

Laguna Beach High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Laguna Beach High School
Street	625 Park Avenue
City, State, Zip	Laguna Beach, CA 92651
Phone Number	(949) 497-7750
Principal	Jason Allemann, Ed.D.
Email Address	jalleman@lbusd.org
School Website	https://lbhs.lbusd.org
County-District-School (CDS) Code	30-66555-3033206

2021-22 District Contact Information

District Name	Laguna Beach Unified School District
Phone Number	(949) 497-7700
Superintendent	Jason Vilorio, Ed.D.
Email Address	jviloria@lbusd.org
District Website Address	www.lbusd.org

2021-22 School Overview

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 usually between 1000 and 1100 students. The student population consists of 11% who are socioeconomically disadvantaged, 2% who are English learners, and 10% who have disabilities. The LBHS team of educators aims to provide relevant learning experiences to all students during their time here.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	273
Grade 10	292
Grade 11	258
Grade 12	229
Total Enrollment	1,052

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.3
Asian	5.6
Black or African American	1.2
Filipino	0.8
Hispanic or Latino	11
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.8
White	74.3
English Learners	1.4
Homeless	0.3
Socioeconomically Disadvantaged	11.8
Students with Disabilities	10.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.4	82.0	135.8	88.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.5	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.6	0.3	0.2	12115.8	4.4
Unknown	9.4	17.5	16.2	10.6	18854.3	6.9
Total Teaching Positions	54.2	100.0	152.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.3
Total Out-of-Field Teachers	0.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 9, 2021, 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.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA/ELD Grades 9-12: StudySync, McGraw-Hill - 2017	Yes	0%
Mathematics	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 AP Statistics: The Practice of Statistics, 2017 Statistics: Understanding Basic Statistics - 8th ed., Cengage - 2020	Yes	0%
Science	Human Ecology: Health, McGraw Hill 2008 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	Yes	0%

	Marine Biology: McGraw Hill – 2007, Oceanography, Brooks/Cole, 2002 Anatomy and Physiology: Hole's Essentials of Human Anatomy and Physiology - Glencoe McGraw Hill - 2006		
History-Social Science	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	Yes	0%
Foreign Language	French Discovering French Today Holt McDougal-2013 French 5 AP French Preparing for the Language Exam Pearson/Prentice Hall -1998 AP French Language and Culture AP French Preparing for the Exam, Pearson-2012 AP French Language and Culture, All Access, REA-2013 Mandarin Zhen Bang! Textbook, EMC Publishing, LLC-2018 Visual and Performing Arts AP Music Theory Music in Theory and Practice, McGraw Hill -2009 Spanish Honors Spanish 4 - Imagina, Vista Higher Learning, 2015 AP Spanish Lang - Temas, Vista Higher Learning, 2014 AP Spanish Lit - Azulejo, Wayside, 2014 Descubre, Vista-2017	Yes	0%
Health		Yes	0%
Visual and Performing Arts	Music In Theory and Practice – McGraw-Hill - 2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	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.	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		60's classroom flooring replaced in 2021.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			30's restrooms were modernized in 2020.
Safety: Fire Safety, Hazardous Materials	X			Complete rekey was completed.
Structural: Structural Damage, Roofs	X			Stadium guardrail was replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Stadium and Baseball field fencing, netting, and painting maintenance performed in 2021.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Student Groups	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Total Enrollment	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Number Tested	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Percent Tested	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Percent Not Tested	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Percent At or Above Grade Level
All Students	256	219	86%	14%	25%
Female	129	110	85%	15%	26%

Male	127	109	86%	14%	24%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	13	76%	24%	38%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	26	90%	10%	8%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	88%	12%	7%
White	219	188	86%	14%	26%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	20	80%	20%	20%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	30	91%	9%	10%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Student Groups	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Total Enrollment	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Number Tested	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Percent Tested	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Percent Not Tested	i-Ready Diagnostic: Virtual or Hybrid Instructional Setting Percent At or Above Grade Level
All Students	256	212	83%	17%	9%
Female	129	107	83%	17%	7%
Male	127	105	83%	17%	12%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	14	82%	18%	21%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	26	90%	10%	0%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	88%	12%	7%
White	219	180	82%	18%	8%

English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	18	72%	28%	17%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	29	88%	12%	0%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 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:

- Art Production (Design, Visual, & Media Arts - Visual/Commercial Arts)
- Computer Science (Systems Programming)
- Dance (Performing Arts - Dance/Choreography)
- EMT (Emergency Response)
- Medical (Patient Care)
- Multimedia (Design, Visual, & Media Arts - Graphic Design)
- Theatre (Performing Arts - Professional Theatre)

During the 2020-2021 school year, LBHS students enrolled in 25 CTE courses on campus and 20 courses available at other schools within our CCA partnership. During the 2020-21 school year, 28% of LBHS completed a CTE course on- or off-campus. Primary representatives on the district's CTE advisory committee include Assistant Superintendent of Instructional Services, Career Counseling Coordinator, High School Assistant Principal, High School College and Career Specialist, high school CTE teachers, high school students, and industry representatives from within the sectors and pathways offered by the high school. LBUSD partners with CCA to facilitate CTE advisory committees for the CTEIG and Perkins grants. LBUSD partners with OCDE and CCA to facilitate CTE advisory committees for the K12 SWP grant.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	241
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	48

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.57
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	79.52

