

LAGUNA BEACH HIGH SCHOOL



Welcome to Breaker Nation

Western Association of Schools and Colleges *Full Self-Study Report*
November 5-7, 2018

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LAGUNA BEACH HIGH SCHOOL

General Information



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Mission Statement & SLOs

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Laguna Beach High School's Mission Statement

Our mission is to maximize learning for every student in a supportive and caring environment to ensure that upon graduation, all students are ready for college, career, and global citizenship

Laguna Beach High Student Learning Outcomes (SLOs)

P	Problem Solving	
R	Resilience	
I	Integrity	
D	Dependability	
E	Engagement	

Laguna Beach Unified School District Board Members



Ketta Brown



Carol Normandin



Dee Perry



Jan Vickers



Peggy Wolff

Laguna Beach Unified School District Administration



Jason Vloria, Ed.D.

Superintendent of Schools



Alysia Odipo, Ed.D.

Assistant Superintendent,
Instructional Services



Leisa Winston

Assistant Superintendent,
Human Resources and Public
Communications



Jeff Dixon

Assistant Superintendent,
Business Services

Laguna Beach High School Administration



Jason Allemann, Ed.D
Principal



Robert Billinger
Assistant Principal



Nikol King
Assistant Principal

WASC VISITING COMMITTEE

Mrs. Diane Sauvageau- Chairperson

Director Assessment and Technology (retired)
195 Cressingham Lane
Powell, OH 43065

Mrs. Rebecca Brown

31683 Ahern Pl
Temecula, CA 92591

Mr. Jonathan Gardner

Science Teacher
863 Cinnamon Ln
Duarte, CA 91010

Dr. Keith Chann

Teacher
Rubidoux High School
4250 Opal St.
Jurupa Valley, CA 92509

WASC Leadership



WASC Co-Chair
Carrie Denton

Science and Computer
Science Teacher



WASC Co-Chair
Cassie Brooker

Science Teacher



**Organization
Focus Group Lead**
Durinda Klein

Administrative Assistant



**Organization
Focus Group Lead**
Missy Palino

Receptionist &
Counseling Assistant



**Culture
Focus Group Lead**
Jeanne Brown

Counselor



**Culture
Focus Group Lead**
Jim Garvey

Foreign Language
Teacher



**Assessment
Focus Group Lead**
Jennifer Lundblad

Social Science Teacher
and Co-ASB Director



**Assessment
Focus Group Lead**
Cynthia Sorensen

Math Teacher



**Curriculum
Focus Group Lead**
Beaudry-Porter

VAPA Teacher



**Curriculum
Focus Group Lead**
Kristin Kaa

English Teacher



**Instruction
Focus Group Lead**
Parta Perkins

Science Teacher



**Instruction
Focus Group Lead**
Heather Hanson

Social Science Teacher

Organization Focus Group

Leads: Durinda Klein and Missy Palino

Member Name	Title	Member Name	Title
Jason Alleman	Principal	Roger Romero	Custodian
Carolyn Sadler	Social Studies Teacher	Sanny Mandala	Custodian
Steve Bogusiewicz	Math Teacher	Gary Ferman	Custodian
Nancy Mooers	Math Teacher and Dept. Chair	Peggy Legault (retired 17/18)	Nurse
Scott Wittkop	VAPA Teacher and Parent	Dawn Hunnicutt	English Teacher and Dept. Chair
Alex Holtz	Science Teacher	Brian Armstrong	Cafeteria
Alonda Hartford	Science Teacher	Taylor Glenn	Student
Lila Samia	School Psychologist	Tijn Nietsch	Student
Tracey Paddock	Athletic Office Assistant	Elleni Solomon	Student
Sandra Johnson	Foreign Language Teacher	Drake Gulla	Student
Randi Beckley	Foreign Language Teacher	Grant Richardson	Student
Kimball, Cyndi	Transition Services	Alden Kramer	Student
Klein, Betsy	Instructional Aide	Liam McCue	Student
Weinert, Megan	Campus Supervisor	Charlie Hoffs	Student
Toral, Nick	Custodian	Sam Reynolds	Student
Chuck Taylor (retired 17/18)	Custodian		

Curriculum Focus Group

Leads: Bridget Beaudry-Porter and Kristen

Member Name	Title	Member Name	Title
Steve Sogo	Science Teacher and Dept. Chair	Gea Meijering (Nils and Tijn Nietsch)	Parent
Sarah Benson	English Teacher	Katherine Tran Richardson	Parent
Jonathan Todd	Social Science Teacher	Cinnamon Mundy (Andrew Mundy)	Parent
Kerry Pellow	VAPA Teacher	Evan Tingler	Student
Dave Brobeck	English Teacher	Tristan Gonzalez	Student
Scott Finn	PE Teacher and ASB Director	Mia Pressley	Student
Nichole Rosa	Counselor	Sarah Hollinshead	Student
Sally Yee	Math Teacher	Amy You	Student
Ermei Fan	Foreign Language Teacher	Lauren Tran	Student
Mari Andersen	Assistant Principal Administrative Assistant	Benjamin Sharp	Student
Chris Costley	Workability	Blake Hawkins	Student
Kim Rood	Math Teacher	Joseph Ravenna	Student
Ann Bergen	College and Career Center	Jeremy Hayes	Student
Julie Vaccino	SPED Teacher	David Wang	Student

Instruction Focus Group

Leads: Parta Perkins and Heather Hanson

Member Name	Title	Member Name	Title
Hayley McLellan	English Teacher	Kristin Cowles (P)	Social Science Teacher and Dept. Chair
Barbara Garcia	EL Instructional Aide	Derek Tu	Math Teacher
Jun Shen	VAPA and Social Science Teacher	Wenjie Li	Parent
Lara Greco	Math Teacher	Darci Crawford	Parent
Carita Garcia	Foreign Language Teacher	Tammy Keces	Parent
Odile Dewar	Foreign Language Teacher	Anthony Cerdas	Student
Sean Mehegan	English Teacher	Cosette Chesley	Student
Alexis Karol	Drama Teacher	Nathan Solomon	Student
Kristina Smith	SPED Teacher	Kate Palino	Student
Robin Lux	Math Lab	Mohamad Berri	Student
Pam Majd	Nurse	Claire Smithers	Student
Andrew Palacios	Instructional Aide	Sophia Costanzo	Student
Tim Crilly	Athletic Trainer	Megan Matthew	Student
Connie Byrnes	Attendance Specialist	Lalia Garcia Amini	Student
Angela Pilon	Counselor and Dept. Chair		

Assessment Focus Group

Leads: Jennifer Lundblad and Cynthia Sorensen

Member Name	Title	Member Name	Title
Ellen Oxales	Registrar	Sara Hopper	Speech Pathologist
Nikol King	Assistant Principal	Steven Wade	Jazz Teacher
Jose Luis Gonzalez	Foreign Language Teacher	Carrie Reynolds	Parent
Victoria Brinkmeyer	Foreign Language Teacher	Molly Ortwein	Parent
Somer Selway	VAPA Teacher and Dept. Chair	Avalon Brice	Student
Michelle Foster	Health Teacher, 504 Assistant	Remo Polselli	Student
Krissy Landgraf	Library Media Assistant	Kendall Fraser	Student
Jon Hendrickson	English Teacher and Parent	Benny Duskin-Feinberg	Student
Jeff Snyder	Instructional Aide	Izzy Duskin-Feinberg	Student
Bret Fleming	PE Teacher and Coach	Shane Lawson	Student
Jennifer Valousky	Campus Supervisor	Kerin Onodera	Student
Jennifer Park	Science Teacher	Lauren Struss	Student
Lou Ann Hendrickson	Instructional Aide and Parent	Enrique Palacios	Student
Tracy Van Mil	Writing Lab Aide		

Culture Focus Group

Leads: Jeanne Brown and Jim Garvey

Member Name	Title	Member Name	Title
Jim Brusky	English Teacher	Roxanna Ward	Music Teacher
Jeremy Chung	Music Teacher	Peter Roche	Artist Theater Manager
Estee Fratzke (Carrisoza)	Dance Teacher	Alex Aronson	Student Support Specialist
Rachel Sweet	SPED Teacher and Dept. Chair	Alem Solomon	Parent
Sandy Jones	Activities Office	Melanie Moore	Parent
Debbie Arrellanes	Attendance	Therese Hayes	Parent
Mindy Hawkins	SPED Teacher and Parent	Kimberly Leeds	Parent
Val Quigley	Math Teacher	Leslie Briggs	Parent
Mark Alvarez	Social Science Teacher	Dylan Brashier	Student
Robert Billinger	Assistant Principal	Logan Leeds	Student
Lance Neal	Athletics Director	Angelina Polselli	Student
Jen Merritt	Science Teacher	Akanksha Shukla	Student
Rus Soobzokor	Campus Supervisor	Ande Diggins	Student
Mark Harris	Campus Supervisor	Perla Madrigal	Student
Jill Norris	Librarian	Kylee Matheson	Student
Jeff Sears	Instructional Aide	Timothy Crawford	Student
Lynn Gregory	Scholarship Coordinator	Ben Kellogg	Student
Greg Swirczek	Custodian	Perry Skendarian	Student

Home Groups Group

(*Department Chair)

English	VAPA	Social Science	Math	Science	Foreign Language	Resources	PE/Sports
*Dawn Hunnicutt	*Somer Selway	*Kristin Cowles	*Nancy Mooers	*Steve Sogo	*Jim Garvey	*Rachel Sweet	*Somer Selway
Sarah Benson	Bridget Beaudry-Porter	Mark Alvarez	Steve Bogusiewicz	Carrie Denton	Odile Dewar	Mindy Hawkins	Scott Finn
Dave Brobeck	Jeremy Chung	Victoria Brinkmeyer	Lara Greco	Cassie Brooker	Ermei Fan	Kristina Smith	Bret Fleming
Jim Brusky	Estee Fratzke	Michelle Foster	Sally Yee	Jen Merritt	Carita Garcia	Valerie Steinbergs	
Jon Hendrickson	Alexis Karol	Heather Hanson	Val Quigley	Parta Perkins	Jim Garvey	Julie Yaccino	
Kristen Kaa	Kerry Pellow	Jennifer Lundblad	Kim Rood	Jennifer Park	Jose Luis Gonzalez		
Hayley McLellan	Jun Shen	Carolyn Sadler	Cynthia Sorensen	Alexandra Holtz			
Sean Mehegan	Roxanna Ward	Jun Shen	Derek Tu	Alonda Hartford			
	Scott Wittkop	Jonathan Todd					
	Steven Wade						

PREFACE



Western Association of Schools and Colleges *Full Self-Study Report*

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Preface: Summary of Process

TimeLine

Month	Meeting Tasks	Lead Tasks
March 2017 (31st)	<ul style="list-style-type: none"> → Orientation → Gathering evidence for prompts 	<ul style="list-style-type: none"> → Plan of attack for prompts
April 2017 (7th & 28th)	<ul style="list-style-type: none"> → Gathering evidence for prompts 	<ul style="list-style-type: none"> → Sort through evidence → Ask departments for clarification if needed
May 2017 (5th & 26th)	<ul style="list-style-type: none"> → Gathering evidence for prompts 	<ul style="list-style-type: none"> → Sort through evidence → Prioritize evidence → Ask departments for clarification if needed → Begin writing findings & supporting evidence
September 8, 2017 (1 hour)	<ul style="list-style-type: none"> → Gathering evidence for prompts 	<ul style="list-style-type: none"> → Sort through evidence → Prioritize evidence → Ask departments for clarification if needed → Begin writing findings & supporting evidence → ANALYZING DATA
October 6, 2017 (1 hour)	<ul style="list-style-type: none"> → Gathering evidence for prompts 	<ul style="list-style-type: none"> → Sort through & prioritize evidence → Ask departments for clarification if needed → Write findings & supporting evidence
November 3, 2017 (1 hour)	<ul style="list-style-type: none"> → Gathering evidence for prompts 	<ul style="list-style-type: none"> → Sort through & prioritize evidence → Ask departments for clarification if needed → Write findings & supporting evidence

December 1, 2017 (1 hour)	→ Gathering evidence for prompts	→ Sort through & prioritize evidence → Ask departments for clarification if needed → Write findings & supporting evidence
January 12, 2018 (1 hour)	→ Finalize evidence & findings for prompts → Summarize findings → Identify areas of strength → Identify areas of need	→ Write findings & supporting evidence
February 2, 2018 (1 hour)	→ Summarize findings → Identify areas of strength → Identify areas of need	→ Finalize findings & supporting evidence → Write Summary, areas of strength & areas of need
March 1, 2018 (1 hour)	→ Summarize findings → Identify areas of strength → Identify areas of need	→ Final version of section due Monday April 2nd → Development of Action Plan with the Leadership Team
April 6, 2018 (1 hour)	→ ALL stakeholder update on identified areas of strength & needs from all focus groups → Vote on top 3 Critical Learner Needs	→ Development of Action Plan with the Leadership Team
May 4, 2018 (1 hour)	→ Action Plan Development ◆ in conjunction with LCAP & SPSA	→ Development of Action Plan with the Leadership Team
June 1, 2018 (Short Update to Staff)	→ Review Draft	→ Drafts & Revisions → Final Version of Report 6/15/17
November 4 -- 7, 2018	→ Meet the WASC Visiting Committee!!	→ Focus Group Leads -- Discuss findings and meet the visiting committee

Story of the Process and Tools Used

In anticipation of a Spring 2018 visitation, Principal Chris Herzfeld sent an email all staff to elicit interest among the staff for chairing the WASC process, by early December of 2016 the Co-Chairs were established. Due to a transition in principles, the Superintendent applied for an extension for our WASC process, therefore, our updated visitation dates became Fall 2018. Once the chairs were established, they began to read the previous self-study from the 11/12 school year and participated in the pre-recorded training webinar. From this training, the chairs created a mini-version of this training via [Google Slides](#) for an all staff meeting on 1/13/17 to review the general WASC Self-Study. Also in January, we used [Google Forms](#) to poll the staff to see who would be interested in being a Focus Group Lead as well as which focus group they would be interested in being a part of. By March 2017, the Focus Group Leads were solidified.

