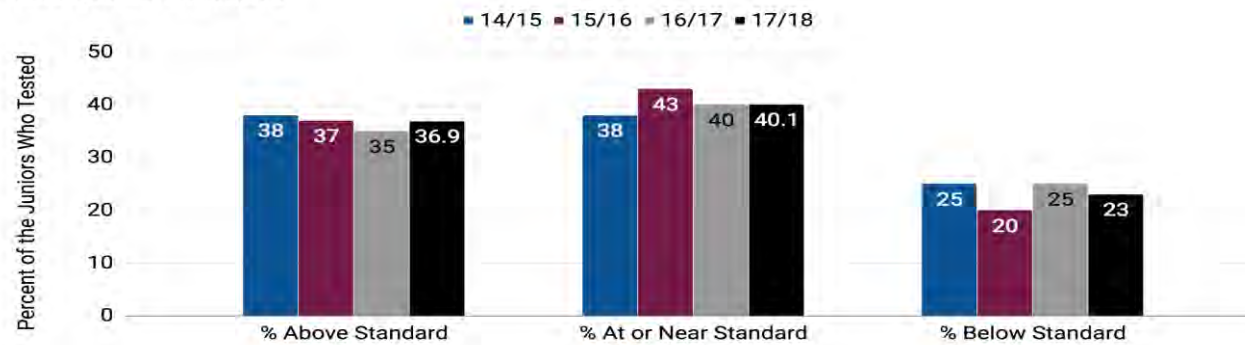


CAASPP Math Claim Performance: Percent of Students at Each Level

Communicating Reasoning: Demonstrating the Ability to Support Mathematical Conclusions

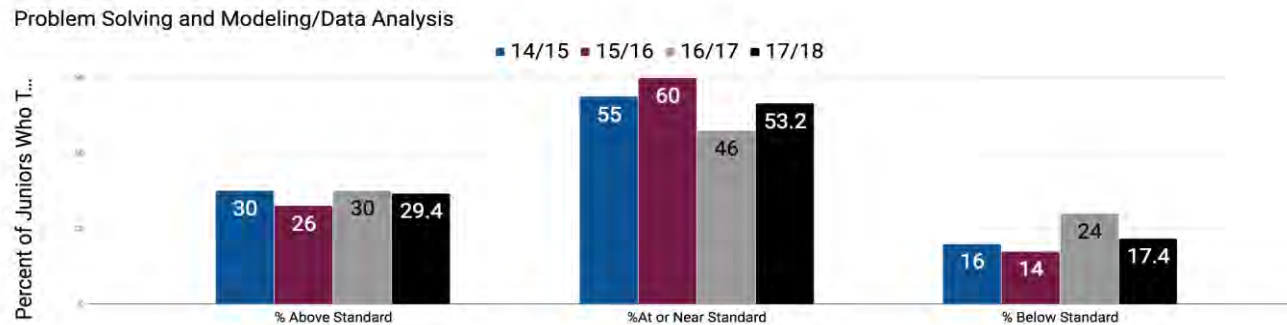


Concepts and Procedures



Findings:

No significant changes in percentages for the three years. Although “Concepts and Procedures” has the highest amount of students in the “Above the Standard” for the past three years, but it also has the highest amounts of students who are “below the standard” for the past three years.. This data is inconclusive in terms of where the students specifically struggle, therefore specific item analysis showing areas of strength and weakness would help teachers to provide more targeted strategies leading to improvement.



Additional Math CAASSP including subpopulations SS 81-83

SAT and ACT data charts SS 84-86

LBHS Findings

SAT - SAT test taking has declined in the past 3 years. The LBHS Counselors report that the amount of SAT test-takers has decreased because the SAT has changed their format, therefore, the students do not have the previously released SAT questions to study. Students have not wanted to be the “guinea pigs” for the new format. As a result, students are taking the ACT instead, which has not changed its format and it has a science component. If students take the ACT they do not have to additionally take SAT subject tests.

In terms of results, LBHS scores are far above the state average for SAT scores in all categories. However, the achievement gap narrows between LBHS/California/National in math.

ACT - The amount of students taking the ACT has increased substantially as more students are taking this exam compared to the SAT.

Compared to the SAT, the ACT has maintained a consistent format making test prep easier for students and they have a science component which is desirable for colleges.

LBHS students consistently score higher than State and National students. Our school’s data for the past 6 years is within one “point” of each other, not much fluctuation.

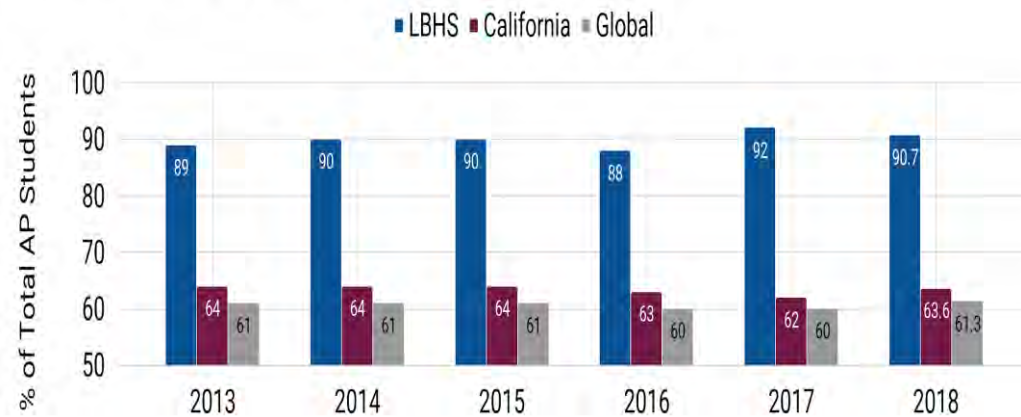
LBHS students have scored the highest in English for the past 4 years.; English also shows the largest achievement gap between LBHS and the State.

The achievement gap between LBHS and the State is narrowest in math (LBHS higher by 2..95), indicating the math portion is challenging for all students and is not necessarily indicative of any deficiency in LBHS math. The achievement gap for reading is 3.5 and the 3.43 for science.

AP Data

General AP Data

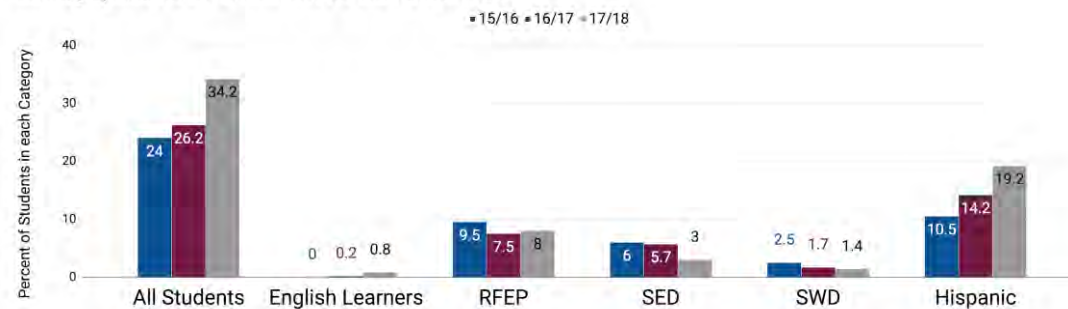
% of Total AP Students with Scores 3+



Percent of Students Enrolled in at Least One AP Course



Demographics for AP Enrollment for the Past 3 Years



Findings:

There is decreasing enrollment in AP courses for the past 5 years. In addition, subgroup students are not accessing AP content. The school is working to close this achievement gap by offering an AP readiness course to students in the summer. All students are encouraged to challenge themselves at LBHS with rigorous courses; all courses at LBHS are open access. We have a spike in AP Enrollment for the 2017/18

year because we added a new AP Course (AP Computer Science) which had 3 sections. A majority of LBHS students who take an AP test will score a 3 or higher. (this is significantly higher than the State average). For example, analyzing the score break down for the past 3 years, earning a “4” has been the most common for the past 3 years, second is earning a “5.”

In general, the chances of taking an AP course and passing the exam are high at LBHS.

