



# Laguna Beach High School

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Laguna Beach Unified School District

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

#### District Governing Board

Jan Vickers

Dee Perry

Carol Normandin-Parker

James Kelly

Peggy Wolff

#### District Administration

Jason Vilorio, Ed.D.

**Superintendent**

Leisa Winston, Ed.D.

**Deputy Superintendent, Human  
Resources and Instructional  
Services**

Jeff Dixon

**Assistant Superintendent, Business  
Services**

Mike Morrison

**Chief Technology Officer**

Irene White

**Director, Special Education**

Michael Conlon

**Director, Human Resources**

Chad Mabery, Ed.D.

**Director, Assessment and  
Accountability**

Michael Keller, Ed.D.

**Director, Social Emotional Support**

### School Description

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

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support school programs and activities. Laguna Beach High School serves students in grades nine through twelve on a traditional school calendar. The mission of Laguna Beach High School is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career and global citizenship. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School. Annual enrollment at Laguna Beach High School is between 1050 and 1100 students. In 2019-20, the student population consists of 11.6% socioeconomically disadvantaged, 2% English learners, and 12.4% students with disabilities. LBHS student population is 76.9% white, 11% Hispanic, 5% Asian, 4.1% two or more races, 1.3% African American and 1.7% other races. The LBHS team of educators aims to provide relevant learning experiences to all students during their time here.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	262
Grade 10	243
Grade 11	269
Grade 12	294
<b>Total Enrollment</b>	<b>1,068</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	5
Filipino	0.6
Hispanic or Latino	11
Native Hawaiian or Pacific Islander	0.3
White	76.9
Two or More Races	4.1
Socioeconomically Disadvantaged	11.6
English Learners	2
Students with Disabilities	12.4
Homeless	0.5

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Laguna Beach High	17-18	18-19	19-20
With Full Credential	53	53	54
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Laguna Beach Unified	17-18	18-19	19-20
With Full Credential	♦	♦	144
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Laguna Beach High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

All curriculum development at Laguna Beach Unified School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations. The District's Curriculum Council provides guidance and input to ensure the educational program meets the needs of all students. The Curriculum Council, comprised of representatives from schools, the District, and parents, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home or to access via their personal device at home and at school. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. The Curriculum Council establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on September 24, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2019**



Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ELA/ELD Grades 9-12: StudySync, McGraw-Hill - 2017            ELA/ELD Grades 9-12: StudySync, McGraw-Hill - 2017</p> <p>English 9            Warriner's Handbook Language &amp; Sentence Skills Holt-2010            Fahrenheit 451-1979            Alchemist-1993            Christmas Carol-1991            Night-1958            Chosen-1967            Romeo and Juliet-1998</p> <p>Honors English 9            Warriner's Handbook Language &amp; Sentence Skills Holt-2010            Warriner's Handbook Literature and Language Arts Holt -2010            Fahrenheit 451-1979            Alchemist-1993            Christmas Carol-1991            Night-1958            Chosen-1967            Odyssey-1998            Cry the Beloved Country-1987            Midsummer Night's Dream-1993            Romeo and Juliet-1998</p> <p>English 10            Tragedy of Julius Caesar-2005            Separate Peace-1987            Life of Pi-2001            Tale of Two Cities-1999            All Quiet on Western Front-1982            Animal Farm-1996            Strange Case of Dr. Jekyll and Mr. Hyde-1991            Hunger Games, Scholastic-2008            Ugliers, Simon Pulse-2005            1984, Signet Classics-1977            Immortal Life of Henrietta Lacks, Broadway Book-2011            I know Why the Caged Bird Sings, Ballentine Books-2015            The Girl with the Pearl Earring, Plume-2001</p> <p>Honors English 10            Mayor of Casterbridge-2004            Tragedy of Julius Caesar-2005            Girl w the Pearl Earring-2003            Tale of Two Cities-1999            Importance of Being Earnest-1895            Picture of Dorian Gray-1993            All Quiet on Western Front -1982            Life of Pi-2001            How to Read Literature Like a Professor -2003            A Doll's House-1992            Animal Farm-1996            On Writing Well-2006            Strange Case of Dr. Jekyll and Mr. Hyde-1991</p> <p>English 11            Huckleberry Finn-1994            Old Man &amp; the Sea-2003            Great Gatsby -2004            Catcher in the Rye-1991            40 Model Essays-2013            Crucible-1995</p> <p>English 12            Hamlet-2012            Macbeth-2005</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	Algebra I: Larsen Big Ideas Algebra I - Houghton, Mifflin, Harcourt - 2016 Geometry: Larsen Big Ideas Geometry - Houghton, Mifflin, Harcourt - 2015 Geometry Basic: Pacemaker Geometry, 2005 Algebra II: Larsen Big Ideas Algebra II - Houghton, Mifflin, Harcourt - 2016 Algebra II Essentials: Algebra II Foundations - Prentice Hall - 2013 Calculus: Applied Calculus for the Managerial, Life, and Social Sciences - Cengage - 2019 AP Calculus: Calculus of a Single Variable – Brooks/Cole Cengage Learning – 2010 Statistics: Elementary Statistics McGraw-Hill – 2001 AP Statistics: The Practice of Statistics, 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Human Ecology: Health, McGraw Hill 2008 Life Science: McGraw-Hill – 2008 Biology: Pearson – 2007 & Holt - 2007 AP Biology: Campbell Biology - 2011; A Short Guide to Writing About Biology - Pearson - 2016 Chemistry: McDougal Littell – 2007 Advanced Chemical Research: Chemistry – Houghton Mifflin – 2007 Physics: Physics, Glencoe 2007 AP Physics: Physics Giancoli, Pearson Prentice Hall – 2007 Marine Biology: McGraw Hill – 2007, Oceanography, Brooks/Cole, 2002 Anatomy and Physiology: Hole's Essentials of Human Anatomy and Physiology - Glencoe McGraw Hill - 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	World History Basic: AGS WH, Pearson 2016 World History: History Alive! World Connections - TCI - 2019 AP European History: A History of Western Society – Bedford/St. Martin’s – 2017. History of the World in 6 Glasses, Bloomsbury, 2017 US History: History Alive! Pursuing American Ideals - TCI - 2019 AP US History: US History: Preparing for the Advanced Placement Exam - AMSCO - 2019 American Government: Gov't Alive! Power, Politics and You - TCI - 2019 AP American Government: Cengage – 2015 Economics: Econ Alive! The Power to Choose - TCI - 2019; Think Like a Freak - Levitt 2015 Freakonomics - Levitt, 2016 AP Macroeconomics: Armchair Economics, Undercover Economist; Think Like a Freak - Levitt Freakonomics - Levitt; AP Economics 21 Edition  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	<p>French 1</p> <p>Discovering French Today Holt McDougal-2013  Pauvre Anne TPRS -2017  Pirates Français des Caraïbes, Fluency Matters-2019  Brandon Brown veut un chien, Fluency Matters-2019  Brandon Brown dit la vérité , Fluency Matters-2019  Brandon Brown va à la conquête du Québec, Fluency Matters-2019  Felipe Alou: l’histoire d’un grand champion, Fluency Matters-2019  Bart veut un chat, TPRS-2019  Fama va en Californie, TPRS -2019  Une obsession dangereuse, Fluency Matters-2019  Jean-Paul et ses bons amis, TPRS-2017  La France en danger et les secrets de Picasso, TPRS-2019  Jean-Paul et ses bonnes idées, TPRS-2019  Raconte-moi encore, Fluency Matters-2019  Look! I can movietalk, TPRS-2019</p> <p>French 2</p> <p>Pauvre Anne, TPRS-2017  Pirates Français des Caraïbes, Fluency Matters-2019  Problèmes au Paradis, Fluency Matters-2019  Vol des Oiseaux, Fluency Matters-2019  Une obsession dangereuse, Fluency Matters-2019  Jean-Paul et ses bons amis, TPRS-2017  Jean-Paul et ses bonnes idées, TPRS-2019  Le Nouvel Houdini, Fluency Matters-2019  Au Revoir l’Acadie, Fluency Matters-2019  Nuits mystérieuses à Lyon, Fluency Matters-2019  Conte-inuons Fluency Matters-2019  Ma Voiture, à moi, TPRS-2019  Look! I can movietalk, TPRS-2019</p> <p>French 3</p> <p>Au Revoir l’Acadie, Fluency Matters-2019  Nuits mystérieuses à Lyon, Fluency Matters-2019  Un Autre été pas comme les Autres, AMSCO-2019  Le Petit Nicolas, European Books-2019  Le Roi du Jazz Bayard, Jeunesse-2019  A Copier 100 fois, European Books-2019  Le Petit Prince, European Books-2019  Le secret de Monsieur Clodomir, Afrique en Poche-2019  Look! I can movietalk, TPRS-2019</p> <p>French 4</p> <p>Un Autre été pas comme les Autres, AMSCO-2019  Le Petit Nicolas, European Books-2019  Mon père est femme de ménage, J'ai'lu-2019  Le Roi du Jazz Bayard, Jeunesse-2019  A Copier 100 fois, European Books-2019  Le Petit Prince, European Books-2019  Béni ou le Paradis Privé, Editions du Seuil-2019  Le secret de Monsieur Clodomir, Afrique en Poche-2019  Look! I can movietalk, TPRS -2019</p> <p>French 5</p> <p>AP French Preparing for the Language Exam Pearson/Prentice Hall -1998  Le Petit Nicolas, European Books-2019  Mon père est femme de ménage, J'ai'lu-2019  Le Roi du Jazz Bayard, Jeunesse-2019  A Copier 100 fois, European Books -2019  Le Petit Prince, European Books-2019  Béni ou le Paradis Privé, Editions du Seuil-2019  Le secret de Monsieur Clodomir, Afrique en Poche-2019  Look! I can movietalk, TPRS -2019</p> <p>AP French Language and Culture</p>



Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health: Glencoe - 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	Music In Theory and Practice – McGraw-Hill - 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	LBHS stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Laguna Beach High School provides a safe, clean environment for our students, staff, and volunteers. The school is situated on 12.2 acres and facilities were built in the 1930's. They span 102,720 square feet, and include classrooms, two gymnasiums, a theater, administrative offices, restrooms, and storage rooms. Recent modernization includes school-wide WiFi, upgraded LED lighting throughout the campus, renovated and new HVAC systems, Upgraded classrooms including multiple 80" monitors, voice amplification and flexible furniture, track and field renovation, library modernization, and a completely modernized band room. The facility strongly supports teaching and learning through its ample classrooms, staff resource room, and other comprehensive facilities. The chart below displays the results of the most recent school facilities inspection.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Most classrooms have been recently modernized but other spaces need upgrades at this time. Flooring in science classrooms will be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Modernized restrooms at Theater and Stadium. Building 30's hallway restrooms will be renovated summer of 2020.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire extinguishers and fire alarm system is serviced annually. Campus will be rekeyed prior to the 2020-2021 school year.
<b>Structural:</b> Structural Damage, Roofs	Good	Roof replacement and exterior repairs completed at Theater.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Implementation of Fencing/gate egress/ingress per OCIAC recommendation improvements are in progress.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	75	80	82	82	50	50
Math	56	70	74	78	38	39

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

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	239	91.57	79.92
Male	156	138	88.46	71.01
Female	105	101	96.19	92.08
Black or African American	--	--	--	--
Asian	11	11	100.00	90.91
Hispanic or Latino	24	23	95.83	65.22
White	209	188	89.95	80.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	68.97
English Learners	--	--	--	--
Students with Disabilities	26	21	80.77	42.86

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	9.8	37.4	42.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	238	91.19	69.75
Male	156	136	87.18	67.65
Female	105	102	97.14	72.55
Black or African American	--	--	--	--
Asian	11	11	100.00	100.00
Hispanic or Latino	24	24	100.00	54.17
White	209	186	89.00	69.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	58.62
English Learners	--	--	--	--
Students with Disabilities	26	20	76.92	30.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

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

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

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

Safety of our students and staff is our primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during break, lunch, and before and after school to ensure the safety of all our students. Campus supervisors circulate throughout the school to provide campus security as well as assist students and intervene if a problem arises. A comprehensive video monitoring system has been installed for protection of property, with cameras around the perimeter and in key foot traffic areas. Cameras are not actively monitored, but should a problem arise, the footage is used to find facts and evidence. The presence of cameras has reduced after-hours damage and theft significantly.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Many staff are trained in specific emergency preparedness procedures above and beyond the basic requirements of the School Safety Plan, including several CERT (Crisis Emergency Response Team) trained staff. LBUSD had a safety and security site evaluation from OCIAC, as well as a leadership team debriefing to address important elements of the plan and campus layouts.