In order to ease communication and foster transparency, we established a WASC Haiku site, where we posted all the data, forms, and updates. There was also a place for Focus Groups to house their work so anyone view their findings and evidence. [This website](#) was used for the entirety of the process.

At the beginning of February 2017 we had another all staff WASC meeting. During this meeting, we divided the staff into heterogeneous groups to analyze [key sets of data](#) in order to establish some preliminary student learning needs. Also in February, the home groups were tasked with filling out two forms that reviewed the [major school changes](#) and progress towards [critical areas of follow up](#) for both the full self study and mid-cycle review that have occurred since our last full self-study. The chairs used this information in part in order to complete Chapter 2 in our current WASC report. In February we asked counselors to fill out [this Google Form](#) in order to help us find students to participate in each Focus Group. It was important that we had a heterogeneous mix of students, therefore, we asked for their top picks at various academic tiers: Support Level, Gen. Ed. Level, and AP level. Once we received the counselor's nominations, we sent the students [this flier](#) that invited them to a lunch meeting. At the meeting we explained the general process and the content of each focus group using a [Google Slides](#) presentation. Students were then given a [Google Form Survey](#) to determine if they were interested and which Focus Group they wanted to be a part of. Before the first meeting, we sent them their assigned focus group and the date, time and location of their first meeting. Students were encouraged to sign up for [remind.com](#) so we could send them reminders for meetings. They were given 2 hours of community service for each meeting they attended. The Leads were responsible for taking student attendance via [Google Form](#). In order to elicit parent interest in Focus Groups, we asked all counselors, administrators and other key staff members for recommendations, we then sent out an email personally inviting them to the process. In addition, we put this banner on the school's website to inform parents of this opportunity for voice and change on our campus. After we elicited student and parent interest we used the results of the Google Form from January's staff meeting to put together focus groups that had representation from all departments as well as an equal amount of parents and students.

In March 2017, we had another all [staff meeting](#) where we introduced WASC Walk-Ins. During the self-study process we encouraged each staff member to visit 2 classrooms randomly and fill out this [google form](#). These Walk-Ins were not a means for evaluation but rather means to Gather **quantitative data** regarding the following:

- Instructional strategies being used by instructors
- Assessment techniques
- Student groupings
- Connections students were asked to make
- Evidence of the SLOs in the lesson
- Technologies being used
- Rigor and Relevance in the classroom

Also during the March 2017, we asked the staff to vote on their choice for top 3 preliminary student learning needs using a [Google Forms](#) survey. We presented the staff with 7 options that we gathered from reviewing their analysis of the key sets of data from the February 2017 staff meeting. The results of the survey in priority order were:

#1 Students struggle with absenteeism as evidenced by a 26% increase in absences (excused or unexcused) between Sept. to Feb 15/16 to the same time this school year.

#2 Students indicate a desire for more meaningful application of course work in and out of the classroom (i.e. CTE and Electives) as evidenced by survey results.

#3 Students who are socioeconomically disadvantaged, English language learners, and students with disabilities underperform on the CAASPP as well as on formative/summative assessments in the classroom.

In March 2017, the Home Groups were tasked with describing direct and indirect uses of [PRIDE](#) in their classrooms according to focus group topics.

In April of 2017 we were ready to meet for the first time in Focus Groups. In April 2017 and May 2017 Focus Groups met twice because we were not yet aware of our extension. Once the extension was granted, the focus groups met once a month for the remainder of the process. In September, October, November, and December the groups met to gather evidence for the prompts. In January, February, and March 2018 meetings, the Focus Groups were tasked with using their findings to generate areas of strength and areas for growth. It became evident in February of 2018 that there was a need to create and distribute a survey to [staff, students, and parents](#) that collected more school and role specific information. The results were used to inform focus groups findings and areas of strength and growth. The survey was distributed to students during an Advisory period and the parents through an email blast.

In April 2018, we had all Focus Groups, including the parent and student representatives, meet in the library for an all-stakeholder meeting. During this meeting, the Focus Group Leads [presented](#) their top Areas of Strength and top Areas of Growth from their evidence. Before this meeting, the Focus Groups Leads gave their strengths and areas of growth to the Co-Chairs who used the Areas of Growth to make a list of seven potential Critical Learner Needs. These needs were arranged in a [Google Form](#) and each stakeholder could vote on their top 4. We gave the results live at the April 2018 meeting. The WASC leadership team met to review the results at which time the decision was made to narrow down the critical learner needs down to three by weaving in the fourth most voted for item into the top three. As a result of the process it has become clear that Resilience and Engagement are the top two SLOs being that we as a school have worked on over the last six years and will continue to address through our action plan.

In May 2018 the Focus Groups met as a group to develop action steps connected to the identified top 3 Critical Learner needs. The Focus Groups Leads then brought their action steps to a WASC Leadership team meeting where the steps were discussed and evaluated, each proposed action step was either added to the action plan or denied due to contractual or logistic issues. All action steps were considered. Additional steps in the action plan are those that were already on our school's SPSA (Single Plan for Student Achievement). The Leadership Team also determined persons responsible and timeline. The chairs and principle created the measures of progress.

In September 2018 the final draft was edited and submitted. During the 9/7/18 Staff Meeting the staff was given new [PRIDE](#) and Text-a-Tip posters to hang in their classroom. October 2018 will be spent planning hospitality details and planning the visit logistics such as coordinating the necessary meetings. November 4-7, 2018 the WASC Visitation Committee will arrive and evaluate Laguna Beach High School.

CHAPTER 1

Progress Report



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2012 Full Self-Study Identified Critical Areas for Follow-up

[Critical Area #1](#)

[Critical Area #2](#)

[Critical Area #3](#)

2015 Mid-Cycle Identified Critical Areas for Follow-up

[Critical Area #1](#)

[Critical Area #2](#)

LCAP/SPSA Process

The SPSA is driven by the collective vision and goals established by the LCAP. The LCAP is built at the district level with stakeholder involvement and data analysis, such as perception data, grade data, high stakes test scores, etc.... The goals outlined in the LCAP are typically paralleled in the SPSA. Elected and nominated LBHS parents, students, faculty, staff, and administration form the School Site Council which are involved in reviewing data, editing and approving the site's SPSA. Once reviewed and approved by the Council, the SPSA is then submitted to the school board where it is reviewed and approved in a board meeting. Three times a year the School Site Councils from all four LBUSD schools meet collectively to form the LCAP Review Committee in order to complete the LCAP Annual Review process.

Significant School Changes

There have been many significant school changes and developments since the last full visit. A big piece of the story at Laguna Beach High School has been the changes in leadership, both at the high school and at the district office. In the last six years we have had four different principals (which includes one interim principal), four different vice principals, two different assistant superintendents in charge of curriculum and instruction, and a change in superintendent. With every change in leadership comes a new focus for the school, resulting in the development and implementation of many new programs and the discontinuance of others.

Principal Joanne Culverhouse left Laguna Beach High School in late August 2014, leaving us to start the school year with an interim principal. Under principal Culverhouse there were many changes and refinements to existing programs. One major change was the development, implementation, and refinement of the MTSS process and team. A major component of the MTSS process was to utilize grade level PLC time to focus on struggling students across the curriculum. Since students often struggle in more than one class, this gave teachers the opportunity to share intervention strategies they found successful with specific students.

The addition of Lisa Brackez to the assistant principal position brought a refocus on PBIS, Positive Behavior Interventions and Supports, and a change to the bell schedule to add an advisory period on Thursdays and Fridays. With behavior expectations developed and organized in both a schoolwide matrix as well as individual teacher matrices, Lisa brought an emphasis on a schoolwide positive behavior rewards system through the use of PRIDE scratchers. Teachers and staff reward students who demonstrate characteristics of PRIDE with a scratcher, which reveals a prize when scratched off.

Common Core Site Leads were chosen and a team was implemented during September 2013, spanning through Spring 2015, under the leadership of Darlene Messinger, the Assistant Superintendent in charge of curriculum and instruction. The common core site leads from all schools in the district met four times a year, focusing on the development and implementation of instructional rounds as well as the implementation of the common core state standards. The high school common core site lead team was comprised of one teacher from math, science, English, history, and special education, along with the principal and assistant principal in charge of curriculum and instruction.

Principal Chris Herzfeld (October 2014 – June 2017) worked to evaluate the effectiveness and to streamline and simplify programs, policies, and procedures that were implemented previous to his arrival. During Herzfeld's quest to maximize the programs, policies and procedures at LBHS, he gathered staff input to craft a mission statement, changed the role of the department chairs to take a more active role in the decision making process, implemented a student athlete's leadership group, developed a House of Reps to give a representative group of students (non-ASB) a voice, modified the logistics of the advisory period in the bell schedule, modified the Multi-tiered Systems of Support (MTSS) process, changed the process for the identification of appropriate students to take advantage of our support classes, added more sections of specific math support classes, helped in the implementation and modification of instructional rounds, developed and implemented the TOSA position of Instructional Coach, development and implementation of our blended chemistry program, and added Link Crew to help welcome freshman to LBHS.

Our current principal, Jason Allemann, was hired in July 2017 and has already made an impact on Laguna Beach High School. During his first year LBHS has re-evaluated the effectiveness of English Support, Math Support, and CORE Support at all levels. In addition, he has taken a co-teaching model and expanded it to include three levels of science and all math teachers. The school has shifted from over-emphasizing adding support classes as a primary means to support students to using best first instruction practices in ALL classrooms in order to support students. This shift has freed student's schedules who were chronically enrolled in support courses to enroll in courses of interest such as electives and CTE courses, producing more well-rounded students.

Below is a comprehensive list of all of the changes that have occurred at the high school since the last self study cycle visit. The list has been categorized into three main categories that correspond with our action plan and the critical areas for follow-up as designated by the last self study cycle visit. Within each of the three categories there is a subcategory for technology. Items with a strikethrough are items that we no longer implement, but have had an influence on our current practice.

Theme	Major Changes in Response to Critical Areas for Follow-up	Technology Additions
Instruction	<ul style="list-style-type: none"> • Instructional rounds • 4CLE (Learning environment) • Project Based Learning • Common Core State Standards CAASPP • (SBA) Practice Tests • Blended Chemistry • High Stakes Testing Prep (grades 9-11) • Co-Teaching 	<ul style="list-style-type: none"> • Chromebook Carts (English & history) • iPad Cart (science) • ALEKS (math online program) • 1:1 computers • PLearning/Haiku • Google Docs/Drive • Hapara
Curriculum	<ul style="list-style-type: none"> • New courses offered <ul style="list-style-type: none"> ◦ Environmental Science ◦ AP Computer Science Principles ◦ AP Computer Science A, ◦ Ukulele/Guitar ◦ AP Art History • New math pathways • Development of new science classes and pathway for 2019/20 NGSS implementation • Alignment of curriculum and skills across departments • Writing Across the Curriculum Leads 	<ul style="list-style-type: none"> • ALEKS (math online program) • Teacher access to YouTube
Supporting Students & Staff	<ul style="list-style-type: none"> • College & Career Center • Common Core Site Leads • English support by grade level (aligned with CORE periods) • CORE Skills by grade level (aligned with English periods) • Math support • Advisory • Mandatory SDL • Naviance • Grade Level PLC • Student Senate • Link Crew • Athletic Leadership 	<ul style="list-style-type: none"> • Staff iPads • Tech Training on new devices & software <ul style="list-style-type: none"> ◦ TVs ◦ iPads ◦ Hapara (google doc dissemination application) ◦ PLearning/Haiku ◦ Turnitin.com ◦ EdPuzzle ◦ PearDeck • PLearning/Haiku • Beach Port (one log-in to all applications)

	<ul style="list-style-type: none"> ● MTSS ● 504 Coordinator ● Student Support Specialist ● Text a Tip ● PBIS -- new developments: <ul style="list-style-type: none"> ○ PRIDE Scratchers ○ PRIDE Posts ○ Teaching of PRIDE during Advisory ● New Bell Schedule ● LCAP/ SPSA ● New Role of Department Chairs ● Technology Site Leads ● Instructional Coaches ● Summer School classes to support the future learning of students <ul style="list-style-type: none"> ○ Breakers 101 (for rising 9th graders) ○ Breakers Advanced (helping prepare students to succeed in AP classes) 	<ul style="list-style-type: none"> ● Wifi upgraded – District wide ● Google Docs/Drive ● Student email & google drive ● Rocket Ready (professional development program)
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Additional school changes include implementation of a new teacher website portal (PLearning/Haiku). This website platform is used by all teachers to better support students and staff in the area of communication. All teachers have a PLearning site, many of whom use it as their website to provide communication of important dates and documents for access by students and parents. This mode of communication is also used to communicate amongst teachers and staff. Examples of the use of PLearning for teacher/staff communication are for Advisory Curriculum, Teacher Resources, and [College and Career Center](#). Under contract, as a minimum, teachers are required to have a PLearning page, but the content required is not specified.