Additional AP data by course SS 88-90

CELDT – Chart SS 91

LBHS Findings

A majority of our EL students are identified as “Early Advanced” or “Advanced” on the CELDT test. We rarely have a student who is a “Beginner” or “Early Intermediate.” In terms of the amount of LTELs (Long Term English Learners), in 16/17

- 75% of our Freshmen were LTEL
- 100% of our Sophomores were LTEL
- 80% of our Juniors were LTEL
- None of our Senior Students were LTEL

D/F Grade Data for Five Semesters – Charts SS 93-99

LBHS Findings

Grade 9 – Ds Algebra 1 has the highest “D” rate in the Freshmen class, these students have the option to take a concurrent Support Class (not in 18/19) Many of the students have tutors. English 9, Health, and Environmental Science appear to also be a challenge for 9th graders.

Environmental Science is no longer offered at LBHS. Health teaches the human body instead of Biology, making the course science-heavy, which could cause many students to struggle. English 9 has the option for a support class as well.

Fs Algebra 1 has the highest amount of students who fail. Math seems to be the subject that LBHS students struggle with the most, this is supported by grade data and CAASPP data. Overall, there are not too many classes that Freshmen will fail.

Grade 10 – Ds The main courses that students struggle in as Sophomores are World History, Geometry, Biology, and English 10. Biology: a majority of students at LBHS take Biology as a Freshmen, the Sophomores represented in this graph took Environmental Science as a Freshmen but were still unable to be successful in Biology. Up to 18/19 school year, students had access to Math and English Support as well as to a Core Skills class to help them improve their grades in their classes. World History is the first Social Studies class that has very intense and involved projects, Some Sophomores struggle to adjust to the rigor.

Fs Sophomores are mainly failing the core subjects, especially World History and Math.

Grade 11 – Ds Again we see that English, Math, Science, and Social Studies seem to be the hardest class for students. Algebra 2 has had changes in instructors in the past few years, hopefully we will see a decline this school year in the amount of students who struggle in Algebra 2.

Fs Math continues to be problematic for LBHS students. Core subjects again are where most students fail.

Grade 12 – Ds The core classes are the most challenging for Seniors, especially English and Social Studies. Pre-Calculus is no longer offered at our school because the Pre-Calculus curriculum is embedded into the other core math classes.

Fs The trend for problematic math continues. Overall, there are less students who fail each class per semester as Seniors.

Support Class Data SS 100-102

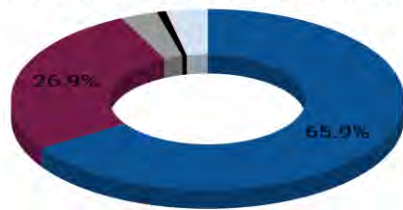
LBHS Findings - Effectiveness is being measured by whether or not a student earned a D or and F in one or more of their classes while concurrently being enrolled in Core Support. Although there are other benefits to a support course, such as obtaining skills and having more time to complete work, ultimately, students want to pass their courses with a C or better. One average, for the past 3 semesters, 46.5% of students in a Core Support class will earn a D or an F in another one of their courses. Core 9's effectiveness is variable, improving in spring of 16/17. Core 10 seems to be losing effectiveness, with a significant increase in student's Ds and/or Fs during the 16/17 school year. Core 11 and 12 is variable, however students seem to be more successful in these courses in the Fall Semester.

Post LBHS Data

Percent of Students Enrolled in 4 or 2 Year Institutions Immediately After High School

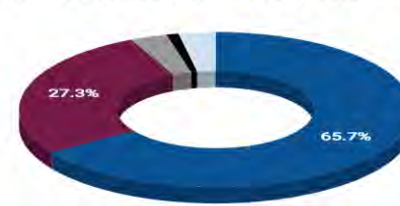


Class of 2016 After LBHS Data



- 4 Year University
- Community College
- Trade School (3%)
- Military (0.8%)
- Mission (0.4%)
- Unreported (3%)

Class of 2017 After LBHS Data



- 4 Year University
- Community College
- Trade School (3%)
- Military (0.8%)
- Gap Year/Undecided (3%)

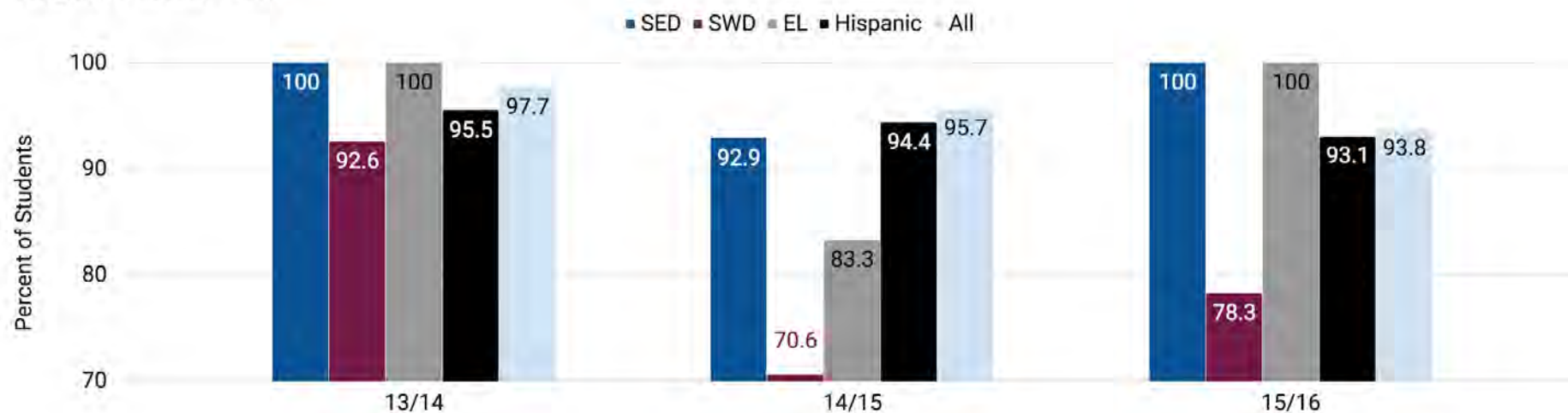
Findings:

A majority of our students will move onto a 4 year university. More than 75% of our students each year will attend a 2 or 4 year institution. In Spring 2016, we had 92.8% of the Senior class attend a 2 or 4 year institution, that is Students who do not attend a 2 or 4 year institution will either enlist, go on a mission trip, or enroll in a trade school. We do not have data on 3% of our students

Priority #5: Pupil Engagement

Graduation Rate

Subgroup Graduation Rate



Findings:

We have a consistently low graduation rate with “Students with Disabilities.”

There is a slight decrease in our overall graduation rates.

Dropout Data – SS 105

Summary – 2013-14 – 1.5, 2014-15 2.2 and 2015-16 2.9

LBHS Findings - Compared to the State, LBHS has a very low dropout rate. The average CA dropout rate for the corresponding 3 years of data was 10.63%. Our increasing drop out rate could be corresponding to our increasing enrollment and possibly the increased amount of

social/emotional turmoil of our students. Evidence of increased social/emotional is the hiring of one full time on site social/emotional support specialist and a full time single-site psychologist (we use to have to share our psychologists with the other LBUSD school sites). The District Office also hired a director of social and emotional support. The LCAP and CA Healthy Kids Survey also indicate increased distress.

Attendance Summary SS 106-107

	2015-16	2016-17	2017-18
% Chronic Absenteeism	13.6	12.7	16.5
% Truancy	38	30	19
% ADA	95.9	95.7	96.2
# Tardies*	11654	12422	6070

*Revised data based on corrected data provided by school.

LBHS Findings - Chronic absenteeism is defined as missing 10% of the school year or 18 + days.. We have experienced a slight increase in chronic absenteeism within the past 3 years. Our students follow the traditional reasons why students would be absent from illness, vacations, and social/emotional issues. Attendance is critical to success, therefore, the front office staff (administration and attendance specialists) have made a concerted effort to reduce absenteeism by holding students more accountable for their attendance. For the 17/18 school year we had a certificated teacher who worked with administration to meet with students who were chronically absent and issue consequences for students who are not meeting attendance expectations. For the 18/19 school year we have a classified attendance specialist for student accountability.

Truancy is when students are absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Our truancy rate is on the decline, this is due to a strong effort by staff administration to hold students accountable by issuing prompt consequences (i.e. detentions and Saturday school) and withholding tickets to dances until demerits are cleared. Average daily attendance is also on the rise. The discrepancy in the tardy data is due to the differences in how they were recorded from year to year.