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Laguna Beach High School. Many parents serve as members of the Parent Teacher Association, which meets monthly on campus and sponsors many events to benefit students, staff and the community. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation and the PTA. Parents are represented on the School Advisory Council, 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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	0.4	0.9	0.0	0.4	0.9	9.0	8.9	9.4
Graduation Rate	100.0	98.4	98.3	99.7	98.4	98.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	233	229	98.3
Female	117	114	97.4
Male	116	115	99.1
American Indian or Alaska Native	0	0	0.00
Asian	15	13	86.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	18	18	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	11	11	100.0
White	179	178	99.4
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	45	44	97.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	35	97.2

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1078	1065	72	6.8
Female	527	518	30	5.8
Male	551	547	42	7.7
American Indian or Alaska Native	--	--	--	--
Asian	59	59	1	1.7
Black or African American	15	14	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	122	118	14	11.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	64	63	1	1.6
White	796	789	56	7.1
English Learners	16	16	1	6.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	152	149	23	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	129	129	21	16.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.75	0.46	1.84	0.29	3.47	0.20
Expulsions	0.28	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.78	0.98	2.45
Expulsions	0.19	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0.00
Female	0.00	0.00
Male	0.91	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.50	0.00
English Learners	6.25	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.55	0.00

2021-22 School Safety Plan

The 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 the 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 includes 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 plan is a working document that is periodically reviewed and updated with new guidance from the district and county of Orange. The last update was on 8/1/21. The plan is also reviewed with our school safety team, staff, and the School Site Council.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	13	20	11
Mathematics	26	10	19	11
Science	29	5	19	10
Social Science	29	5	16	13

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	16	13	16
Mathematics	22	16	22	7
Science	29	3	21	7
Social Science	27	8	21	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	49		
Mathematics	9	61	2	1
Science	10	38		
Social Science	10	49		2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	350.7

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.9

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,448	\$5,388	\$16,061	\$120,629
District	N/A	N/A	\$15,923	\$113,763
Percent Difference - School Site and District	N/A	N/A	0.9	5.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	62.2	44.1

2020-21 Types of Services Funded

In addition to general fund state funding, Laguna Beach High School received supplemental state and federal categorical funding, and COVID-19 relief funds to provide categorical, special education, and support programs during 2020-2021. Laguna Beach Unified School District continues to allocate its funding to improve student achievement, connectedness, and social-emotional wellness. Expanded learning opportunities address supplemental instruction and support within our district MTSS during the summer and academic school year. Universal, targeted support, and intervention is embedded within extended learning time offered in the summer, which includes social-emotional support and curriculum that is integrated into the offerings for grades K-8, enrichment and orientation classes, expanded credit recovery for grades 9-12, and English Learner support for grades K-12.

The District also continues to provide 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, 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 counselor/community liaison to provide support for students and parents, 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, local and state testing (CAASPP, CAST, CAA) proficiency, engagement (attendance), and reclassification rates.

During the 2020-2021 Academic Year, federal COVID-19 relief funds were allocated to provide students with the option of enrolling in a fully online virtual academy, which met the rigor and high academic standards of the traditional District program. In order to implement teaching in a virtual and hybrid school model, the district added additional teachers and substitutes to allow for virtual academy offerings. Students were also availed access to mobile devices and hotspots to support remote learning programs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,353	\$48,119
Mid-Range Teacher Salary	\$108,089	\$74,665
Highest Teacher Salary	\$141,315	\$98,160
Average Principal Salary (Elementary)	\$191,651	\$118,542
Average Principal Salary (Middle)	\$201,825	\$125,068
Average Principal Salary (High)	\$198,309	\$133,516
Superintendent Salary	\$292,723	\$194,199
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	23.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	7
Fine and Performing Arts	2
Foreign Language	8
Mathematics	9
Science	3
Social Science	21
Total AP Courses Offered	53

Professional Development

Laguna Beach Unified School District offers two 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Laguna Beach Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Laguna Beach Unified School District
Phone Number	(949) 497-7700
Superintendent	Jason Vilorio, Ed.D.
Email Address	jviloria@lbusd.org
District Website Address	www.lbusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Diagnostic Student Groups	i-Ready Diagnostic Total Enrollment	i-Ready Diagnostic Number Tested	i-Ready Diagnostic Percent Tested	i-Ready Diagnostic Percent Not Tested	i-Ready Diagnostic Percent At or Above Grade Level
All Students	1371	1311	96%	4%	73%
Female	641	613	97%	3%	74%
Male	730	698	96%	4%	72%
American Indian or Alaska Native	--	--	--	--	--

Asian	84	80	95%	5%	77.5%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	153	97%	3%	65%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	125	123	98%	2%	78%
White	1122	1069	95%	5%	73%
English Learners	28	26	93%	7%	42%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	151	94%	6%	62%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	148	141	95%	5%	39%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Diagnostic Student Groups	i-Ready Diagnostic Total Enrollment	i-Ready Diagnostic Number Tested	i-Ready Diagnostic Percent Tested	i-Ready Diagnostic Percent Not Tested	i-Ready Diagnostic Percent At or Above Grade Level
All Students	1371	1295	94%	6%	54%
Female	641	605	94%	6%	48%
Male	730	690	94.5%	5.5%	58%
American Indian or Alaska Native	--	--	--	--	--
Asian	84	80	95%	5%	70%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	151	95.5%	4.5%	44%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	125	123	98%	2%	67%
White	1122	1053	94%	6%	51%
English Learners	28	26	93%	7%	19%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	149	93%	7%	35%

Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	148	136	92%	8%	25%

*At or above the grade-level standard in the context of the local assessment administered.