One-to-One (1:1) student technology is a new school initiative that has changed the landscape of teaching for many LBHS teachers (2015/16 was the full implementation year). All students are required to bring a device to each of their classes everyday. Students are allowed to bring their own Mac/PC/Chromebook, but if they choose they can checkout a chromebook from the library at no charge. The chromebook is treated like a textbook in the checkout process, but students are allowed to keep the chromebook for their tenure at LBHS. Individual student access to a device during every class has allowed teachers to utilize new engaging strategies to support student learning, for example the Google Apps for Education (GAPE), Peardeck, Hapara, 1XL, EdPuzzle, Canva, Piktochart, etc.... Devices allow for the transfer of responsibilities from the teacher, being the holder of all knowledge, to the student.

During the time since our last full visit support classes have gone through several iterations, which included general support class (i.e. study hall) periods to grade level specific support periods (i.e. 9th, 10th, 11th, and 12th Core Support) to grade level and subject specific support period (English 9 Support). Students were recommended for various subject supports (i.e. Math and English Support) by their previous year's teacher. English Support classes were co-taught by a SPED Teacher and a Gen. Ed. English teacher. Math support started out as a general class for all levels of math and then evolved into specific classes for Algebra 1, Geometry and Algebra 2; these courses were taught by math teachers. In addition to math and english support we also offered a Core Support Class specific to each grade level in an attempt to support students who needed help over several subjects. Each grade level support was held during the same period in order to have the ability to move students between subjects when needed. Students enrolled in support stayed there for the duration of the school year. Students that were identified as severely struggling after the beginning of the school year who were not already placed in support were afforded the opportunity to enter the support class if they dropped a non-essential class (generally elective classes) with no penalty, whereas students who dropped without adding a support class after the deadline would earn a "WF" (withdrew with an F).

After multiple iterations of how to run support classes for students we have come to the decision that support for ALL students will come in multiple forms and will no longer be just for students enrolled in a support class. Now, our first "line of defense" for support is within EACH class with the instructor using best first instruction techniques. Students also have access to the math lab, the writing lab, 1XL and Gradeslam. Gradeslam is an online tutoring service (free of charge to students) that provides immediate help in all subject areas by credentialed teachers at any time of day. Additional supports include Co-teachers in Gov/Econ, English 9, Algebra 1, Biology, and Chemistry. These Co-teaching classes are considered pilots as we gather data in order to identify what works to create a supportive environment to maximize student learning. We will take data gathered in these classes including student performance data, observational data, and teacher feedback in order to refine our processes for the future of our co-teaching model. For those students who need intense support we also offer Basic English 9, 10, 11, and 12, Basic Algebra 1, Geometry, and Algebra 11, Basic World History and Basic US History.

Mainstreaming has been another major school change. Before our last full self study in 2012 the majority of SPED students were in SPED classes (with the exception of Science). Currently, the majority of our SPED students are in Gen. Ed. classes with the support of a grade level Directed Studies class and/or Instructional Aide. Please note the Directed Studies classes are for SPED students only.

One of the most significant developments in supporting students and staff came with the development of the MTSS team and establishing its process for student assistance. Our Multi-Tiered System of Supports process and team were developed in September of the 2012/13 school year. The process for student intervention and support has been refined each year in order to best serve students who are struggling academically and/or behaviorally. The process has in the past included the use of grade level PLCs that included an all staff discussion on how best to support students who have been identified by the MTSS leadership team. Although this process has seen several iterations, currently our MTSS team is comprised of our Assistant Principal in charge of curriculum and instruction, School Psychologist, all Counselors, and our Student Support Specialist. The team meets weekly for one hour to assess student needs. Each counselor brings students from their caseload to the table based on a multitude of criteria: grades, attendance, social/emotional concerns, personal and family issues, teacher concerns, parent concerns/requests. Cases are individually reviewed, progress is monitored and next steps are determined. A Google slide presentation is made for each individual outlining issues/concerns and shared with all of the student's teachers. The teachers then use these presentations to report their concerns/classroom observations/success with the students.

Progress Towards Implementation of New State Standards

Math CCSS

While in transition to the Common Core State Standards curriculum, the Math Department members have met formally, at a minimum, 4 times a year for the past 4 years. Department members have worked to revise curriculum to align with the Common Core State Standards, which includes a shift in teaching strategies, course content, and pathways. The department has also used, and continues to use, PLC time extensively to assess and adjust curriculum and teaching strategies as needed. Within the last 2 years, the department has also received training from the Irvine Math Project. Changes in math courses and sequencing include a much larger percentage of Freshmen students taking Algebra 1 instead of Geometry (this is due to changes in the Middle School's curriculum), the addition of Accelerated Geometry, and the elimination of Pre-Calculus.

English CCSS

During the 2016-17 and 2017-18 school years, the English Department attended two different multi-day trainings at OCDE regarding the new ELA/ELD Framework. In addition, three of our PLC times were dedicated to presentations by district personnel outlining the shifts in the framework. As a result of these discussions, the English Department, with support from the district, decided to adopt a new textbook that thoroughly embraces this new direction, and after a successful pilot season, chose StudySync, which addresses the needs of all of our students and is in alignment with the new standards. The launch of this new curriculum began in the fall of 2018. We continue to meet monthly during our PLC time to discuss the implementation of different strategies and pieces of curriculum that are in compliance with the new framework.

NGSS

The Science Department as an entire department over the past two school years has created new classes and pathways that will be implemented starting in the 2019/20 school year. The department has taken five full days each year to review the new standards, sort the standards by grade level and topics. The department has been focused on designing an appropriate single point entry class for all freshman. The developmental process has focused on hands-on-learning experiences that students will need in order to be successful. In the 2018/19 school year the department will complete its development of the freshman course. The philosophy of the entire department working closely together to develop the freshman curriculum is that all teachers in the department need to have a thorough understanding of the freshman class curriculum and skills whether they teach the class or not. In addition, with such a small department many of the teachers have a unique population of students they teach and therefore bring a needed perspective of how to best scaffold for the support and success of all students.

VAPA

The Visual and Performing Arts Department met twice a year for the past two years in preparing to use National Core Art Standards that soon will be adopted by the State. VAPA teachers received professional development training on the framework of these standards. Teachers are providing quality arts education by incorporating components of National Core Arts Standard elements; creating, presenting, responding, and connecting. For example, part of the Visual Arts anchor standard two requires teachers to instruct students about the freedom and responsibility while developing and creating artworks. To promote this enduring understanding in high school, a lesson was developed to educate students about "fair use" and copyright infringement in relationship to artworks and image use. In this lesson, students reflect on recent court cases that dealt with copied artworks and challenged an artists' creative property. Students discuss how ethical decisions can be made regarding creating artworks. Visual and Performing Arts Teachers continue to investigate ways to instill creative thinking processes with engaging improvisational activities and lessons that provide students with artistic literacy skills.

Progress Towards Identified Critical Areas for Follow-up

2012 Full Self-Study Identified Critical Areas for Follow-up

Schoolwide Critical Area for Follow-up #1

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

Current Action Steps	Description
PBIS	<p>PBIS – PRIDE Posts and Scratchers – Positive Behavioral Intervention & Supports (PBIS) has been improved over the last several years with the implementation of a school-wide rewards system that makes it easy for teachers to offer positive feedback to students and their families. Teachers send home postcards with a sentence or two about students who display the school ESLRs (P – Problem Solving; R – Resilience; I – Integrity; D – Dependability; E – Engagement). The goal is to send a positive post to each student at some point during the school year. Moreover, teachers who identify students exhibiting characteristics of PRIDE might hand out a scratcher to the student during class as another option for positive behavior reinforcement. The goal is for teachers to hand out two scratchers per week in order to teach and reinforce our behavior expectations. Students take their scratcher to the ASB office where they redeem it for a prize. The student who received the scratcher and teacher who awarded the scratcher are recorded. During staff meetings one teacher is chosen at random from the list of those who recognized students PRIDE behaviors to receive a prize as a positive reward system for teachers. In addition, students are encouraged to attend a school function or education night (hosted by LBHS) in order to clear demerits as a positive alternative to detention.</p>

<p>MTSS</p>	<p>One major way we, as a school, have addressed this critical area for follow-up is through the development of our MTSS team. Our Multi-Tiered System of Support team is comprised of our Assistant Principal in charge of curriculum and instruction, School Psychologist, all Counselors, and our Student Support Specialist. Although this process has looked very different in the past, our current version includes weekly hour long meetings to assess student needs. Each counselor brings students from their caseload to the table based on a multitude of criteria: grades, attendance, social/emotional concerns, personal and family issues, teacher concerns, parent concerns/requests. Cases are individually reviewed, progress is monitored and next steps are determined. A google slide presentation is made for each individual outlining issues/concerns and shared with all of the student's teachers. The teachers then use these presentations to report their concerns/classroom observations/success with the students. This process has been streamlined over the years to reflect its current state, with the focus on giving the teachers the resources they need in order to best support struggling students. Teachers are able to collaborate with one another through the shared google slides in order to find strategies that are successful for supporting both academic and behavioral concerns.</p> <p>The History of MTSS at LBHS: Established during the 2012/13 school year, this team has evolved each year, taking best practices forward into the next school year. When the team was first established all LBHS teachers and staff, through an email to the MTSS lead, initiated the identification of struggling students. This part of the process led to an inaccurate and non-diverse list of students. Some teachers used the system, while others did not. A major change, implemented during the 2014/15 school year, was the method used for identification of struggling students and data collection. Instead of an individual teacher reaching out to the MTSS lead to identify a student in need of support, the responsibility went to all members of the MTSS team. Each team member was responsible for gathering a specific set of data & posting it on the Haiku site. The team reviewed and analyzed the posted information to generate a list of students in need of support. The list was sorted by grade level and support tier. Those that were tier 1, needing classroom level support through best first instruction and personal connections to their teachers, were designated to be discussed during a Grade Level PLC. Grade Level PLC was held once every 6 weeks and was a way for all teachers across a particular grade level to attend a meeting that had two purposes. The first purpose was a general discussion of the overall needs of a particular class, for example freshman. Teachers discussed strategies and classroom practices that seemed to work well for them in supporting their academic and behavioral success. The second focus of the meetings were to discuss specific students. Teachers started with ways to make a personalized connection with the student outside of the content area. They also focused on specific support strategies for academic and behavioral success. Teachers committed to trying one strategy over the following month and reported back, at which time the team re-evaluated the students' progress. It was found that this process was too cumbersome and has since been dismantled.</p> <p>As we move forward with our MTSS process we are constantly looking to ensure a simple, yet effective way to place students in supports and monitor their progress.</p>
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High Stakes Testing Prep (Grades 9-11)	<p>Freshmen- PSAT 8/9</p> <p>Sophomores- PreACT</p> <p>Juniors- PSAT</p> <p>Data from these assessments are used as an indicator to both students and families to assess areas of strength and weakness in order to ensure that they select appropriate future courses. . Additionally, the data is used to help determine AP potential. Particularly with the PSAT, students who might not have considered a four-year college as a post high school option may realize that the potential for admission and scholarship is within reach. This way we are supporting students to become college ready.</p> <p>More information about the free PSAT tests – As an incentive for all 11th grade students, the PTA covers the cost of this preparatory exam. This is advertised in the Counselor’s Corner flyer (also on the LBHS website) with the PSAT date, time, and location. In addition to providing the test at no cost, students are able to take the test on campus in a familiar setting and once students get their results, the school sponsors an informational session about how to read the results and proceed further.</p>
Co-Teaching Model	<p>The Co-teaching model involves both a SPED and Gen. Ed. teacher working together in a Gen. Ed. class to reach a more diverse range of learners in the classroom. The SPED teacher provides the “SPED Lens” to instruction and support, thus making the curriculum more accessible to low-achieving students. Training for the co-teachers are provided by the District Office and paid time is provided after school hours for prep Co-taught classes for the 2018/19 school year include 4 sections of math collaboration, 2 Biology sections, and 1 Chemistry section.</p>
Directed Studies for SPED	<p>Students in need of higher levels of support have a period of their schedule dedicated to a Directed Studies class. These classes are taught by a SPED teacher and are for SPED students only. The class focuses on support students with organization , time management, and task completion.</p>
504 Coordinator	<p>The implementation of a 504 coordinator began Fall of 2018. We currently are utilizing this position to streamline the 504 annual review process for teachers, counselors, and families. Currently our coordinator has updated a teacher feedback form in order to gather more specific feedback in relation to the accommodations the students are accessing in class. Our goal is to be able to use the improved form to ensure that students have the most accurate supports that are helping them succeed in their current setting. This process will be evaluated for effectiveness throughout and at the end of the school year to inform future processes.</p>