PRIORITY #6 – School Climate

SUSPENSION AND EXPULSION RATES – SS 108

	2013-14	2014-15	2015-16	2016-17
Suspension Rate	1.5	2.3	2.6	1.7
Expulsion Rate	0	0.1	0.2	0

LBHS Findings - For “All” students, there has been a slight increase in the past four years in suspensions, potentially proportionate with our general population increase.

The suspension rate for the following has increased significantly (+3%) for the following populations in the 16/17 school year:

- Hispanic
- Students with disabilities
- Socioeconomically disadvantaged (SED) also had a noteworthy increase in the 16/17 school year.

Our Expulsion rates are comparable to the State, slightly higher in 15/16. LBHS works hard to ensure all students are supported and can complete their education at LBHS. Expulsions are rare.

CALIFORNIA HEALTHY KIDS SURVEY -SS 109-117

LBHS Notable Findings

- ♦ Significant increase in substance from freshman to junior year – almost double
- ♦ Decreasing number of students indicating high school connectedness
- ♦ Decreasing number of students reporting any harassment or bullying
- ♦ Majority of student feel safe at school
- ♦ Decreasing number of students who report high levels of meaningful participation in school
- ♦ Decreasing number of students who report high levels of support at school
- ♦ Numbers of students indicating low academic motivation is high in grade 11
- ♦ Increasing number of grade 9 students indicate high academic motivation
- ♦ Almost a quarter of freshmen report feelings of chronic sadness/hopelessness. Number of juniors reporting the same feelings increased
- ♦ 11.7% of freshmen have considered suicide and 14.3% reported the same

STUDENT PARTICIPATION IN CO- AND EXTRA- CURRICULAR ACTIVITIES – SS 117

LBHS Findings - 73% of LBHS students in the 17/18 school year are in at least one sport on campus. Girls and Boys Soccer, Cross Country, and Track are popular at LBHS.

During the 16/17 school year LBHS students were involved in the following Co-Curricular Activities: **Period 7-** 57 students dispersed through 5 classes: Theatre II, Cheer, College and Career Advantage (CCA) course, Drama, Drumline; **Period 8-** 137 Students dispersed through 4 classes:

Theatre II, CCA, MUN, Jazz Ensemble; and **Period 9-** 135 Students dispersed through 7 classes: Football, Chorus, baseball, tennis, golf, soccer, MUN.

PRIORITY #7 – Access to a Broad Course of Study

UC Eligibility – SS 118

Percentage of students eligible:

2013-14 = 71.65%

2014-15 = 72.7%

2015-16 = 67.18%

2016-17 = 76%

LBHS Findings - We have seen a decrease in the amount of students who are UC Eligible. For the most part 100% of our students are enrolled in courses required for UC/CSU Admission, however, 25% + fail to complete these requirements. LBHS is working to support all students being successful in high level courses through differentiated instruction, use of technology, data analysis, support classes, and other interventions. LBHS also encourages students to challenge themselves and allows all students to enroll in these courses through open access. We are also offering a AP preparedness class in the summer to further assist students. With the exception of students with disabilities, Spring 2016 had lower UC a-g completion rates. There are significant discrepancies between Hispanic and Socioeconomically Disadvantaged students, and RFEP students between 2015 and 2016. The amount of students with disabilities who met a-g requirements increased from 2015 to 2016. EL students are not meeting UC a-g requirements.

PRIORITY # Other Pupil Outcomes Access to a Broad Course of Study

Expenditures per Pupil – SS 119

Instructional Related 12, 584

Student Support Service 1,682

Administration 1,408

Maintenance and Operation 2,258

Other 560

LBHS Findings - A majority of the expenditures per pupil is spent on instructional related resources.

LBHS prioritizes the learning experience evidenced in the amount of money spent on instructional related services, supports, and classroom environments.

Perception Data – LCAP Survey – SS 119-123

LBHS Notable Findings

- ♦ Three quarters of the parent, student, & staff respondents agree that the high school maintains high expectations for all students, but only 55% feel the school provided effective behavioral supports.
- ♦ Under 60% of parent & staff respondents were satisfied with the level of supports provided to all student subgroups, with the English learner subgroup being the lowest (46% satisfaction).
- ♦ The student body is nearly split in their perception of the teachers' encouragement of placement in challenging courses.
- ♦ There is a discrepancy between the staff & parent perception about the availability & diversity of AP course offerings as well as the students access to UC/CSU courses that offer college credits.
- ♦ Laguna Beach High School has high expectations in preparing students for college, according to the perception data, but falls short in career preparations.
- ♦ Nearly 70% of both parents & students feel at least satisfied with the college & career counseling provided by the school.
- ♦ Almost all respondents agreed that the school provides enough equipment for learning but only 77% felt that the learning environment was positive.
- ♦ Cleanliness was rated slightly below the maintenance & security of the school by parents, students and staff on the LCAP survey.
- ♦ According to the LCAP survey results the majority of parents reported being at least "Satisfied " with school communication.

WASC Walk-In Data – SS 124-130

LBHS Process and Purpose - From the beginning of the WASC Process teachers were asked to visit at least one other classroom during their prep period to document what they saw happening in the classroom. This walk-ins were non-evaluative and are meant to give us a random sampling of what occurs in each classroom on daily basis. Teachers completed a Google Form as a result of each walk-in. The walk-ins were beneficial because teachers were able to learn from each other and the goal was to increase collegiality among the staff. 39 responses were documented.

LBHS Findings

- ♦ Activities - A majority of students were engaged in a listening activity, watching, problem solving, asking the teacher questions and/or students asking students questions. Teacher at LBHS employ a variety of strategies to engage students in learning. However, there is still room for growth for using more higher order thinking skills for students and teaching students to ask and answer their own questions.
- ♦ Technology - Many students were observed to be completing Internet research and or using G Suite to assimilate their research. Video tutorials were also employed by teachers. Teachers were also observed to be informally evaluating their students using Peardeck, Kahoot, and/or Quizlet. LBHS is a 1:1 campus, making integration of technology easy. The district also provides many applications and extensions to further ease the integration of technology into lesson plans.
- ♦ Student Grouping- Many students were participating in a whole class discussion or working in student-led small groups., many times

students were working in pairs. One goal of LBHS is to increase the frequency of 21st Century Skills, which heavily includes collaboration. LBHS is headed in the right direction. We also have modernized furniture that allows for flexible seating arrangements.

- ♦ **Student Connections** - Students are constantly making connections at LBHS between what they learned in previous units, current units, real world scenarios, personal experiences and other background knowledge that they may have. LBHS teachers recognize that the more connected a student is to the content the more meaningful and memorable it will be to them. Teachers all time for students to make these connections and encourage them to do so. In the lower levels, sometimes connections need to be made clear to student and hopefully they will being to be more independent in their ability to see the connectivity of concepts.
- ♦ **SLOs Addressed Directly** - All of our SLOs were directly observed in each of the classrooms. Teachers highly emphasize “engagement” and “problem solving” in their classrooms. Many times problem solving will intrigue students lending itself to engagement, such as using phenomenon to stimulate thinking in science. Students often struggle with resilience when asked to solve their own problem and will often resort to using another students work or thoughts, cling to the teacher, or completely check out of the activity. Students in LBUSD are encouraged to use a “growth mindset” to attack challenging problems in order to be a meaningful contributor to the class environment.
- ♦ **SLOs Addressed Indirectly** - More SLO’s were observed indirectly compared to the directly observed/emphasized. The SLOs will be re-evaluated by the staff at the end of this year and beginning of next year to ensure buy-in by all stakeholders. We want to ensure that everyone feels that the PRIDE characteristics are what needs to emphasized in order to produce students who are college/career/global citizenship ready.
- ♦ **Rigor/Relevance Framework Time Spent** - Many classrooms at LBHS spend their time in Box D (Student thinks and works), which is the goal. Granted, introductory lessons need to be taught in lower quadrants, we aim to have the students do most of the thinking and working in the classroom. The more opportunities that teachers give students to apply what they know in a meaningful way the more memorable the course and content will be for that student.

Student/Parent/Staff WASC Survey – SS 131-148

Note: Only findings with significant divergence are included.

