Laguna Beach High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	jallemann@lbusd.org
School Website	https://lbhs.lbusd.org
Grade Span	9-12
County-District-School (CDS) Code	30-66555-3033206

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 preschool 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

2024-25 School Description and Mission Statement

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. Laguna Beach High School has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School. Enrollment at Laguna Beach High School is 815 students. The current student population consists of 17% who are socioeconomically disadvantaged, 2% who are English learners, and 9% who have disabilities. The LBHS team of educators strives to provide meaningful and relevant learning experiences to all students, prioritizing student voice and choice to prepare students for their post-secondary journeys.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	219
Grade 10	208
Grade 11	204
Grade 12	252
Total Enrollment	883

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.5
American Indian or Alaska Native	0.2
Asian	5.3
Black or African American	0.8
Filipino	1.2
Hispanic or Latino	12
Two or More Races	7.7
White	71.7
English Learners	1.4
Foster Youth	0.1
Homeless	0.2
Socioeconomically Disadvantaged	18.3
Students with Disabilities	9.4

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.

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)	44.40	81.95	135.80	88.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	0.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.57	0.30	0.20	12115.80	4.41
Unknown/Incomplete/NA	9.40	17.46	16.20	10.61	18854.30	6.86
Total Teaching Positions	54.20	100.00	152.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	47.40	91.00	134.40	94.82	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	1.46	1.70	1.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	3.90	7.50	5.50	3.94	15831.90	5.67
Total Teaching Positions	52.10	100.00	141.80	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	48.60	94.63	139.80	96.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.39	0.20	0.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.37	1.00	0.70	11746.90	4.23
Unknown/Incomplete/NA	2.30	4.57	3.80	2.67	14303.80	5.15
Total Teaching Positions	51.40	100.00	144.90	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.70	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.70	0.2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.30	0.00	0.1
Total Out-of-Field Teachers	0.30	0.00	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.2	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	2	4.7

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

2024-25 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 devices 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 on 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 in September 2024 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	December 2024

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 - 2016	Yes	0%

	Calculus: Applied Calculus for the Managerial, Life, and Social Sciences - Cengage - 2019 AP Calculus AB: Calculus of a Single Variable – Brooks/Cole Cengage Learning – 2010 AP Calculus BC: Calculus for AP - Cengae - 2019 AP Statistics: The Practice of Statistics, 2017 Statistics: Understanding Basic Statistics - 8th ed., Cengage - 2019		
Science	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 - 2007 AP Chemistry: Chemistry AP Edition - Cengage - 2023	Yes	0%
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 – 2018. 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, 2006 AP Macroeconomics: Armchair Economics - 2007, Undercover Economist - 2008; Think Like a Freak - Levitt - 2015, Freakonomics - Levitt - 2006; AP Economics 21 Edition - McGraw Hill - 2018, Macroeconomics - 2010	Yes	0%
Foreign Language	French Discovering French Today - Holt McDougal - 2013 Pauvre Anne - TPRS - 2019 Au Revoir l'Acadie - Fluency Matters - 2019 Mon Père est femme de menage - J'ai'lu - 2019 AP French Preparing for the Language Exam - Pearson/Prentice Hall - 1998 AP French Preparing for the Exam, Pearson - 2012 AP French Language and Culture, All Access, REA - 2013 Mandarin Zhen Bang! Textbook, EMC Publishing, LLC-20187 Step up to AP - Cengage - 2021 Spanish Descubre - Vista - 2017 Nuestra Historia 4 - Voces - 2021 Imagina - Vista Higher Learning - 2015 Temas - Vista Higher Learning - 2014 Azulejo - Wayside - 2014	Yes	0%

Health	Human Ecology: Health, McGraw Hill 2008	Yes	0%
Visual and Performing Arts	AP Music Theory Music In Theory and Practice – McGraw-Hill - 2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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 2024

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		All students restrooms have been modernized in the last 5 years. Classroom's are in need of flooring replacements.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Gym main panel replaced in 2022.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountains replaced with bottle fill type in 2023.
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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	84	88	79	79	46	47
Mathematics (grades 3-8 and 11)	50	67	69	70	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	192	97.96	2.04	87.50
Female	87	85	97.70	2.30	87.06
Male	109	107	98.17	1.83	87.85
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	88.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	92.31
White	138	134	97.10	2.90	87.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	82.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	68.75