Expanded District Student Social/Emotional Support	<p>Yearly all student Co-Vitality Screening has been implemented to identify emotionally at-risk students. Since the 2017/18 school year, LBHS has hired and retained a Student Support Specialist. She meets with at-risk students either identified by a student's teacher or by their Co-Vitality Screen score. She performs risk assessments on students and notifies their parents of her role and the resources that we have available to support their students. If necessary and accepted by the student, she will call students in to her office during the school day for meetings. The Student Support Specialist also holds Suicide Prevention Presentations for the all staff members and Freshmen during Health classes. She also hosts activities during Suicide Prevention Month.</p> <p>At the beginning of the 2017/18 school year LBUSD hired Dr. Michael Keller as the Social/Emotional Support Director, he works directly with the School Support Specialists at each site and works also with 504 compliance.</p>
Grade Level Conferences & Class Presentations	<p>In order to ensure that students are meeting behavioral expectations, our Assistant Principal, Bob Billinger, meets with all English classes to review the student handbook and general school policies and procedures.</p> <p>In order to ensure that students are reaching academic standards and are on track to meet their personal college/career goals the counseling department meets with students during a personalized conference in their freshman and junior years. During the freshman conference students plan out what they want their four years at LBHS to look like, keeping in mind their college and career goals. During their junior conference students examine what they have accomplished in their first three years of high school and finalize what they need to do to ensure they meet their goals.</p>
School Resource Officer (SRO)	<p>This year (18/19) the District (and LBPD) employed an SRO to service all 4 district schools. He is a positive force on campus who works with students to enforce behavioral expectations and work with law enforcement related issues.</p>
Text-A-Tip	<p>Students can anonymously text a phone number (the phone number is posted on posters in all classrooms and shared spaces) to report various issues among their peer group such as ethics violations, emotional disturbances, suicide threats, school safety threats, and anything else that would cause harm to students social/emotional/physical health or academic fluency.</p>
CAASPP Practice Tests	<p>All teachers have access to sample CAASPP questions that they can use to prepare their students for CAASPP assessments. These questions help to front-load students regarding the format/verbage of the assessments so they can be successful on the assessments.</p>

Student Senate	Over the past four school years our campus has sought to provide students opportunities to have their voice heard in ways other than ASB. Our current version is called Student Senate. These are student representatives from all fourth period classes that meet once a month during a fourth period Advisory period. Students are elected by their classmates and the group is lead by a student representative. They are truly a student body voice group, bringing up concerns that students have and report back to their fourth period home group.
Link Crew	Link crew was established several years ago providing support to incoming freshmen. Upperclassmen are recommended by the teaching staff and/or apply to be leaders on campus that freshman can go to for support. Link crew leaders are chosen after sending in a essay and going through an interview process. This group provides an orientation to the incoming freshman previous to the start of the school year. Link Crew Leaders wear identifying shirts on the first day of school and help support freshman as they transition to high school.
Athletic Leadership Team (ALT)	In order to ensure that behavioral standards are met in Athletics, our Athletic Director and Site Leadership have formed an Athletic Leadership Team (the name is changing this year to Breaker Leadership Team). Any student can join the team, in order to recruit. Coaches and other student leaders are encouraged to extend invitation to some of the Sophomores and Juniors on their particular teams. During the meetings, the team goes through current and common situation and discuss proper responses. They then review how to handle these situations if they are occurring around them. We have seen an improvement in Sportsmanship on the field and in the bleachers as a result of the ALT and new leadership in the Athletics office, this is also observed in Pep Assemblies.
PLearning	Teacher's use of the PLearning Web Portal has ensured that students know academic expectations by publishing due dates and rubrics. They also make progress towards meeting these academic standards by posted notes and supplemental resources.
LBHS Loves	LBHS LOVES (Lots of Very Effective Students) is a website specifically geared toward students who will be new to LBHS, primarily incoming 8th graders. This website was created by two of our English Teachers in connection with the Rocket Ready program in order to help our students manage stress. Content for the website is created by Freshmen at our school. In order to create the content, the Freshmen made lists of what they wished they knew before starting school at LBHS, so far they have come up with ideas like interactive maps to help navigate the campus, video interviews with coaches, slides containing helpful study skills, lists of healthy snacks to prepare, social-emotional support phone numbers and links, etc... The goal is that this website will help our incoming 9th graders to meet and exceed the LBHS academic and behavioral standards by frontloading them with need-to-know information that may not be published elsewhere.

Schoolwide Critical Area for Follow-up #2

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

Current Action Steps	Description
Rocket ready	Rocket Ready is a district professional development program that involves teachers from both elementary schools, the middle school, and the high school. In this year long program teachers work through self paced activities that are designed to have teachers learn, use, and reflect on a wide variety of teaching tools. A second emphasis of the program has teachers design a project that they implement with their students that they consider world changing. Through the two years this program has been running teachers have designed projects to have their students learn about gratitude, clean up the oceans, and create a welcoming and informative website to new students. The teachers who participate in this professional development work with teachers in other departments, other schools, other states, and other countries.
Department Chairs new role	The role of Department Chairs has shifted from being information dissemination to becoming more of instructional experts and models for other teachers in the Department. This will help ensure that best first instruction strategies are being used at all levels in each department and that there is vertical alignment within departments such as common rubrics and assessments. Department Chairs are encouraged to allow time for data driven discussion to occur as a whole or in subject-specific groups.
Writing across the curriculum	This year (18/19) three TOSAs (Teacher on Special Assignment) have been given one section each to plan ways to coordinate writing across the curriculum. The goal is to improve the academic writing for all students in all subjects. Students are then able to make connections to the skills learned in English to writing lab reports in science or essays/reports in other subjects. This is an additional support to help with best first instruction and create dialogue between departments.
Co-Teaching	Co-teachers provide an interdisciplinary partnership between the SPED Dept. and the Gen. Ed. teachers. Each teacher in this partnership provides a different lens for instruction allowing the content to be accessed by more students.
PLC Professional Development	This summer LBHS staff participated in an all-day mandatory "PLC Refresher" professional development. Teachers were reminded of the basic driving concepts behind and PLC and the importance of data analysis to inform instruction.

Schoolwide Critical Area for Follow-up #3

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

Current Action Steps	Description
Rocket ready	<p>Rocket Ready is a district professional development program that involves teachers from both elementary schools, the middle school, and the high school. In this year long program teachers work through self paced activities that are designed to have teachers learn, use, and reflection on a wide variety of teaching tools. As the teachers progress through the program they experience applications such as peardeck, Plearnig, google forms, google sheets, advanced features of google slide & docs, etc. In order to complete the required professional development tasks teachers self select a predetermined amount of tasks. Each task has a set of self-paced tutorials and examples in order to support the teacher learning process. After using these tutorials teachers use the application in their lesson plans and follow up with a reflection. This program provides opportunities for teachers to learn new techniques (generally tech based) supporting best first instruction.</p>
Expanded Course Offerings	<p>Since our last full self-study we have added more courses to our Master Schedule to meet the diverse interests of our students and to prepare them to succeed in both college and career.</p> <p>These courses include:</p> <ul style="list-style-type: none"> ● Introduction to Engineering ● Environmental Science (no longer offered) ● AP Computer Science Principles ● AP Computer Science A ● STEM Careers (no longer offered) ● Financial Literacy ● AP Art History ● Blended Chemistry (Compared to having a separate Honors Chem. and College Prep Chem.) ● Guitar and Ukulele ● Collaboration Classes ● Many more ROP and CTE classes off-campus

<p>Blended Chemistry</p>	<p>In the 2016-2017 school year, LBHS began a blended chemistry class for all chemistry sections. This class consists of Honors Chemistry students and College Prep (CP) Chemistry students in the same class with the same teacher. The goal of this blended class is to expose all chemistry students to the same rigorous and engaging chemistry curriculum. Ample supports and enrichment are available for all the students such as instructional videos and a collaborative teacher in one section.</p> <p>Differentiation between Honors and CP Chemistry comes from both the labs and tests. For labs, all students are graded using the Honors Rubric, but the CP Chem. students are given a 5% grade bump on their lab grade. On tests, there is an “Honors page” that all Honors students are expected to complete but CP Chem. students can do it for enrichment, and at times, extra credit. For students who continually struggle with CP Chem, another tier of testing is provided, this is called “ATP,” Alternative Testing Program. CP Chem. students in ATP get a modified test that assesses only their conceptual knowledge with little to no math or detail-based knowledge. The max score a student in the ATP program can receive on a test is 75%.</p> <p>Blended Chemistry teachers pride themselves and their course in their heterogeneous lab groups that rotates every week (sometimes twice a week). This exposes students with working with a variety of personality types and teachers students to engage in group settings. The teachers stress that everyone has meaningful input no matter their level of knowledge and the groups must work together to reach consensus instead of one “smart” person doing everything.</p> <p>Another reason why the Chemistry teachers made the Blended Chemistry class is that roughly 25% of the chemistry students were mis-identified which level of chemistry was appropriate for their ability level because they were using their grade in Biology as an indicator but this was inaccurate because the sciences are so different. With the Blended Chemistry model, students have 7 weeks to choose which level of chemistry that they want to be reflected on their transcript, whatever level they chose they will not have to change classes or teachers. Before the 7 week deadline students will have plenty of data to make a very informed decision (lab reports graded, 2 quizzes and 1 test). Overall, this model has been successful and continues to be adjusted based on the needs of the students and the shift in standards with the implementation of NGSS standards.</p> <p>The Blended Chemistry program was a recognized by the state of California and our school was awarded a CA School Boards Association Golden Bell.</p>
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1:1 technology	One-to-One (1:1) technology has opened many doors for best first instruction at LBHS. For example, using platforms such as Peardeck, formative assessments websites (i.e. Quizlet, Hapara, Kahoot, EdPuzzle, 1XL, Piktochart, Canva, etc.) and Google Apps for Education (GAFE) have allowed teachers to diversify instruction to reach a more diverse crowd of students. These technologies also allow teachers to assess students in a more diverse range of platforms rather than the traditional multiple choice, short answer and/or essay test.
CTE/ROP Expansion	Over the past 6 years Laguna Beach High School has added CTE/ROP classes, both during the school day and after school, to create pathways. We currently have 4 pathways that are can be completed on campus (mainly during the school day): the ICT pathway involving AP Computer Science Principles, AP Computer Science A, and Coding/Programming -- Drama, multimedia, dance, Computer Science -- on campus
Technology Site Leads	Laguna Beach High School has three on campus technology site leads. The tech leads responsibilities include helping teachers on an individual basis learn and implement new technology based teaching tools, developing and holding one hour training workshops to address the tech needs of the staff, create video tutorials that are pushed out to all staff on tools used on a daily basis, and increase the teachers' comfort level with using technology tools in their daily lessons. The goal is to have every teacher consistently using an appropriate level of technology both in their presentations to the students as well as the ways they ask students to show their level of mastery of the content. These are full time teachers paid an hourly after school stipend with a max of 40 hours each.
4CLE Classrooms	4 CLE- 4 C's (of 21st Century Skills) Learning Environment. Our flexible learning environments allow teachers to use a wider variety of best first instruction techniques. For example, teachers can easily move seats around to get students in groupings for either a pair/share, socratic seminar, rows for assessments or direct instruction, and any other combinations for students. Alternate seating is also available in many classroom for students who prefer to do work in a more comfortable setting. The new classrooms also have updated lighting and microphones for teachers in order to reduce stressors for students and reducing barriers to learning.

<p>CTE Pathways</p>	<p>CTE classes provide career preparation and sequential learning designed to improve academic skills. Courses are taught by fully credentialed career technical education teachers who are experienced in their related industries (many of our LBHS teachers are CTE credentialed).. Some course offerings may include unpaid internships and/or may articulate with local community colleges for college credit. CTE courses 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.</p> <p>LBHS has 3 CTE pathways that students at LBHS can complete on campus as well as many CTE pathways that they can complete off campus and after school through our neighboring Capistrano Unified School District. The following are CTE Pathways offered on our campus include:</p> <ul style="list-style-type: none"> ● Dance <ul style="list-style-type: none"> ○ Dance 1 ○ Dance 2 ○ Dance 3 ○ Dance Company ● Multimedia Production <ul style="list-style-type: none"> ○ Multimedia Production ○ Multimedia Design ○ 3D Rapid Prototyping ● Drama <ul style="list-style-type: none"> ○ Drama Class ○ Drama Production ○ Theater 2 ● Computer Science Pathway <ul style="list-style-type: none"> ○ ROP After School Coding and Programming ○ AP Computer Science Principles ○ AP Computer Science A- the Capstone class
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AP Readiness Class (a.k.a. “Breaker’s Advanced”)	<p>The purpose of Breaker’s Advanced is to make connections between underrepresented students in upper level courses with the teachers who teach at this level. The intention is to also to increase the enrollment of special populations (i.e. SPED, SED, EL, and SWD) in AP courses. Students are recruited for the Breaker’s Advanced course in two ways; first, if a student scores proficient or higher on the PSAT 8/9 and is also socioeconomically disadvantaged or an English Language Learner, then they will be sent a personal letter inviting them to enroll. Another way students are recruited is by departments. The teachers for Breaker’s Advanced presented at the Department Chair meeting and encouraged them to have their departments identify other students who also may be interested in taking this course. Hopefully we can continue to reach students who would not have otherwise taken an AP or other rigorous non-AP course, thus narrowing our achievement gap and improve the discrepancy in the demographics of those who take an AP course.</p> <p>Breaker’s Advanced is a week long summer interdisciplinary class (Science and Literature) that provides opportunity to advance reading, writing, math and science skills through the study of bioethics in scientific research. There have been discussions to expand this program to create more interdisciplinary week-long enrichment courses in topics such as Social Activism (with a Spanish and Social Science teacher) and Spanish Art. These week-long enrichment programs would not (and do not currently) count for credit and would last for only a week during the summer.</p>
Project Based Learning	<p>Many courses on campus offer opportunities for true project-based learning, meeting following 8 criteria:</p> <ol style="list-style-type: none"> 1. Standards based content 2. Challenging Problem 3. Sustained INquiry 4. Authenticity 5. Student Voice and Choice 6. Reflection 7. Critique and Revision 8. Public Product/Authentic Audience <p>For example, the Multimedia Production students participate in the OC Maker’s Fair where they design an innovation to meet a need or want in society. Other examples can be found in ACR (Advanced Chemical Research) and other courses on campus. Students enjoy doing more than “cookbook” labs in science by collecting data for an actual audience or producing something that will be meaningful in science and/or society.</p>