Student Survey

- ♦ 70.7% Agree – The LBUSD Office/ LBHS utilizes modes of communication that allow me to receive information in a timely manner.
- ♦ 77.2 Very or Somewhat Satisfied – How satisfied are you with how often your teachers update Aeries?)

Parent Survey

- ♦ Measurement of multiple means of communication – lowest responses: 63% satisfied with teacher communication and 61% satisfied with Athletic Office communication and 51% satisfied with school Board communication.
- ♦ 83.1% agree timely communication is a strength of LBUSD

- ♦ Parents identified challenging courses as a strength at LBHS, however, they are somewhat dissatisfied with classroom supports and student's access to courses relevant to career interests. Other areas of strength include career counseling and access to well-rounded learning opportunities. LBHS always seeks to add more learning opportunities for students.
- ♦ Many parents feel that their student has friends at school, however a sense of belonging appears to be an area of need. In addition, parents are generally happy with the relationship that students have with their teachers.

Staff Responses

- ♦ 57.4% of the teachers rarely or seldom use Illuminate
- ♦ 87.2% of the teachers give students 1-2 weeks for major assignments
- ♦ 90.5% of the teachers give students 1-2 weeks of lead time for major assessments
- ♦ 53.2% of the teachers provide review materials for all assessments and 31.9% provide only for summative assessments
- ♦ 89.4% of the staff agreed that the district/LBHS utilizes modes of communication that all me to receive information in a timely manner

Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

LBHS's Critical Learner Needs align with the school's SLOs and the analysis of data. While 18 areas were identified from the examination of data, staff through a voting process came to a consensus of the top three critical learner needs.

1. Students struggle with absenteeism as evidenced by a 26% increase in September-February of 2015-16 and the same time span in 2016-17.
2. Students indicate a desire for more meaningful application of course work in and out of the classroom (i.e. CTE and Electives) as evidenced by survey results.
3. Students who are socio-economically disadvantaged, English language learners, and students with disabilities underperform on the CAASPP as well as on formative/summative assessments in the classroom.

In addition to the findings and critical needs identified by the school, the Visiting Committee recommends that the school consider the following:

- ♦ The need for timely use of data analysis, formative and summative, to impact instructional decisions to improve student engagement, learning outcomes and demonstration of depth of knowledge at a high level and to address the identified D/F rate in core subject areas, subpopulations achievement (SpEd, EL and SE), and participation of subpopulations on AP courses.
- ♦ The need to examine the effectiveness of and/or need to support best first instruction as related to student outcomes with the elimination of support classes (intervention classes) beginning with the 2017-18 school year that restricts students' opportunities for electives and/or CTE pathways.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Vision and Mission statements speak to maximizing the learning for every student. The eight state LCAP priorities are monitored and reviewed regularly to inform progress on the aligned school goals. The Vision and Mission statement were revisited in a collaborative staff approach refined in department chair meetings three years ago. The focus more recently with new school leadership has been to see how faithful to the vision and mission the school program is being. The vision and mission statements are posted in many locations. They are shared in committee meetings involving parents, staff and students. The mission and vision are in alignment with SPSA and District LCAP goals.

Teachers have the opportunity to collaborate weekly in PLC meetings, Department Chairs meet twice a month and the entire staff meet once a month. The school District provides opportunities for Professional Development throughout the year.

Parents are engaged through PTA, SchoolPower, School Site Council, LCAP and various other committees. There are parent information nights presented by counseling and college/career offices. The school district provides parenting classes and coffee break - guest speakers and parent mentor programs. SchoolPower offers a social avenue for parents to interact as well as assist with fundraising for the district. Alumni are heavily involved as well, hosting annual reunions, and participate in Homecoming and other school activities. Community involvement comes in the form of college roundup, career mentors, police/fire partners and City programs.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

As a small district, there is an ease of communication between the lone high school and the District office. Staff-specific and parent-specific Haiku/PowerSchool pages exist related to the governing board and District office policies, procedures and avenues for communication with the various departments. Among the many forms of communication used to contact and inform parents are It's a Wrap and the Haiku/PowerSchool pages and District website, phone calls, emails and regular mail. The stakeholders are made aware of their rights. Administration at the

site and District level are working to educate all stakeholders in the use of the Uniform Complaint Procedures to have their needs addressed.

Parents are engaged through PTA, board meetings, LCAP, SchoolPower educational foundation, through various school boosters and WASC focus group meetings. Parents are highly involved in the generation and dispersion of funding drives for school needs as well as advocate for particular programs and needs that other parents are able to designate funds toward. Parents are extremely generous in supporting the children of LBHS. Parents, boosters and the educational foundation provide significant fiscal resources which support the educational program and students' needs and interests. The school needs to engage the parents in governance for school decision-making processes and issues.

Students are able to be involved through ASB and opportunities in Student Senate (formerly House of Representatives), WASC focus groups, Athletic-Student Leadership Council, LCAP committee.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

LBHS administrators obtain and analyze data and then discuss in department chair meetings to look for strategies for where improvement is needed. School Site Council reviews and updates SPSA on a monthly basis to make recommendations based on data provided to ensure compliance to LCAP and District goals. SPSA is written in order to meet the goals outlined in the LCAP. As a result, they are directly correlated. The district LCAP process involves all interested stakeholders including every school's participation to review progress on past goals and to establish new goals, three times per year.

Staff apply for grants through SchoolPower, PTA and other community resources to enhance and/or support the curriculum, instruction and programs at the school site level.

Parents and students report in surveys and VC interviews that they receive effective communication from the district through a variety of means. Site and District administration are working to ensure that site differences are handled as much as possible at the site level through the Uniform Complaint Procedures.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

The teachers at LBHS are all highly qualified to teach their respective subject matters. The process for hiring is through postings on Edjoin managed through Human Resources. Teachers are connected to their department chairperson for support. Classified staff are hired through a separate process and are connected to principal's secretary.

Employees were provided with a handbook with written policies, charts, responsibilities, operational practices and decision-making processes for the first time in the 2018-19 school year. There are currently specific emergency plans in place and the school is taking additional steps to enhance schoolwide safety.

New and experienced teachers are provided comprehensive opportunities for professional development such as, Rocket Ready, Launch Pad, Irvine Math Project, teacher walks and offsite training. Staff participates in a yearly professional development needs assessment which drives two days of professional development before the school year begins. At school site, professional development is discussed in terms of relevance and impact on learning in PLC's. Periodic evaluations of professional trainings are offered by teachers and staff. Given the smaller school setting, there is an opportunity for many teachers to provide feedback through conversation and interviews.

Evaluation procedures are laid out in the union contracts. Significant changes were made in the evaluation process which incorporates a more collaborative conversation between teachers and administrators. The staff view the changes as a positive evaluation process.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

Staff is directly involved in the allocation of resources in conjunction with district administration, especially with regards to 4CLE classroom renovations and adoption of textbooks as well as supplementary instructional materials. Instructional Services currently seeks staff feedback to decide where funds should be allocated for specialized trainings.

School site and departments hold regular meetings beginning in late February or early March to discuss program and staffing needs. Historical expenditures are considered as well as projected enrollment. Expenditure requests are aligned with LCAP goals and district priorities.

District facilities master plan is developed from facilities condition assessment, online community survey (on-going) and Principal feedback (on-going). Football field and track were replaced, roofing and HVAC work is done and more work is slated for the future. Routine maintenance/replacement of sporting equipment, science lab equipment, musical instruments and specialized equipment for CTE pathway classes is assessed and completed annually.

Adoption of new instructional materials is facilitated through District policy. Additional funding is readily available through grants from parents and community. Teachers report that adequate instructional materials and equipment can be easily obtained through these avenues as need is demonstrated.