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	186	94.90	5.10	66.67
Female	87	83	95.40	4.60	59.04
Male	109	103	94.50	5.50	72.82
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	54.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	84.62
White	138	129	93.48	6.52	64.34
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	38	95.00	5.00	63.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	25.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	58.80	61.79	63.16	63.67	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	444	403	90.77	9.23	61.79
Female	205	186	90.73	9.27	61.83
Male	239	217	90.79	9.21	61.75
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	55	93.22	6.78	50.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	26	89.66	10.34	69.23
White	316	283	89.56	10.44	62.19
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	77	83.70	16.30	48.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	33	80.49	19.51	18.18

2023-24 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 a hands-on experience that 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 regard to proper placement in career education-based courses. LBHS offers 8 CTE pathways on campus, in 5 Industry Sectors. The 8 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)

2023-24 Career Technical Education Programs

Theatre (Performing Arts - Professional Theatre)
Engineering Design (Engineering & Architecture)

During the 2023-2024 school year, LBHS students enrolled in 25 CTE courses on campus and 20 courses available at other schools within our CCA partnership. During the 2023-24 school year, 32% of LBHS students completed a CTE course on- or off-campus. Primary representatives on the district's CTE advisory committee include the 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	286
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	47

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	200

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	93.3%	94.7%	94.7%	94.7%	94.3%

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.

2024-25 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 district's LCAP Committee, the School Site 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. Laguna Beach High School and LBUSD 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.8	0.7	0.0	0.8	1.1	0.0	7.8	8.2	8.9
Graduation Rate	98.0	97.1	99.6	98.0	96.8	99.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	252	251	99.6
Female	116	116	100.0
Male	136	135	99.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	14	14	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	34	97.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	17	17	100.0
White	178	178	100.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	81	80	98.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	27	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	898	892	114	12.8
Female	418	416	52	12.5
Male	479	475	62	13.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	4	8.5
Black or African American	--	--	--	--
Filipino	11	11	0	0.0
Hispanic or Latino	109	109	18	16.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	68	3	4.4
White	654	648	87	13.4
English Learners	14	14	4	28.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	181	180	25	13.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	86	16	18.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.91	2.43	2.34	2.79	2.31	3.64	3.17	3.60	3.28
Expulsions	0.00	0.00	0.22	0.04	0.04	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.34	0.22
Female	0.48	0.00
Male	3.97	0.42
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	2.13	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.83	1.83
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.89	1.11

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 with 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 safely 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 in August 2024. The plan is also reviewed with our school safety team, staff, and the School Site Council.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	21	25	4
Mathematics	21	26	16	4
Science	26	9	22	2
Social Science	23	15	20	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	18	21	4
Mathematics	21	26	15	2
Science	23	12	14	3
Social Science	27	13	14	9

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	32	17	
Mathematics	18	33	13	
Science	21	19	14	
Social Science	24	19	17	2

2023-24 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	220:1

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$28,592	$7,492	$21,100	$136,944
District	N/A	N/A	$21,555	$131,756
Percent Difference - School Site and District	N/A	N/A	-2.1	3.9
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	64.8	43.9

Fiscal Year 2023-24 Types of Services Funded

In addition to general fund state funding, Laguna Beach High School received supplemental state and federal categorical funding. 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 are embedded within extended learning time offered in the summer, which includes social-emotional support and curriculum that is

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$67,698	$54,930
Mid-Range Teacher Salary	$113,930	$85,386
Highest Teacher Salary	$157,332	$111,172
Average Principal Salary (Elementary)	$196,529	$136,564
Average Principal Salary (Middle)	$212,872	$141,339
Average Principal Salary (High)	$232,248	$153,241
Superintendent Salary	$331,813	$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	54

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	2
English	2
Fine and Performing Arts	4
Foreign Language	4
Mathematics	3
Science	3
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

Laguna Beach Unified School District offers two professional development days for classified, management, and certificated staff 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. 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 training 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4