2015 Mid-Cycle Identified Critical Areas for Follow-up

Schoolwide Critical Area for Follow-up #1

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

Current Action Steps	Description
Advisory	<p>A need arose in the 2013/14 school year to review and revise the bell schedule in order to meet the state minimum required minutes. A committee was formed to research nearby schools' bell schedules that met the minimum requirements. After examining the data, the committee decided that this was an opportunity to be creative with the bell schedule in order to support our students in meeting the mission statement of the school. In 2014/15 LBHS implemented the accepted bell schedule that included an advisory period. Advisory periods focus on building school spirit, developing PRIDE, disseminating information, participating in activities and lessons connected to college and career readiness as well as developing social/emotional connectedness to LBHS. These advisory periods are ten minutes in length and occur every Thursday at the beginning of 3rd period and Friday at the beginning of 4th period. Although currently there is no formal evaluation process for the Advisory periods, students and staff are encouraged to contact the Assistant Principal in charge of curriculum and instruction with suggestions on topics for the upcoming periods. In addition, students have an opportunity to voice their thoughts about the period during the student senate process. The future of advisory periods will be determined by the forthcoming changes to the school calendar. Once the changes to the calendar become official we will be developing a committee, involving all stakeholders, to evaluate the current use of our minutes, including Advisory periods, and make a decision that will best support the needs of the students.</p>

Schoolwide Critical Area for Follow-up #2

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

Current Action Steps	Description
Support Classes	The evolution of the support classes at Laguna Beach High School shows that staff's ability to review a program & data associated with the program in order to make needed changes to mold the most supportive environment for student success works. Currently the only support classes that we offer are Directed Studies sections for SPED students only. The intention is that every teacher uses best first instruction strategies in all of their classes so that all students are supported in their learning and are successful. This shift frees up a period for students who would have otherwise been enrolled in support classes to take a class of interest such as an elective or CTE course.
Collaborative Classes	In order to support students in math, we have 4 sections of collaborative math. Each section of collaborative math has 2 math teachers present everyday. These math teachers work together to support all types of learners in their classroom.
Irvine Math Project	Our math teachers have had extensive training with the Irvine Math Project in order to better support all learners in their classroom. "The Irvine Math Project partners with local schools and districts to design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics teachers. The Irvine Math Project provides a different approach for mathematics instruction..."
Math and Writing Lab	Students have access to both a math and writing lab for additional tutoring with highly qualified adult tutors.

CHAPTER 2

Student and Community Profile



Western Association of Schools and Colleges *Full Self-Study Report*
November 5-7, 2018

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History and Background of Laguna Beach High School

Laguna Beach High School serves students in the tiny, artistic, and seaside resort city of Laguna Beach, CA. The city is located midway between Los Angeles and San Diego and has approximately 23,000 residents. Laguna Beach is known for its “scenic coves, environmental preservation, and an artist community.” Home to the Pageant of the Masters and the Festival of the Arts, Laguna attracts approximately 3 million visitors annually due to its 7 miles of coastline, pedestrian friendly village and the summer art festivals. The racial makeup of the city of Laguna Beach is approximately 88% White, 7.3% Hispanic, 3.6% Asian, 2.9% 2 or more Races, 0.8% African American, 0.3% Native American, 0.1% Pacific Islander.

Additional Laguna Beach City Demographics:

- Average Income is \$103,409
- 71% of residents have a college degree
- 70% of the residence own their home
 - 39% are single resident homes
- The average age is 48
- The average sale price for a home in Laguna Beach is \$1,775,000
- 49.8% Male residents and 50.2% female residents

Laguna Beach High School was established in 1934 and has a current enrollment of 1087 students. The school is less than a five minute walk to historic Main Beach and the Pacific Ocean. White-water views are found from many vantage points on campus as students move to and from their classes. LBHS offers a strong college-preparatory program, with 92% of our graduates attend a 2 or 4 year university. In 2006 and in 2012, LBHS received a 6 year WASC accreditation with a 3-year review.

Quick facts about Laguna Beach High School:

- 2017 California Golden Ribbon Award
- 2015 California Gold Bell Award
- 2014 US News & World Report Gold Medal School
- 2008 National Blue Ribbon School
- 2007 and 2013 California Distinguished School
- Smallest public high school in Orange County
- 65% of graduating students attend a 4-year college
- 27% of graduating students attend community college
- 240 students in the 2017 Senior Class
- 54 certificated teachers, all with BA degrees, 36 with MA degrees and one holds a doctorate
- The average teacher has 11 years of experience

LBHS is the only high school in the Laguna Beach Unified School District. LBUSD serves all K-12 students in the city as well as students from some parts of neighboring Aliso Viejo and Newport Coast. In addition to Laguna Beach High School, Laguna Beach Unified Schools include two elementary schools and one middle school. The school community considers the presence of a single high school and our small size an asset. Parents, teachers, and students alike have a friendly, working relationship where everyone knows one another by name.

LBUSD is a leading digital district, voted as 1 of the 3 State Leaders in technology. All LBUSD campuses have 1:1 student to computer ratio, where students mostly use district-issued Chromebooks. Classrooms are also outfitted with at minimum a projector and document camera (and/or smart board). However, as the rooms become modernized, large screen TVs are replacing projectors and furniture is being updated to allow students to develop their 21st Century skills. This modernization project is called “4CLE,” which updates classrooms to allow teachers to implement lessons and learning experiences that emphasize the 4 Cs: critical thinking, collaboration, communication and creativity. Teachers in LBUSD are able to access a myriad of both free and district purchased applications and extensions to differentiate their instruction (i.e. *Peardeck*, *Google G Suite*, *Hapara*, *Concept Mapping*, *EDpuzzle*, *WeVideo*, etc.). LBUSD uses Aeries for grading and PSchool (a.k.a. Haiku) as a platform for teacher websites. Illuminate is used by most teachers to facilitate and analyze student assessment data. Teachers can learn to improve their application of technology in their classrooms by participating in many district-offered technology professional development opportunities. For example, there are after school sessions, lead by the Technology Site Leads, to learn more about our everyday applications (i.e. Aeries, Google, Illuminate) and sessions to learn new things such as assessing with Google Forms or Sketchnoting. In addition, teachers during the 2016/17 school year were invited to participate in a professional development opportunity lead by blended learning consultant Weston Kieschnick. Teachers are also encouraged to apply for LBUSD’s “Rocket Ready” program where teachers can earn technology microcredentials. The culminating microcredential is to become a “world changer,” requiring teachers and students to research a real-world problem and apply curriculum related strategies to solve the problem. This project encourages teachers to work with other educators across the departments at our school as well as across the world.

Laguna Beach High School's Academic and Extracurricular Programs

LBHS has 11 honors classes and 19 AP courses offered to students, all of which are open-access. Here is a list of LBHS' Honors and AP Offerings:

English

- Honors English 9 and 10
- AP Language
- AP Literature

Foreign Language

- Honors Spanish 1I, 1II, 1V, and 1V
- AP Spanish Language
- AP Spanish Literature
- AP French Language

History

- AP European History
- AP U.S. History
- AP American Government
- AP Economics

Math

- Honors Algebra 1I
- AP Statistics
- AP Calculus AB and BC
- AP Computer Science Principle
- AP Computer Science A

Science

- Honors Chemistry
- AP Physics 1
- AP Biology
- Advanced Chemical Research

Visual and Performing Arts

- Honors Art Studio
- AP Studio Art 2D
- AP Studio Art 3D (Ceramics)
- AP Studio Art Drawing
- AP Music Theory
- Honors Digital Photography

It is important to note the Chemistry classes take a unique approach to "Honors." All students, both College Prep and Honors are in the same class period heterogeneously mixed in lab groups. Students self-select into Honors Chemistry within the first 7 weeks of the semester. At this time, they will have sufficient data to determine if they will be successful in Honors Chemistry. All students learn the same content and complete the same labs, their experiences are virtually identical, however, honors students take more challenging assessments and have more extensive assignments. The program has been recognized as innovative and it is one of the reasons that LBHS earned the 2013 CA Distinguished Schools Award. In addition, Advanced Chemical Research earned instructor Steve Sogo a Golden Apple Award in 2015.

All core content departments have either fully integrated the new Common Core State Standards (i.e. English and Math), or are in the process of transitioning (i.e. Science to NGSS), or just beginning (i.e. Social Science). The District Office has made the transition smooth by offering time to departments to plan new curriculum and they have hired consultants to assist teachers and ensure proper alignment.

Graduation Requirements at LBHS exceed the minimum requirements mandated by the State of California. Graduates must complete 230 units, a semester class is equivalent to 5 units of credit. Students must also complete 40 hours of community service.

Graduation Requirements:

English	40 Credits
Social Studies	35 Credits
Mathematics	30 Credits
Science	20 Credits
Foreign Language	10 Credits
Visual and Performing Arts	10 Credits
Physical Education	20 Credits
Health/Human Ecology	5 Credits
Electives	60 Credits
TOTAL	230 Credits

The school year is divided into two, eighteen week semester. Students receive letter grades each semester and progress reports are sent every 6 weeks. Only students who have a D or an F on their report card will receive a hard copy of a progress report. Counselors call all students into their office who earned a D or an F on their progress report to ensure accountability and assist with any need that they may have that has inhibited their ability to reach their full potential (i.e. family issues and other social/emotional problems).

In October, all freshmen, sophomores, and juniors participate in a “high stakes” testing day where they take practice tests such as the PSAT 8/9, PSAT, and PreACT free of charge. The results of these assessments are distributed to students and are also used to generate reports for the school, such as AP-readiness reports. These reports allow our school to identify all students who should be accessing advanced courses.

The SchoolPower Endowment fund allows teachers to apply for grants that will enhance their classroom instruction. Examples of grant proposals would be probeware for science classes, field trips, new technologies, and new student luncheons to name a few. The SchoolPower Endowment fund is made possible by generous contributions from Laguna Beach community members.

Laguna Beach High School is affiliated with the College and Career Advantage (CCA) Regional Occupational Program (ROP), which provides Career Technical Education classes to students grades 9-12. College and Career Advantage is accredited by the Western Association of Schools and Colleges (WASC). These classes provide career preparation and sequential learning designed to improve academic skills. Courses are taught by fully credentialed career technical education teachers who are experienced in their related industries. Some course offerings may include unpaid internships and/or may articulate with local community colleges for college credit. College and Career Advantage services a wide variety of students: those who are looking to seek employment after graduation, those who are choosing to attend a community college or technical school, and those who are moving on to a four year institution. These classes provide hands-on experience which enhances their academic studies and provides students with a glimpse into the real world application of concepts presented in the general curriculum. Students who wish to become doctors, for instance, have a plethora of classes to choose from which will enhance their understanding of this field: Medical Assistant, Emergency Medical Responder, Emergency Medical Technician, Medical/Hospital Careers, and Surgical Technologist to name a few. For those students desiring employment after high school, these classes provide them with the necessary skills to enter the job market at a competitive level. All students receive a grade (A-F) and a certificate of completion at the culmination of the grading period (at the semester). Attendance is vital as some classes have an hourly requirement in order to receive credit. Students also receive high school credit, and in some cases, these classes fulfill graduation requirements and/or a-g subject requirements for California State and University of California colleges (Multimedia Design, and Multimedia Production, for example). The facilitation of enrolling students in CCA is handled by the on-campus College and Career Specialist (CCS) who is trained to advise students in regards to proper placement in courses depending on student interest. The CCA also tracks grades and attendance and serves as the intermediary between the CCA District Office and the campus. When ROP was introduced in 1970, it was meant to service the population of students who were non-college bound, and while that is still a focus of CCA, a measurable population of college bound students have gravitated towards the classes offered because they see the value in gaining hands-on experience in their field of interest. College and Career Advantage is excited about expanding the program to include classes that have become of particular interest in our modern society. Some of the other classes offered include Aviation Careers, Audio and Music Production, Automotive, Business Management, Crime Scenes Investigation, Introduction to Law Enforcement, Dance, Dental, Digital Video Production, Emergency Medical Technician, Fashion Design, Fire Technology, Graphic Production Technology, Medical/Hospital Careers, Programming/Coding, Restaurant Careers, Retail Careers, Coding and Programming, AP Computer Science Principles, AP Computer Science A, and Veterinary Technician. ROP classes may or may not be offered on the LBHS campus, as many are located at nearby high school campuses. Laguna Beach High School offers additional career-oriented classes that are not officially CTE such as Introduction to Engineering, Digital Photography, Video Production, and Journalism.

LBHS has 4 pathways that students at LBHS can complete on campus as well as many CTE pathways that they can complete off campus and after school through our neighboring Capistrano Unified School District. The following are CTE Pathways offered on our campus include:

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> ● Dance <ul style="list-style-type: none"> ○ Dance 1 ○ Dance 2 ○ Dance 3 ○ Dance Company | <ul style="list-style-type: none"> ● Multimedia Production <ul style="list-style-type: none"> ○ Multimedia Production ○ Multimedia Design ○ 3D Rapid Prototyping | <ul style="list-style-type: none"> ● Drama <ul style="list-style-type: none"> ○ Drama Class ○ Drama Production ○ Theater 2 | <ul style="list-style-type: none"> ● Computer Science Pathway <ul style="list-style-type: none"> ○ ROP After School Coding and Programming ○ AP Computer Science Principles ○ AP Computer Science A-the Capstone class |
|--|--|--|--|

Students have many opportunities to take on leadership roles at LBHS. We offer ASB, Athletic Leadership, Student Senate, and Link Crew. ASB meets daily to prepare for pep assemblies, dances, lunch games, and other community building events. Athletic leadership meets once a month to discuss leadership on the playing field and in a team setting. Student Senate is in its beginning phases, but it will be an opportunity for students who are not in ASB to have a voice on decisions made for the school. Junior and Senior students can also apply to be Link Crew Leaders to assist in August's Freshmen Orientation.