Rocket Ready for certificated and Launch Pad for classified are available for helping ensure the ongoing PD as well as the numerous opportunities available for PD on and off-campus listed previously. Counselors and College/Career staff visit colleges, attend workshops regarding college admissions, scholarships and career pathways. New teachers participate in two-year Teacher Induction Program. Teachers report feeling well-supported and department desired trainings are

supported through school, district and outside sources. The school aligns its SPSA with LCAP goals annually and identified student needs. Teachers, parents and students from LBHS are invited to attend and participate in the LCAP planning meetings.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Digital and traditional avenues are used to meet the vision, governance, leadership, staff and stakeholder needs
2. Vision, mission and on-going information are communicated in a variety of ways
3. Parents and community provide significant financial support toward implementing the school's vision, mission, and initiatives.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. In order to achieve desired student outcomes, stakeholders need to develop and implement an intentional and ongoing review process to ensure that the use of resources is effective and relevant
2. Parents and community members need a clearly defined process(es) and procedures for communication and participation as related to school governance and to the achievement of desired student outcomes

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- LBUSD/LBHS website
- LBHS School Profile
- LBHS course offerings
- LBUSD LCAP
- LBUSD Board Policies and Bylaws
- LBHS SLO's
- CTE Course Selections/Academies
- SPSA
- Focus Group/Leadership/PLC/SSC/ELAC/DELAC/PTSA meeting minutes
- Social Media Accounts
- Information Nights/Freshman Orientation/Open House
- Email System/All Call System/Technology Infrastructure
- Assessment Results
- Teacher Evaluation Forms/TIP
- Instructional/Teacher Observations and Evaluation Process
- Visiting Committee site observations
- Self-Study
- Meetings with Leadership, Focus Group and Home Groups

CATEGORY B: STANDARDS BASED LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

The staff at LBHS utilize research based strategies to ensure that their academic programs offer the meaningful instruction that will prepare students for college, career, and life such as Studysync, Irvine Project, and the GSS Capstone Project. The staff recognizes the importance of the “Whole Child” concept and has chosen to put an emphasis on social emotional needs through Covality and CA Career Zone. In addition, the staff has researched the 4C’s Learning Environment and has purchased new furniture and technology that make the learning environment conducive to learning.

The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

The curriculum is aligned with the CCSS in all academic courses. Counselors as well as the College and Career Specialist educate students throughout the 4 years that they Attend LBHS on the graduation requirements as well as the many opportunities for students to explore careers. Three established CTE Pathways exist with one additional pathway developed and courses being added. Students can able take ROP courses offered in conjunction with Saddleback College, Santa Ana College, and Coastline College.

Although a district Curriculum Council is in place, no clear process was reported for students and parents to follow in order to request courses. The council determines the impact of new courses on student engagement and college and career readiness.

The counseling staff hold a Mock Admissions Night bi-annually for students and parents to become informed about college acceptance led by college admissions representatives. The purpose of the parent night is to prepare students to meet the expectations of UC/CSU requirements for admissions. Additionally, LBHS provides a variety of online intervention programs to ensure that students have an opportunity for credit deficient students to remediate and improve their GPA as well as meet the graduation requirements.

Congruence exists between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Through the Irvine Project, math teachers are able to present students with a curriculum that provides real world examples that require them to think critically and apply their skills in addition to the performance tasks that are given in every unit. Additionally, in Multimedia, students are tasked with creating posters, apparel, communication tools and marketing media to support the school.

Integration and alignment exists among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

At LBHS, the staff is at the beginning stages of integration among disciplines. The departments and the school as a whole are at various stages of articulation with the feeder school, local colleges and

universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

At LBHS, students have many options/choices to explore different college majors and careers. Students meet with College and Career Center staff members in order to research college options, discuss financial aid and scholarship opportunities, and obtain career counseling. Students at all academic levels have access to courses that will prepare them for college and careers. Counselors meet with students each year in an effort to guide them on appropriate course planning to prepare them to meet the chosen post-secondary goal.

A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Students have the opportunity to take CTE pathway courses, ROP courses, as well as coursework in all academic classes that provide students with real world problem solving. Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

There is a 4-year plan that is developed by students with staff. Counselors have parent nights where they inform parents of the steps that are being taken with their students in college and career planning. Additionally, students with IEPs engage in transition plans once they reach the age of 16 and parents are included in that process.

The College and Career Center as well as the school counselors works with students and families on post-secondary pathways whether it be college or career. Senior students receive support in acquiring financial aid, scholarships, and completing college applications at the center as well. Additionally, college representatives are invited to campus and provide informational sessions for students during lunch.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

1. LBHS provides many opportunities for students to become college and career ready
2. All content areas provide students with the opportunity to solve real world problems
3. Teachers are integrating technology to support the curriculum
4. Site administration is open to hearing student requests and identifying needs as related to courses offered at LBHS

Key issues for Standards-Based Student Learning: Curriculum:

1. Define and communicate systems for students and parents to be involved and collaborate with staff regarding curriculum options to all stakeholders
2. Intentionally align skills and concepts vertically within departments

3. Continue to work with feeder schools on intentional vertical articulation including ongoing diagnostics to better address and identify curricular needs

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- LBHS WASC Self-Study Report
- Visiting Committee Observations
- Visiting Committee interviews and meetings with Students, Parents, Faculty, and other Stakeholders
- Master Schedule
- Wide variety of AP/Honors courses
- Meetings/discussions with Leadership Team
- Classroom visitations
- Focus Groups discussions
- Discussion with District representatives
- Four-year plans graduation and post-graduation plans and Special Education IEPs
- Grade distribution
- UC/CSU a-g completion rates
- Graduation rates
- Parent Meeting
- Analysis of student achievement data, including API scores and CAASPP results
- School Website
- Master schedule
- College Night and Career Fair flyers
- AP results
- Student work

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To achieve academic, college and career-readiness standards, and optimal schoolwide learner outcomes, teachers use district approved curriculum that is aligned with the Common Core State Standards. Instruction is based on IEP goals and assessments, and students are scheduled into district approved courses. District approved textbooks and curriculum pacing guides are used.

- Students are engaged in Project Based Learning across the curriculum
- Stakeholder surveys indicates LBHS prepares students for college and career
- LBHS offers a rigorous curriculum based on state standards with over 97.4% of students graduating in 2016, including, 84% of students with disabilities, 94% of Hispanic students, and 92% of those who are socioeconomically disadvantaged

The focus group shared with the VC the professional development from Rocket Ready has been integrated into the instructional practices in the LBHS classrooms. School wide focus on writing has resulted in collaboration between all content areas. The collaboration observed in the team taught math classes as well as the blended general and special education classes is resulting in increased rigorous instruction for these students. The VC observed students engaged in appropriate and rigorous instruction based on the continuum of levels within the content. Students were engaged in peer to peer discussions, supported each other in learning, quoting of textual evidence, use visual representations, and technology. The support staff in each classroom work in conjunction with the teacher and the lesson.

The VC affirmed the following reported in the self-study:

- A. Student and Parents report ongoing communication by teachers about upcoming assignments and assessments.
- B. Most teachers post the daily objective or agenda in the classroom or in the LMS environment, Haiku/PowerSchool.
- C. Teachers use various modes of communication to send out important reminders to students including verbal announcements.
- D. Teachers provide students with a syllabus at the beginning of each year to make sure students are aware of the expectations and curriculum of the classroom.

LBHS students are provided with models of successful projects, and teachers demonstrate expected techniques and conduct to make students aware of expectations. Technology has provided the opportunity for exemplar samples to be displayed in the instructional setting. Various instructional strategies are used to support collaboration including grouping and pair-sharing to support students in their understanding and finish challenging lessons. During the focus group interviews, staff shared with the VC how students develop questions using the DOK (Depth of Knowledge) rubric. Students are encouraged to challenge themselves at the DOK 2 and DOK 3 levels. Staff uses both Haiku/PowerSchool and Aeries to communicate student progress with both students and parents.

In reference to differentiation of instruction, all staff understand the importance of addressing individual learning styles and use a variety of methods and resources to do so. Student IEPs include necessary accommodations and modifications required to support student needs.

- Self-Study indicated teachers use a variety of strategies to differentiate instruction, such as Google Slides, video tutorials, small and large group discussions, and individual activities. Additionally, teachers use StudySync, video blasts, online texts, and online writing assignments.
- Multiple modes of instructional delivery were evident; i.e. computers to learn foreign language, use of the College Board's AP central website, YouTube crash-courses as an additional support for student learning, e-books, Kahoot, Nearpod, Quizlet Live, PearDeck, Edpuzzle, online assessments, listening, reading and speaking activities.
- Teachers lecture and model, as well as engage the students in debates about controversial topics and literary analysis. This is done in pairs and in small and large groups.
- Students are given a variety of choices and options for research and presentation projects.