A Comprehensive School Safety Plan was developed by the District in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The school evaluates the plan annually and updates the plan as needed. The plan was last updated on November 20, 2019 with the School Site Council and reviewed with our school staff in January 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	2.2	1.7
Expulsions Rate	0.0	0.3	0.3

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.6	1.8
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	356.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	13	22	11	23	20	27	3	25	13	20	11
Mathematics	27	11	19	14	26	13	24	8	26	10	19	11
Science	23	21	18	7	29	4	21	9	29	5	19	10
Social Science	27	8	19	10	28	7	16	13	29	5	16	13

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Laguna Beach Unified School District offers three professional development days at the beginning of each school year prior to the first day of school, as well as a variety of additional days throughout the year and after-school professional development opportunities. Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers two full staff development days annually during the school year where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers are supported in additional training through workshops, conferences, and demonstration lessons on balanced literacy and math, NGSS, inquiry, writing, instructional strategies, assessment, school climate, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. State standards implementation is continuous through district and staff trainings as well as weekly PLC grade level department meetings.

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

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,895	\$46,208
Mid-Range Teacher Salary	\$101,895	\$72,218
Highest Teacher Salary	\$133,261	\$92,742
Average Principal Salary (ES)	\$172,894	\$134,864
Average Principal Salary (MS)	\$190,432	\$118,220
Average Principal Salary (HS)	\$178,896	\$127,356
Superintendent Salary	\$249,350	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	6%	6%

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

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$19,910	\$4,652	\$15,258	\$110,683
District	N/A	N/A	\$15,030	\$105,547
State	N/A	N/A	\$7,506.64	\$72,949

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.5	4.8
School Site/ State	68.1	41.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

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

- Supplemental Funds

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Laguna Beach High School	2015-16	2016-17	2017-18
Dropout Rate	2.9	1.6	2.6
Graduation Rate	96	97.6	97

Rate for Laguna Beach Unified School	2015-16	2016-17	2017-18
Dropout Rate	2.9	1.6	3.3
Graduation Rate	95.6	97.6	96.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	341
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89%

#### Career Technical Education Programs

Laguna Beach High School partners with College and Career Advantage (CCA) Regional Occupational Program (ROP) to provide Career Technical Education (CTE) classes to students grades 9-12 to adult. CCA is accredited by the Western Association of Schools and Colleges (WASC). These classes provide career preparation and sequential learning designed to improve academic skills. Courses are taught by fully credentialed CTE teachers who are experienced in their related industries. Some course offerings may include internships and/or may articulate with local community colleges for college credit. CCA services a wide variety of students: those who are looking to seek employment after graduation, those who are choosing to attend a community college or technical school, and those who are moving on to a four-year institution. These classes provide hands-on experience which enhances their academic studies and provides students with a glimpse into the real-world application of concepts presented in the general curriculum. For many courses, students receive college credits and/or meet the UC/CSU a-g subject requirements. Students are supported on-campus by the College and Career Specialist (CCS) who is trained to advise students in regards to proper placement in career education-based courses. LBHS offers 7 CTE pathways on campus, in 4 Industry Sectors. The 7 current CTE pathways offered at LBHS are:

- Dance/Choreography
- Professional Theatre
- Graphic Design
- Visual/Commercial Arts
- Emergency Response
- Patient Care
- Systems Programming

There are 23 CTE courses on campus and 17 courses available at other schools within our CCA partnership. There were 411 students enrolled last year in LBHS CTE Pathway courses and 28 students enrolled in CCA after-school classes. (This is not a unique student count, meaning the same student could be enrolled in more than one CTE course.)

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.72
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	73.46

#### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	4	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	2	N/A
Social Science	8	N/A
All courses	28	32.6

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**DataQuest**

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

**Internet Access**

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