LBHS offers sufficient opportunities for remediation with Gradpoint Online learning, which is utilized for summer school and during the school year. During the school year, the students are enrolled in a "Credit Recovery" course for one period a day. Students can also enroll in ACCESS, which is a form of alternative education offered through the Orange County Department of Education. ACCESS stands for Alternative, Community, and Correctional Education Schools and Services and it is an intervention for our students who are at-risk for not graduating from a traditional learning environment.

STEM opportunities are highly emphasized at all levels in LBUSD. At the high school the courses that are offered that directly teach integrated STEM concepts are AP Computer Science Principle (CSP), Computer Science A, and Multimedia Production courses. Students in Multimedia Production participate in the OC Maker's Fair, winning various awards such as "Most Innovative." The production lab is equipped with 3D printers, routers, silk screening machines, laser cutters, plotters, and learn to use programs such as Solidworks. Students enjoy the real world skills they are obtaining in these courses.

Additional new courses that are being offered in the 2018/19 school year are Honors Mandarin Chinese IV, AP Art History, AP Computer Science A, Gallery Display and Exhibition, and Financial Literacy. Our Introduction to Engineering is also seeking A-G approval to be a lab science course. We have eliminated our support classes and Core Academic Skills courses to free up room in student's schedules to take elective or core classes. The removal of these support classes will also encourage teachers to become more reflective and effective in instructional strategies to teach struggling students instead of having the "out" of placing them in a support course. Students can be supported outside of the classroom using the Math Lab and Writing Lab. Students at LBHS also have a subscription to "GradeSlam" which offers students 24 hour access to live tutors who will read essays and will assist students in any of their courses without simply giving them answers to homework assignments. The tutors are hired and screened educators, to ensure the safety of our students, no "facetimeing" is involved.

There are many [clubs](#) on campus that mostly meet during lunch. In order to create a club students develop a charter for their club and elicit membership during "Club Round Up" during lunch in September. The ASB office does not take attendance but does require documentation of all monies raised in fundraising efforts. Clubs are free to meet as often as they would like. One popular club on campus are the Mathletes, they meet every Friday morning and participate in competitions. Robotics, Club ROC (Christians), Solar Club, NHS, etc... are just a few of the many clubs on campus. It is important to note that although many clubs get started very few of them meet consistently during the school year.

LBHS enjoys many community and business partnerships that enhance our curriculum and offer students real world applications of coursework. For example, the Health classes bring in a variety of guest speakers, including the LBPd for cybersafety, Laguna Beach HIV Advisory Committee for HIV Awareness, and NAMI for Mental/Emotional Health Awareness and stigma reduction. Some classes reach out to industry professionals for critiques using Google Hangout. The Workability Program works with various local hotels, restaurants, and merchants to provide students with Community Based Instruction and vocational training. The dance classes use various academies, theater groups, and foundations to provide workshops and consultants. The Art Department uses community resources to showcase student work, host guest speakers, and they encourage their students to take advantage of freebies.

offered to students at local art museums. In Economics classes, students hear guest speakers from the San Diego DA Office and participate in the The Stock Market Game from the SIMFA Foundation. The Solar Club uses consultants from the community to assist in the design of their boat. These are just a few examples of how the community works with LBHS to enhance curriculum and instruction; however, it was indicated as a result of the WASC self study process that there is a need/desire for more community relationships integrated into the classroom.

Students have many out-of-the-classroom opportunities to apply what they are learning in the classroom. For example, we have several dance recitals throughout the school year as well as many drama productions. Students can also participate in MUN after school to apply what they are learning in Social Science (and other) courses. Students also participate in many band field trips throughout the year, such as Disneyland and a festival in San Francisco.

College Readiness is strongly supported by our school through a number of staff members and programs. We have a very busy College and Career Center on campus. This office works hard to help students enroll in CTE Courses, apply for colleges, and connect student with scholarship opportunities. Scholarships are partially funded by the Laguna Beach High School Scholarship Foundation as well as many other scholarship opportunities for students. For the past 3 years, LBHS students have received \$500,000 in scholarships which is spread out among 115+ students. Students also participate in various College Information Nights, Financial AID Workshops, and the CTE Fair. The College and Career Center also hosts a career fair and connects students with opportunities for summer employment.


Laguna Beach has a strong athletics program, 73% of our students are athletes. Athletic Accomplishments include:

- **2016-17**
 - 16 league titles out of 24 sports
 - D1 Section title in Girls Water Polo
- **2015-16**
 - 16 league titles out of 24 sports
 - D4 Section Title – Baseball
- **2014-15**
 - 15 league titles out of 24 sports
 - D1 Section Title in Girls Water Polo
 - D2 Section Title in Boys Swimming
 - D3 Section Title in Boys Water Polo
 - State D3 Regional Title – Boys Volleyball
- **2013-14**
 - 16 league titles out of 23 sports
 - D1 Section title in Girls Water Polo
 - State D3 Regional Title – Boys Volleyball

Laguna Beach High School's Mission Statement

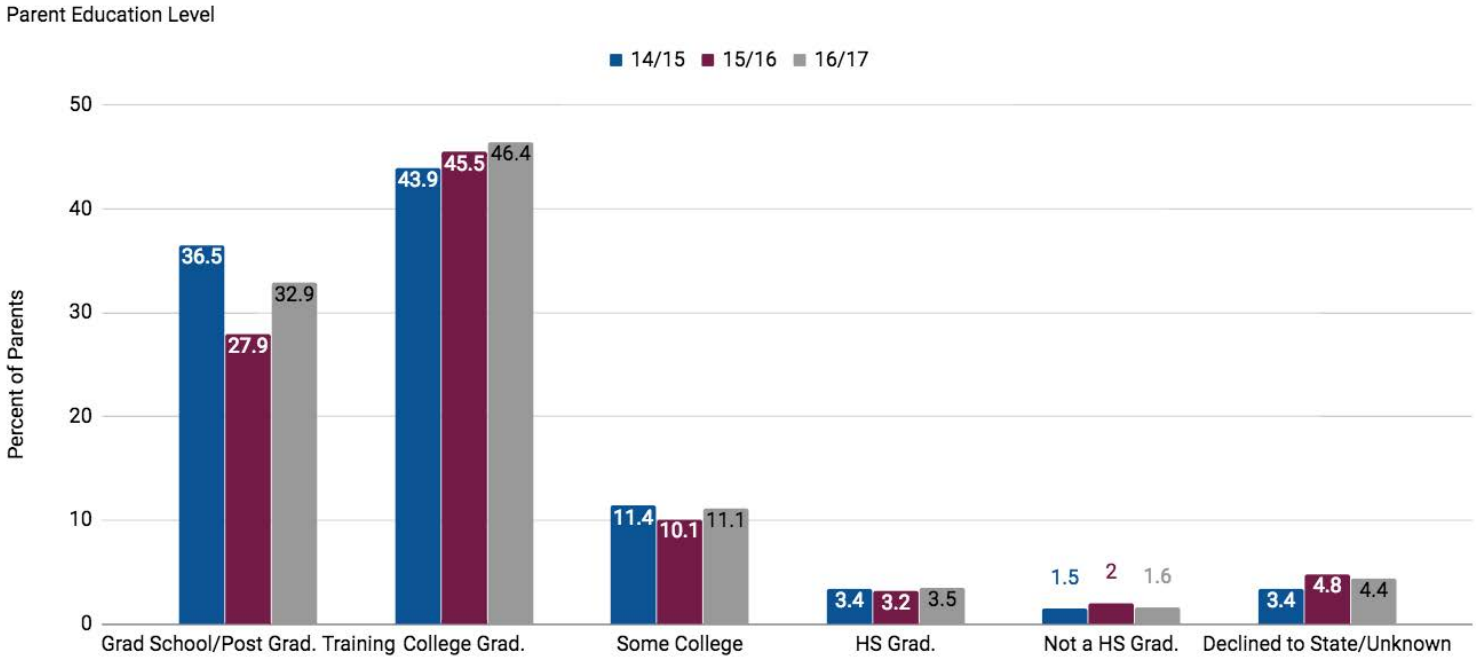
Our mission is to maximize learning for every student in a supportive and caring environment to ensure that upon graduation, all students are ready for college, career, and global citizenship

Laguna Beach High Student Learning Outcomes (SLOs)

P	Problem Solving	
R	Resilience	
I	Integrity	
D	Dependability	
E	Engagement	

Demographics

Parent Education Level



Findings:

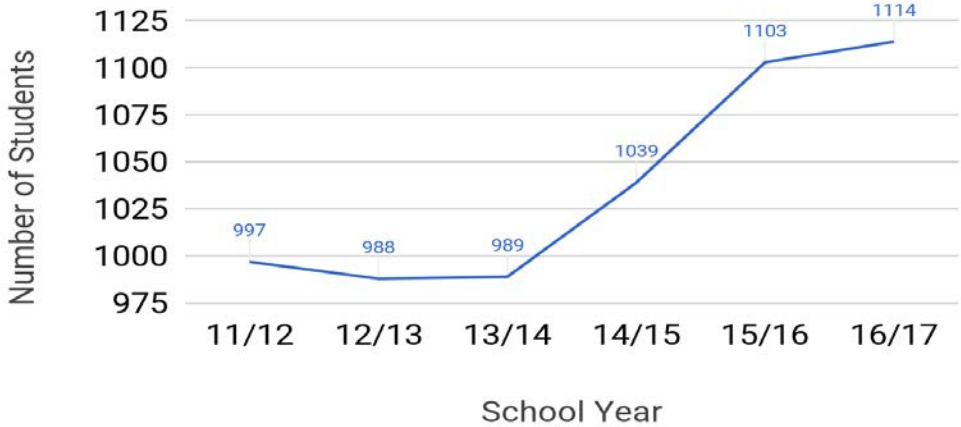
For the past 3 years, 70%+ of our parents are at minimum college graduates, 25%+ also have Graduate and Postgraduate Training,

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

Enrollment

General Enrollment

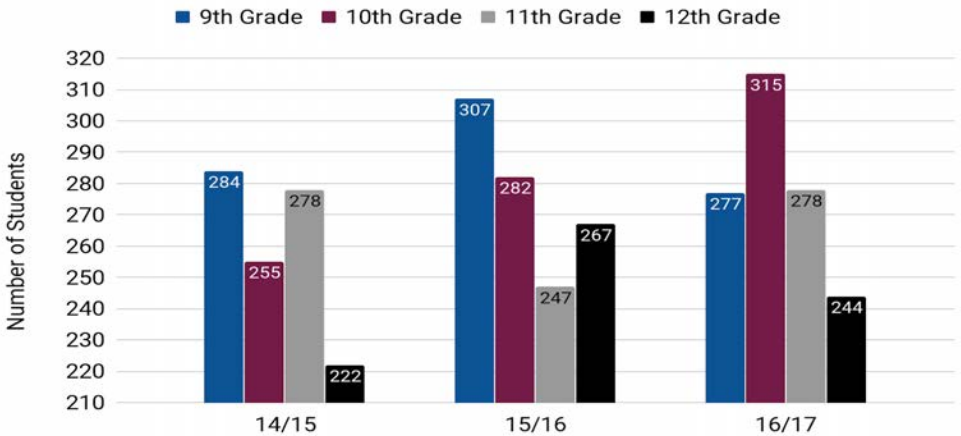
Student Enrollment for the Past 6 Years



Findings:

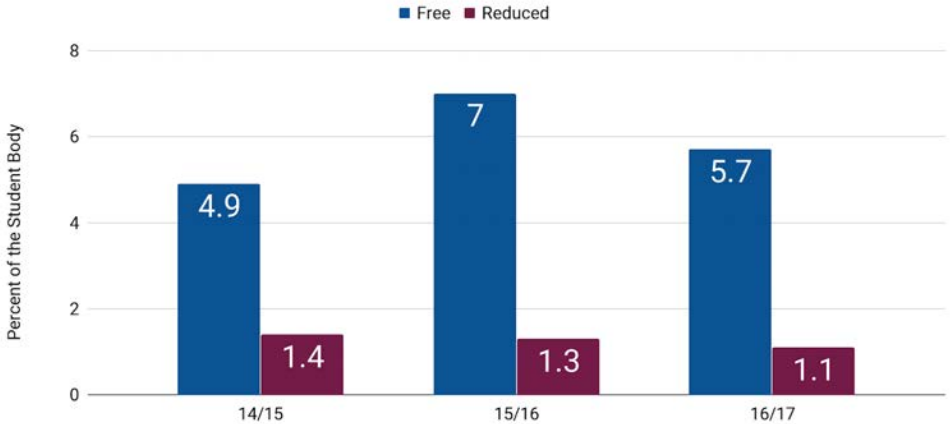
LBHS has experienced increasing enrollment for the past four years. Students, especially Special Education students, transfer to our district for our highly respected programs and learning environments. In addition, we have had to accommodate some population “bubbles” in the master schedule within the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