The LBHS Instructional Focus Group shared with the VC a successful model of blended instruction in Chemistry. After the first eight weeks, students self-designate as college prep or honors chemistry. The expectations are then differed in the form of assessments and rubrics for lab reports. This model is being expanded into the Algebra I classes to enable a team of teachers to differentiate the instruction based on student outcomes. Schoolwide differentiation takes the form of modifications/choices in content, process, or product. The classroom teachers adjust variables and activities such as grouping, individual instruction, pair-sharing, cooperative learning, graphic organizers, extending pacing, supplemental exercises, technology (audio, video, and computer presentations). During the classroom visits the VC observed a wide variety of differentiation in each classroom. The LBHS staff participate in collaboration and team meetings.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

Teachers at LBHS use a variety of technological tools to deliver effective and engaging curriculum in the classroom. For example, English teachers use StudySync to engage students in the curriculum through an online forum. This provides students with the opportunity to participate in reading, listening and writing activities that align with the curriculum. Most teachers use resources such as iPads, Apple TVs, Kahoot, Google Docs, and EdPuzzles to engage students in the curriculum.

On teachers' Haiku/PowerSchool pages students can see teachers' PowerPoint presentations as well as additional resources from which students can benefit. In addition, some teachers also use Haiku/PowerSchool to assess their students with online tests and for handing in assignments.

LBHS staff members work to build coaching relationships with students with the intent of engaging students. Teachers and staff incorporate a variety of coaching methods in the classroom including group collaboration and student projects. Project-based learning is evident in classrooms through performance tasks, project-based units, and discovery learning. During the focus group meeting the LBHS staff reported in math classes, implementation of the Irvine Math Project performance tasks to

learn core math principles. In foreign language classes, students apply what they have learned in class to various listening comprehension exercises. The VC observed the LBHS supporting the learning of students using a variety of methods.

LBHS uses multiple measures and student-based data to encourage students to make connections with knowledge and primary documents. The VC observed students engaged in multiple settings demonstrating student choice through a variety of projects.

The VC affirmed the following reported in the self-study:

- A. Students are encouraged to use prior knowledge and make connections when analyzing documents. For example, in World History, students connect Dickens' *A Christmas Carol* to historical concepts such as Industrialization, Social Darwinism, and Realism.
- B. Students also have the tools to create knowledge and apply them. The Math department uses digital supports, such as Desmos and IXL, to diagnose and reinforce to build a foundation. Teachers monitor student progress, either individually, or as a whole class.
- C. Students are taught the research skills to use primary source documents in support of claims.

LBHS students are able to demonstrate the ability to think, reason, and problem solve in group and individual activities as evidenced by work samples, and various school and off-campus activities. Students at LBHS engage in inquiry based learning in most classes. Teachers provide opportunities for students to gather information and analyze it using critical thinking and problem solving skills. Students work through primary sources and data, problem solving and justifying conclusions. Students are given the opportunity to complete this work individually, in small groups, and as a whole class group. They utilize a variety of tools to complete and share their work, from research papers, write ups, and essays, to the utilization of technology in online discussions, presentations, and simulations.

LBHS Staff uses technology in the presentation of curricula, students are provided with many opportunities to acquire, interact, and present information using technology. As a 1:1 school using personal devices or school provided Chromebooks, students engage in the use of technology in most classes.

The school reported and the VC affirmed most of the following:

- A. Students take virtual field trips using Google Cardboard goggles, giving them the opportunity to view places and information that would not otherwise available.
- B. Students view and interact with a variety of digital instructional supports including videos using the Edpuzzle application, ConnectED.com- Used in English, StudySync provides non-fiction, supplemental reading material, 3D printers are used in Multimedia Production and Science classes to bring student designs to life. Students utilize the MyAccess editing program to revise drafts of essays. Turnitin.com affords the students an opportunity to see teacher comments in real time, so that they might implement editing corrections. The program also assists students in avoiding plagiarism
- C. Instructors post both Daily Agenda and Homework on Haiku/PowerSchool for students to review, or for students to access during absences
- D. Instructors post curriculum text, documents, and YouTube instructional video links

- E. Students collaborate using Google Drive on various projects, often managed by the teacher using Hapara

Students at LBHS have access to a variety of materials and resources for both research and learning experiences. Through assignments and activities, students are required to use a variety of sources to access materials beyond the text. Students are taught to search primary source databases to find evidence to support a claim. Guest speakers and field trips provide students with engaging information with more detail and hands on opportunities than could be proved from a text and the opportunity to connect the information in their textbooks to those people, places, and concepts in the real world. Laboratory experiments and the Applied Chemical Resource class allow students to problem solve using the skills and materials employed by scientists in the field. In economics, students buy and sell stocks in the stock market game, putting them in the role of a stockbroker. All of these experiences give students real world information and application of knowledge beyond the textbook. Some of these resources include, but are not limited to, Google Scholar, National Archives, Social Studies Primary Source Document databases, Khan Academy, Desmos, Science Labs, Guest Speakers, Stock Market Game, and Field Trips.

Student work samples reveal that structured learning and application of newly acquired knowledge is taking place in all content areas. Daily, students are asked to write, inquire, collaborate, organize, and read to access the standards. Students are expected to cite textual evidence, document sources in written form as well as verbally. Students also participate in a wide variety of collaborative activities where they can learn to share ideas with others and critical think as a group member.

The Focus Group shared with the VC that the staff evaluates student work, encourages the use of peer editing, and uses both the math and writing labs for supporting expected student outcomes. Students use technology to develop work products for project-based learning, class presentations and communication with others. They research using technology and complete work-related documents as part of their life skills lessons.

LBHS students are afforded a myriad of opportunities to explore real world experiences, build on an area of interest, gain hands-on experience, and develop skills that allow students to jump right into the competitive job market as well as to be college to career ready. Direct connections to industry professionals, internships/research opportunities in which students transfer knowledge acquired in the classroom and apply it to real-life setting, students are afforded opportunities to learn material through multiple measures, and transfer knowledge to real-life application.

- Approximately 100 college representatives visit LBHS and assist students in identifying colleges that match based on their needs, wants, and profile.
- Mock admissions night allows students to gain first-hand experience on what it is like to review college applications as they take on the role of an admissions officer. Laguna Beach High School invites admission officers from a versatile group of schools to advise students on an exemplar application.
- A Website was developed to support incoming students to support their experience at LBHS.

LBHS Teachers are integrating the professional development projects into their instructional settings. They are encouraging students to use choice to research topics that have personal meaning and relevance. Teachers regularly incorporate word problems and real-life scenarios into their instruction.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

1. Teachers employ a variety of technology resources to make learning engaging and applicable to student interests and goals.
2. Continued development and implementation of instructional techniques to meet the needs of students.
3. Staff supports student social and emotional health through student choice as they demonstrate acquisition of knowledge.

Key issues for Standards-Based Student Learning: Instruction:

1. Provide opportunities for involvement in challenging and relevant work for students from diverse backgrounds/sub-populations.
2. A need exists to develop consistent and cohesive set of instructional practices and agreements using a common academic language.
3. Instructional supports for students needing intervention should be clearly defined and communicated to all stakeholders.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Document
- LBHS SLOs
- Focus Group Meetings
- Leadership Team Meetings
- Staff, Student and Parent Surveys
- Interviews with Staff, students, and parents
- PLCs agendas
- LBUSD Website
- LBUSD PD
- Classroom observations
- Assessment data
- Home Group Meetings
- College and Career Transition Goals in IEP'
- Course offerings
- CELDT/ELPAC Data
- English Dept. Essays
- Assessments
- Daily Learning Objectives
- Online resources: ...
- Academy Pathway Map
- Software, Technical equipment, digital communication
- Chromebooks – 1:1 technology
- Oral Presentations
- Collaborative Student Groups
- Student Projects

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

LBHS teachers utilize Illuminate for item analysis of teacher-created assessments by department. Teachers receive IEP and 504 plan information regarding students in their classes annually. Aides may be utilized for assistance with formal and informal assessments. Common assessments are used within departments and grade levels to help plan and adjust instruction and curriculum based on student learning outcomes. Information is disseminated within the departments, but not always to the broader stakeholders. Social Science and Foreign Language do common assessments every 6 weeks. Most Math courses have common assessments with at varying intervals. Illuminate is used to provide item analysis and more immediate feedback on student learning.

Teachers at LBHS keep parents informed of student grades through Aeries. Students who show PRIDE characteristics are recognized with rewards and high achieving students are recognized in school newspaper as well as annual awards night. Parents are informed of struggling students via email and/or phone calls. These students are referred to Student Directed Learning (SDL) tutoring weekly.

Grading practices vary across most departments other than common assessments. Common rubrics are used in English Language Arts and Social Sciences. The process for reviewing and changing course offerings, homework and grading policies and graduation requirements is not systematic.

Assessments inform schoolwide modifications, but there is not a uniform, systematic approach to revise school programs, professional development activities and resource allocations.

LBHS teachers have access to resources to monitor student achievement data, including Aeries information management system, Illuminate Data and Assessment platform and PowerSchool Learning to generate and analyze assessments monitor student progress on assignments and communicate achievement and progress. Student grade reports, generated in Aeries, are provided to administration, students, counselors and department chairs. Kahoot, Nearpod, Pear Deck, Quizlet are all used to provide formative assessment data to allow for in-class adjustments in instruction. PowerSchool is used to provide resources for studying, practice quizzes and other review opportunities.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Teachers at LBHS regularly use quizzes in ELA and mathematics on a weekly basis and every 2-3

weeks for other subject areas. Some departments assign summative projects with formative checkpoints along the way to assess student progress and success. Teachers in like courses employ common rubrics to achieve standard evaluation of students and utilize the same data gathering methodologies. Some courses have common final exams and category weights for grade determination consistency. Illuminate Data and Assessment tools allow teachers to quickly identify student deficiencies on assessments.

Regularly scheduled assessments are reviewed in PLCs in order to adjust pacing/curriculum, instruction, and assessments. A formalized approach of review was not evident and there is a need for intentional data analysis to determine instructional relevance.

Students in 9th grade are enrolled in a Global Studies course, in which students generate a 4-year plan and preview college and career goals. Counselors meet with students each year to review plans. Senior interviews simulate college and career interviews. LBHS also has a program called College Unplugged which brings for former students back to share insights into college with current students. Opportunities exists for students to interact with teachers and administration outside of class, including student senate and SDL.

Some teachers have students generate a reflective piece at the end of the semester to assist the teacher in making adjustments to the course and their own teaching practices.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

1. Departments use common assessments for like classes
2. Departments use project-based assessments
3. Some courses have common finals and grade category weighting
4. Multiple methods are available for student information management and analysis (Haiku/PowerSchool, Illuminate, Aeries)

Key issues for Standards-Based Student Learning: Assessment and Accountability:

1. A cohesive strategy and structure for formative and summative assessment design and implementation is needed
2. At the school site, a formalized systematic evaluation of the school programs, professional development and resource allocations through analysis of assessment data is needed to impact student outcomes
3. A formalized approach of review of assessment data was not evident and there is a need for intentional data analysis to determine instructional relevance

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Meeting with Leadership Team
- Visiting Committee Interviews with Students, Parents, Faculty, and other Stakeholders
- Visiting Committee Observations
- LBHS Website
- LBHS SLOs

- Focus Group Meetings
- Leadership Team Meetings
- Staff, Student and Parent Surveys
- PLCs' agendas
- LBUSD mobile app
- Self-Study
- Assessment data
- Home Group Meetings
- CoVitality Report
- Healthy Kids Survey

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

LBHS employs a variety of strategies to encourage the involvement of parents, students and the community such as the 9th grade parent meeting, Link Crew, PTA, District LCAP Advisory Committee, School Site Council, Back to School Night, SchoolPower along with Booster clubs and parents who interview for our Mock Interviews. The ITP coordinator helps special education students connect with community members through job placements and Community Based Instruction.

The college and career specialist along with the counselors provide parent and student education on graduation requirements, college entrance requirements, extracurricular programs, financial aid, and rules and regulations each year. Parents also can receive information through Haiku/PowerSchool and Aeries.

Through CTE pathways, students are provided opportunities to interact with professional members in local business industries both on and off campus. Teachers have built professional relationships with outside sources and have been able to bring in experts in the fields of dance, band, music, surf, and science to name a few that work with the students.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

LBHS is committed to a clean, safe and orderly learning environment. LBHS is a closed campus for most for the day; juniors and seniors have the opportunity to leave at lunch to procure food from the community. Visitors are required to check in at the front office and ID protocols are in place. Emergency plans for LBHS are developed and rehearsed during the month of October every school year including an active shooter training and lockdown drill. Students, teachers, staff, and administration have specific roles assigned by the school-site disaster plan. A district-wide safety

plan provides explicit instructions for safety. The number of drills will be increased as a response to recent countrywide events to better prepare the LBHS students and staff.

Students, staff and parents are provided a “Student Handbook” each year. The handbook covers expected student behavior and consequences. The principal and assistant principals maintain an open-door policy, making themselves available for concerns and school-related issues. LBHS also uses recently upgraded security cameras to monitor and record campus activities, ensuring that students and staff work and learn in a safe, orderly environment. The school also utilizes Text-A-Tip to encourage technology with our zero-policy for destructive behavior, violence and bullying. LBHS has a School Resource Officer to support a positive approach to student behavior.

LBHS provides a caring and diverse environment that places high expectations for students and is conducive to learning. The LBHS mission 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.

The counseling team is comprised of three counselors who provide services to students and their families with course programming and social, emotional, academic and behavioral support. The counselors impact students and staff at LBHS at many levels; these include, but are not limited to helping students to make healthy, independent decisions, creating plans of action toward obtaining goals, to ensure fundamental college preparation activities at each grade-level, helping with a tough decision or personal problem, discussion of academic strengths and weaknesses or special aptitudes, information about college or university entrance requirements and application, and questions about graduation requirements, social events and/or school activities.

LBHS added additional support staff to support the MTSS process. The Student Support Specialist works in individual and group-based interventions based on universal screener data. Additional, the Student Support Specialist offers a Community Resource List to students and parents who are in need of outside assistance and provides appropriate referrals for outside counseling assistance. Three levels of intervention (Tier 1: Universal - this level applies to ALL students and includes the high quality teaching and behavior support for all students in the school Tier 2: Targeted - this level applies to some students and includes additional interventions for students who need more help on specific skills Tier 3: Intensive - this level applies to FEW students and includes interventions designed to address the unique needs of an individual student.)

This year, LBHS earned the designation as a No Place for Hate school. No Place for Hate is a program from the Anti-Defamation League that helps guide schools in developing activities which reach all students and help promote a culture of tolerance and inclusion. LBHS is using Restorative Justice as a philosophy to create a positive focus for students with behavior problems. Restorative Practices helps to build school community and relationships between peers, staff, and the overall community at large.

The LBHS culture of high expectations for students is recognized and honored through individual and group academic, athletic, and artistic awards. Student achievement is recognized school-wide through the following programs: students of the month (Rotary Club), Goldenseal and Biliteracy awards, National College Athlete Signing Day, etc. These honors serve to recognize student achievement and inspire future achievement. PTA is active in financial support of these initiatives.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

The VC observed the staff at LBHS make it a priority to be supportive and nurturing so that students understand that they are a top priority academically and social emotionally. The district recently hired a mental health specialist that works alongside the school psychologist and counselors to support the needs of the students. A concerted effort has been made to encourage students to make future choices based on their interests rather than social pressures. The college and career center is an invaluable resource at LBHS and students receive strong guidance and support there as well. A recent initiative at LBHS is Challenge Success. This program brings awareness to the stress that high school students experience as they establish goals and plans for their future.

Administrators find ways to meet the needs of students even when the courses can't be offered at the school site. LBHS offers two online classes for original credit while the remaining are for remediation. Teachers regularly identify struggling students and refer those students to Student Support Specialist. At each six-week mark, counselors meet with all students who have D's and F's in an attempt to intervene and provide individualized support.

All LBHS students have access to a challenging, relevant, and coherent curriculum. During the Master Schedule process, course offerings are examined to ensure distribution throughout the school day, thus giving students wide access to the courses they need and wish to take. Students have access to rigorous coursework in all content areas through honors, accelerated, AP, and advanced level courses as well as ROP and CTE courses. Students are encouraged to challenge themselves while taking their extracurricular activities into consideration so that they can balance their academic and personal lives.

Although survey results showed a lack of student connectedness, students reported in focus groups that there are plenty of ways that they can be involved. Over 50 clubs are available for students to join and students can start their own clubs. LBHS students participate in twenty-seven sports.