Enrollment by Year and Grade Level

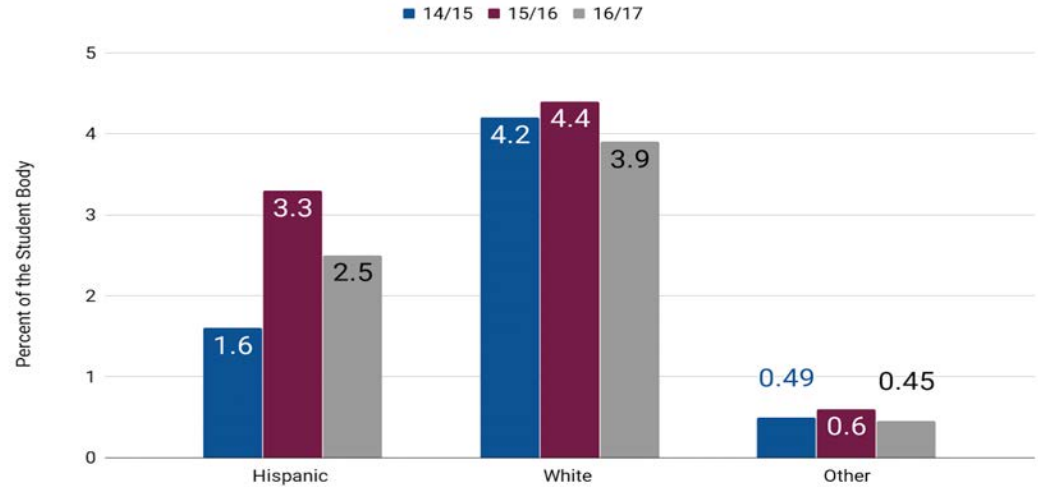


ENROLLMENT: Socioeconomically Disadvantaged Determined by the “Free and Reduced Lunch” Population

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



Percent of Students Eligible for Free and Reduced Lunch by Race



Findings:

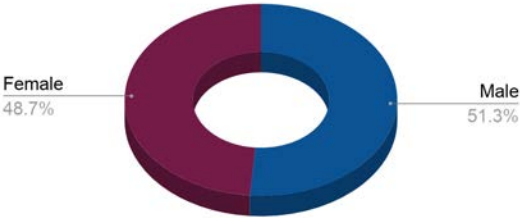
This graph shows that our students who are disadvantaged tend to be on the “more disadvantaged” side (i.e. free lunch) compared to moderately disadvantaged (i.e. Reduced Lunch). This is an interesting trend that will help us understand a part of the academic achievement gap for socioeconomically disadvantaged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

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

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

ENROLLMENT: Gender

14/15 Male/Female Enrollment Break-Down



15/16 Male/Female Enrollment Break-Down



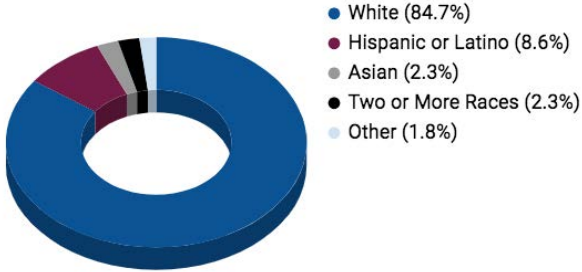
17/18 Male/Female Enrollment Break-Down



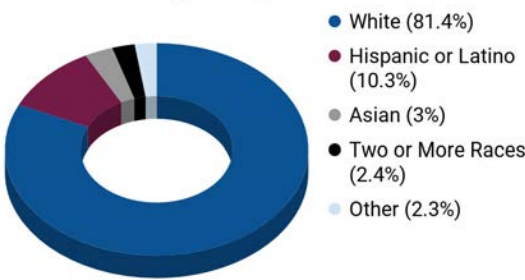
Findings: We have had a slightly heavier male population for the past 3 years.

ENROLLMENT: Race

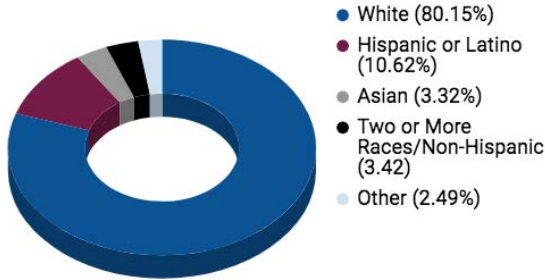
14/15 Enrollment by Ethnicity



15/16 Enrollment by Ethnicity



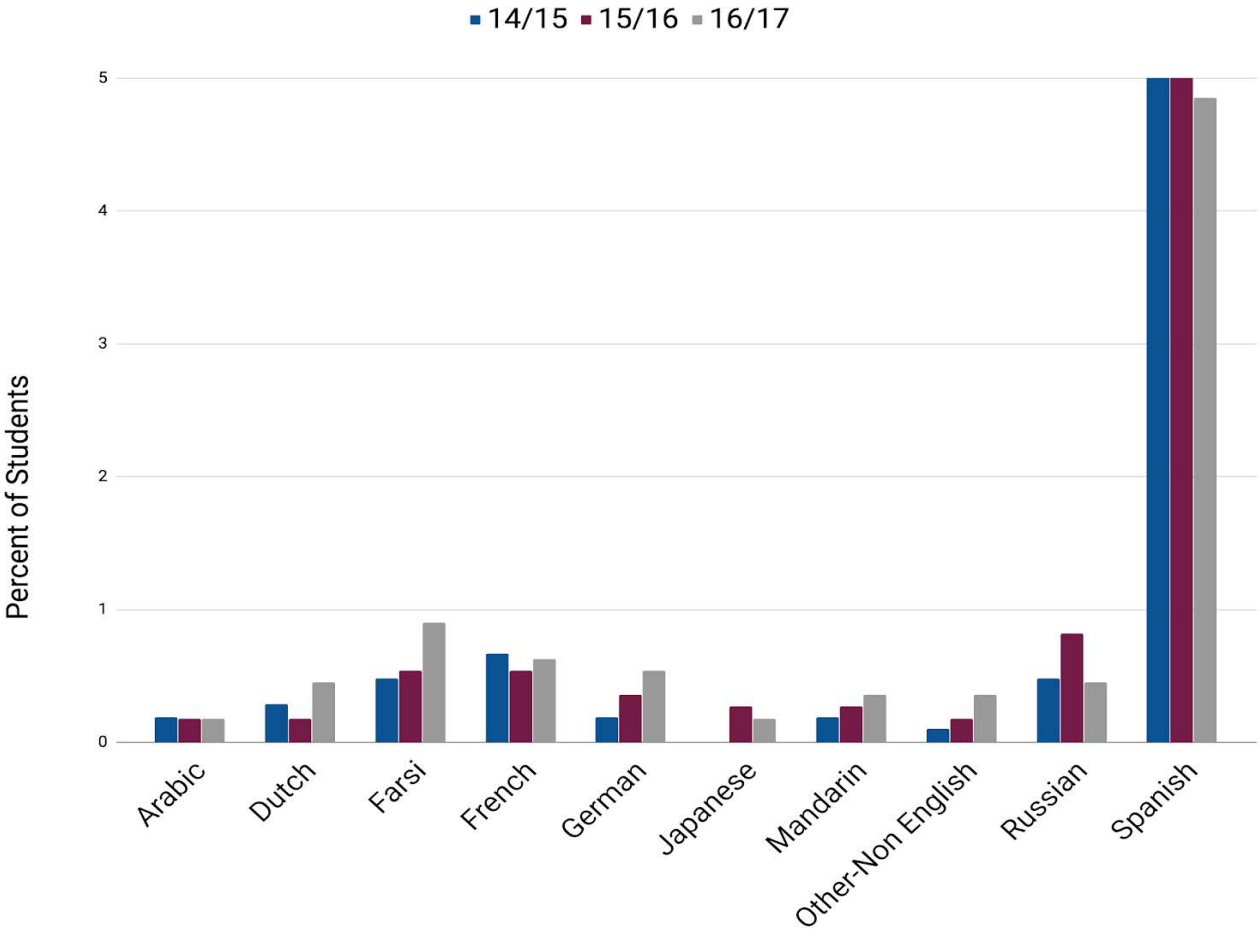
16/17 Enrollment by Ethnicity



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

ENROLLMENT: Primary Language other than English

Predominate Primary Language other than English



Findings:

Spanish is the predominant language other than English, although many other languages are represented at Laguna Beach High School. Languages not graphed (less than 0.2% for the past 3 years) are: Turkish, Vietnamese, Filipino, Hungarian, Italian, Portuguese, Romanian.

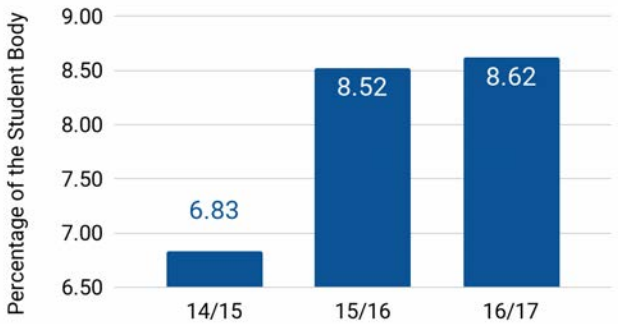
LBHS data is fairly consistent with District wide data---

- Spanish (2.3%)
- Mandarin (0.2%)
- Farsi (0.2%)
- Russian (0.2%)

ENROLLMENT: Special Needs Programs (SPED)

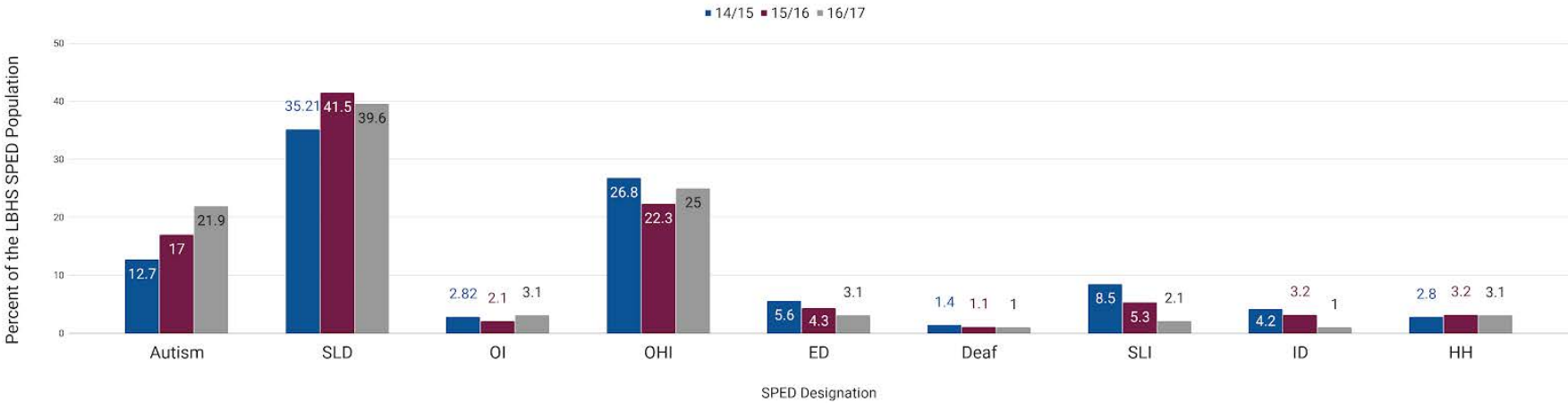
General SPED Enrollment

Percent of the Student Body Who are SPED



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

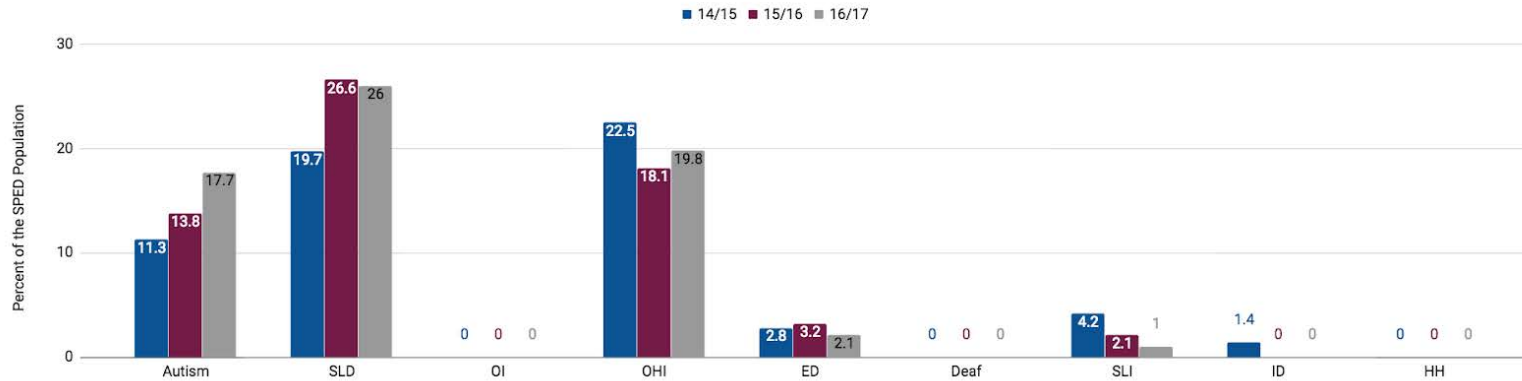
SPED Designation by School Year



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

SPED Designation by Gender

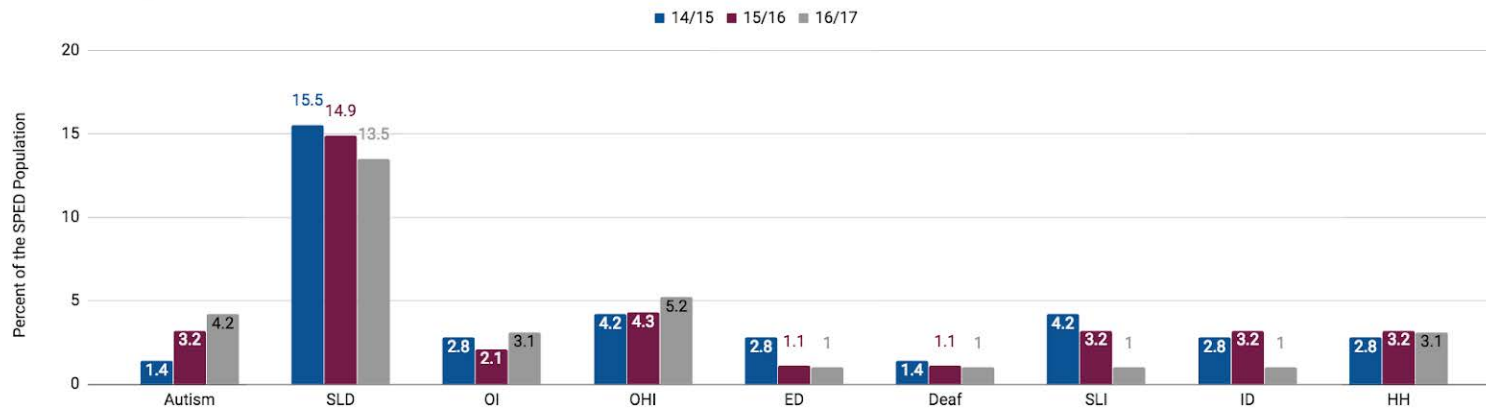
Male SPED Designations for the Past 3 Years