LBHS students have access to several performance groups such as, marching band, two ensembles, jazz band, drumline, cheer, drama, dance and choir. Student leadership opportunities are available through ASB, Link Crew, Breaker Leadership Team and Student Senate. Students reported during focus groups and ad hoc student groups strong and supportive student/staff relationships.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth:

1. Multi-tiered systems of support for social emotional support, health and wellness, discipline, and attendance
2. Community resources at LBHS are schoolwide as they support specifically the development of the VAPA, CTE, Social Sciences, and STEM initiatives
3. The PTA and parents in the community are very generous with their financial support of student programs including recognitions and scholarships

Key issues for School Culture and Support for Student Personal and Academic Growth:

1. Continue with programs, such as Challenge Success and No Place for Hate, to encourage parent involvement and support for students with social emotional issues
2. A need for development of clearly defined, intentional and relevant tiered systems for students needing academic support

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- LBHS WASC Self-Study Report
- Visiting Committee Observations
- Visiting Committee Interviews with Students, Parents, Faculty, and other Stakeholders
- School Web Site
- Social Media Accounts
- SSC Minutes
- Class Observations
- Focus Group Meeting
- Meeting with Counselors
- Leadership Team discussions
- Intervention schedule/programs
- School calendar and website
- Suspension data
- SPED
- Counseling data
- Graduation data
- Enrollment in programs/classes
- Student schedules
- SST notes
- Yearbook
- School Safety Plan

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. The extensive involvement of a significant number of students in activities and athletics
2. The integration of technology within the instructional program
3. The real-world experiences embedded throughout the instructional program, most notable in elective offerings
4. Staff supports and promotes student choice within projects and assignments as they demonstrate acquisition of knowledge
5. Strong student/staff connections
6. Significant financial support from parents and the community for school programs
7. Students have strong support through the College and Career Center
8. Multi-tiered systems of support for social emotional support, health and wellness, discipline, and attendance
9. Students are engaged in project-based learning and assessments

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan with the changes in italics. These are summarized below:

1. *Administration, counseling and instructional staff in conjunction with stakeholders need to evaluate and revise the school calendar, bell schedule, and teacher pull-outs to maximize student learning, usage of instructional minutes, and teacher effectiveness as measured by improved student outcomes: academic, social-emotional, and perception including but not limited to student engagement.*
2. *Administration and instructional staff need to improve and increase student's access to intentional supports and challenging/relevant courses in order to narrow the achievement gap and to improve all students' academic and/or social- emotional outcomes. (Supports for accessing curriculum, attendance, college and career readiness, and self-destructing behaviors)*
3. *Administration and staff need to develop more systematic and frequent processes to formally and authentically evaluate and revise or eliminate courses, programs, student supports, new initiatives, and policies/procedures to ensure effectiveness in addressing identified student needs/ outcomes.*

In addition, the visiting committee has identified the following two critical areas for follow-up that need to be addressed:

1. Administration and instructional staff need to develop a process for the timely and intentional use of data analysis (formative, summative and diagnostic), to impact instructional decisions, and to improve student engagement, learning outcomes and demonstration of depth of knowledge at a high level. This includes, but is not limited to, the need to address the identified D/F rate in core subject areas, subpopulations' achievement (SpEd, EL and SE), and participation in and results of subpopulations in rigorous courses.
2. Administration and instructional staff need to develop and agree upon a consistent and cohesive set of instructional practices using a common academic language to support best first instruction as related to improving student outcomes and providing for students' divergent instructional needs and for involvement in challenging and relevant work for students from diverse backgrounds.

Chapter V: Ongoing School Improvement

Visiting Committee generally concurs with the Action Plan areas and goals as presented that addressed LBHS's identified Critical Learner Needs and Growth Areas. LBHS has identified in the Action Plan outcomes and/or means to measure. The Visiting Committee recommends revision to clearly incorporate the recommended changes to Schoolwide Critical Areas for Follow-up as these changes are a natural outgrowth of the school's plan and identified students needs:

1. Administration, counseling and instructional staff in conjunction with stakeholders need to evaluate and revise the school calendar, bell schedule, and teacher pull-outs to maximize student learning, usage of instructional minutes, and teacher effectiveness as measured by improved student outcomes: academic, social-emotional, and perception including but not limited to student engagement.
2. Administration and instructional staff need to improve and increase student's access to intentional supports and challenging/relevant courses in order to narrow the achievement gap and to improve all students' academic and/or social- emotional outcomes. (Supports for accessing curriculum, attendance, college and career readiness, and self-destructing behaviors)
3. Administration and staff need to develop more systematic and frequent processes to formally and authentically evaluate and revise or eliminate courses, programs, student supports, new initiatives, and policies/procedures to ensure effectiveness in addressing identified student needs/ outcomes.
4. Administration and instructional staff need to develop a process for the timely and intentional use of data analysis (formative, summative and diagnostic), to impact instructional decisions, and to improve student engagement, learning outcomes and demonstration of depth of knowledge at a high level. This includes, but is not limited to, the need to address the identified D/F rate in core subject areas, subpopulations' achievement (SpEd, EL and SE), and participation in and results of subpopulations in rigorous courses.
5. Administration and instructional staff need to develop and agree upon a consistent and cohesive set of instructional practices using a common academic language to support best first instruction as related to improving student outcomes and providing for students' divergent instructional needs and for involvement in challenging and relevant work for students from diverse backgrounds.

The Critical Areas for Follow-Up are aligned to the District's LCAP goals.

Comment on the following school improvement issues:

The Visiting Committee believes the rewriting of the Action Plan will provide a comprehensive and evolving blueprint for school improvement, including realistic yet challenging growth targets. The school, in the revision of the Action Plan, will need to prioritize improvement efforts and Action Plan steps. The school needs to monitor the Action Plan throughout the school year to ensure that the Schoolwide Critical Areas for Follow-up are addressed. As part of the ongoing improvement process, the school will need to re-examine and revise the Action Plan on a regular basis for specificity, growth targets and assessment of the steps within the Action Plan.

Within the Self-Study process, LBHS has identified a long-term accountability process which includes the LCAP process, SSC and the school's shared leadership administration and instructional. Monitoring of the Action Plan will ensure the success of the school's improvement plan. The Visiting Committee recommends as part of the school's internal monitoring process that the school summarize and document the yearly progress on the Action Plan and identify critical next steps in a 3-5 page summary as part of LBHS's annual progress to all stakeholders. The school should include these yearly summaries as evidence in the next WASC report.

The Visiting Committee commends the stakeholders of LBHS for embracing the Focus On Learning process. The plan was developed from needs identified through a series of meetings and technology based surveys with the Leadership Team, Schoolwide Focus Groups and Home Groups and through the overall Self-Study process. As the school implements Action Plan, actions/goals will clearly need to be dissected into "What it will look like?", "How will we get there?", and "What data indicates success and/or additional areas of need or development?" The Leadership accepts primary responsibility for implementing the specific goals and actions aligned to critical needs. In order for the school's Action Plan to succeed, there needs to be a continued commitment from all stakeholders to support the improvement process. School resources, other than economic resources, will need to be accessed and maximized to achieve the Action Plan. Communication, collaboration and coordination are critical components to the successful implementation of the Action Plan.

The leadership and staff of the school have demonstrated commitment to the tasks involved in improving learning for all students and for continued on-going school improvement. The school as part of the Self-Study process identified an accountability component. The District has demonstrated its support to assist the school in implementing its modified Action Plan with a commitment to improved student achievement and support. As the school moves forward with implementation of the Action Plan, the school's Leadership Team needs to embed periodic reviews of the Action Plan as part of the monitoring and revision process. Based on data analysis, as specific steps are accomplished, new or revised areas or steps for school improvement should be identified and become part of an evolving Action Plan with improved student outcomes as the focus, especially as the school revises its LCAP/SPSA/WASC Action Plan for each succeeding school year.

Factors playing a significant role in LBHS's ability to develop and implement a Schoolwide Action Plan: 1. The need to keep a clear and realistic focus on the prioritized actions within the modified Action Plan to continue the school improvement process. 2. The need to provide the support and structure or processes that all understand and are active participants. LBHS has accepted the vision, ideals and goals contained in Focus on Learning and the improvement process. All indications are that the school, with support, collaboration and monitoring from the District, will continue to address students' needs.