**Findings:**

The SPED population with an Autism designation has increased significantly for both male and female students in the past 3 years.

Females have a greater range of SPED designations compared to males.

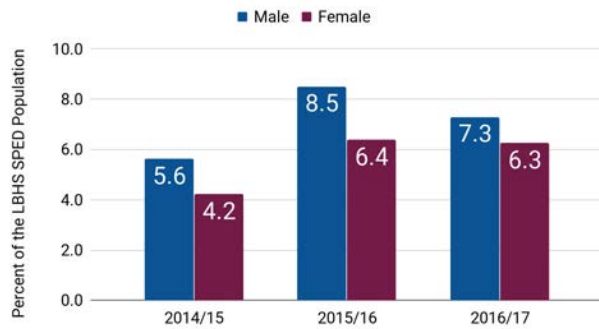
Female SPED Designations for the Past 3 Years



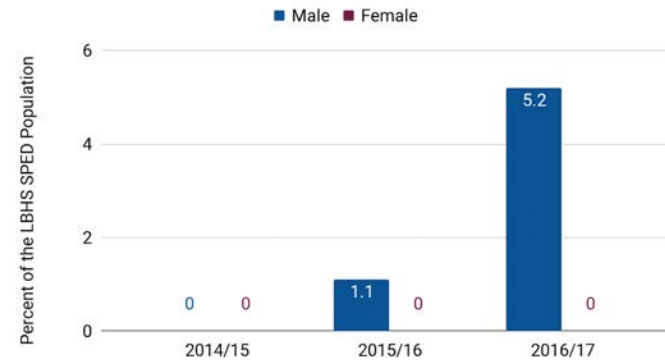
There is a significant more amount of male students with either Autism, SLD, or OHI designations than female students. For example, there are 3x more male students with “Other Health Impairments” compared to females for the past 3 years.

SPED who are SED, ELL, Both, or Neither

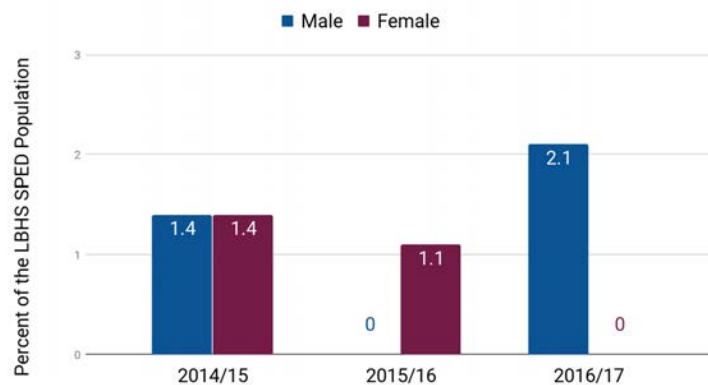
SPED Who Are Socially Economically Disadvantaged by Gender



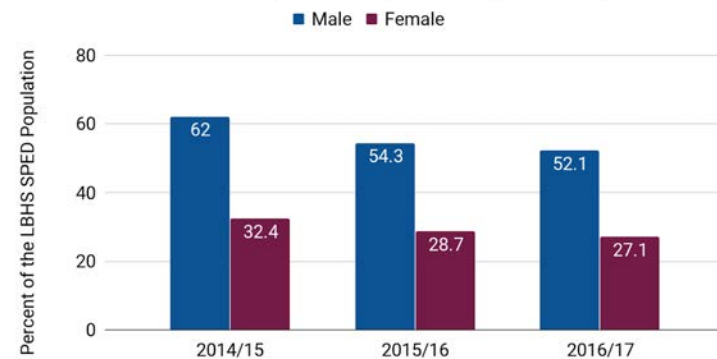
SPED Who Are ELL by Gender



SPED Who Are BOTH Socially Economically Disadvantaged & ELL by Gender

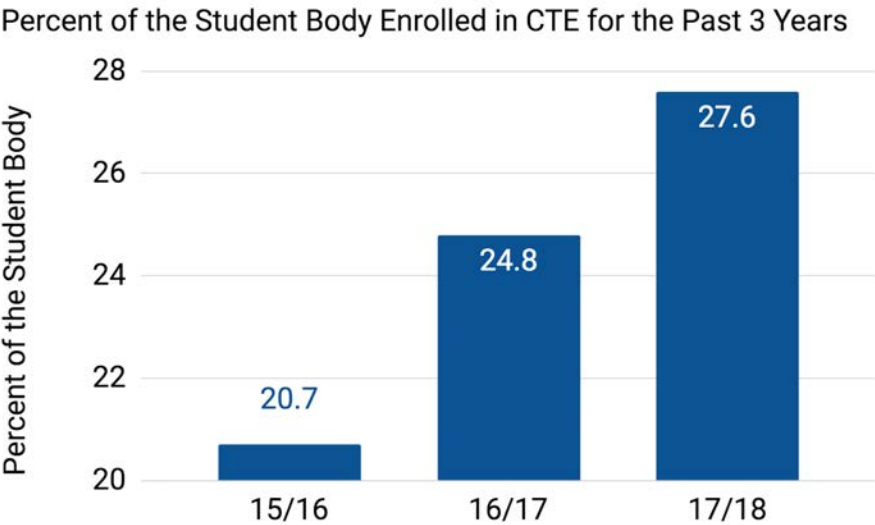
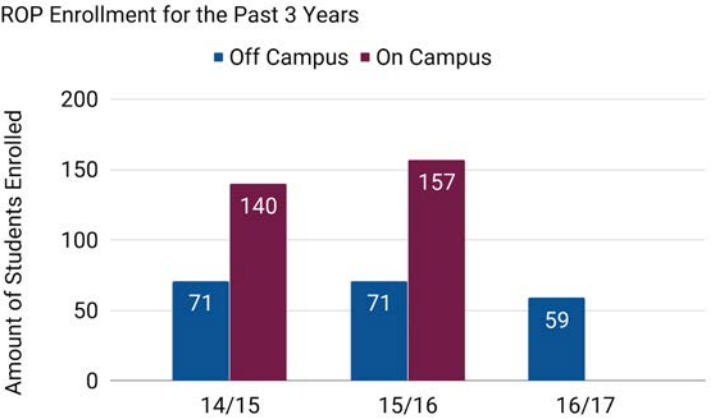


SPED Who Are NEITHER Socially Economically Disadvantaged nor ELL by Gender



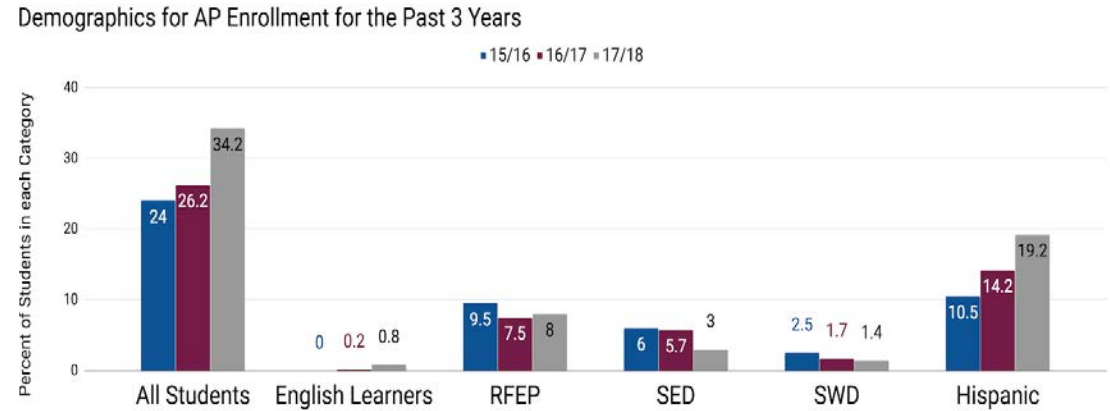
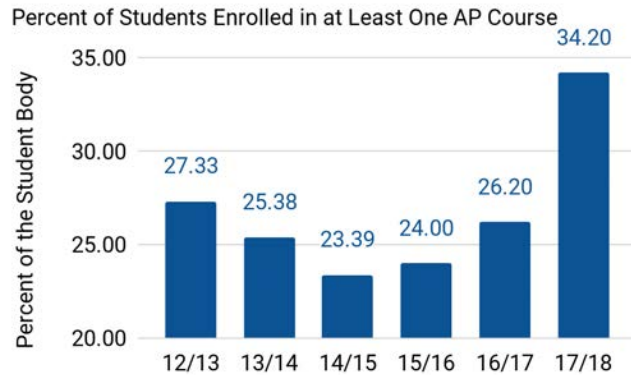
Findings: A majority of our SPED students are SPED ONLY, they are not also SED or ELL subgroups. However, it is important to mention that for the past 2 years, 14% + of our SPED students were also Socioeconomically Disadvantaged giving them a “double disadvantage”. Through these graphs we have been able to identify a potential at-risk population: male SPED students who are also ELL.

ENROLLMENT: College and Career Readiness



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

ENROLLMENT: AP Courses



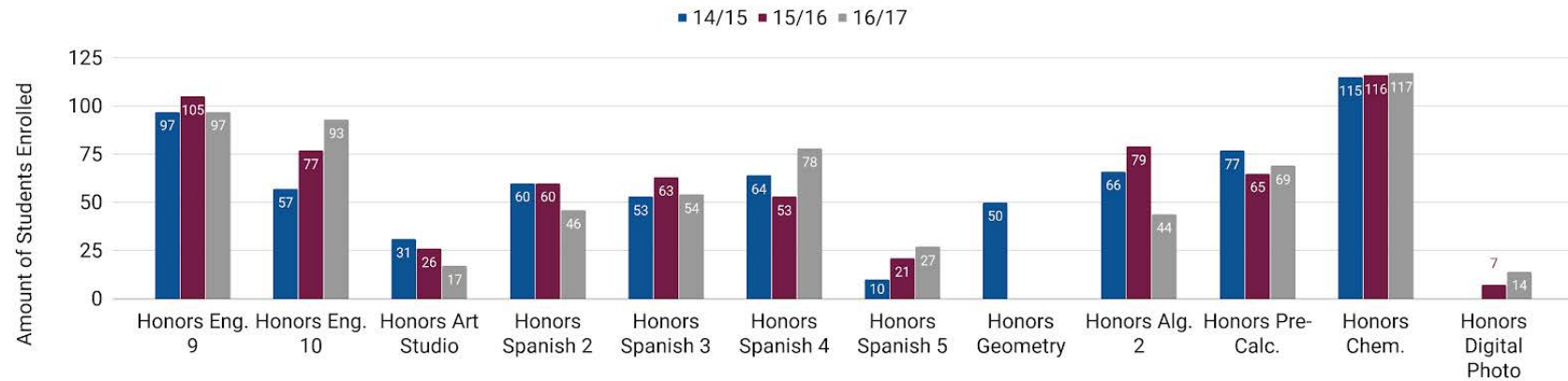
Findings: For the past 5 school years, more than 21% of our students are taking an AP Courses. However, according to 2016 AP Testing Demographics, special populations (i.e SWD, SED, ELL, and Hispanic) are not well-represented when taking AP Exams. The school and District Office are aware of this achievement gap and realize that AP courses need to be more accessible to subgroup populations. In order to close this achievement gap, LBHS began offering an AP readiness summer program to give students skills to access and achieve in AP courses.

In general, students at LBHS are encouraged to challenge themselves with rigorous courses throughout their four years at LBHS.

There is an anomaly in AP enrollment for the 15/16 school year, showing a reduced amount of students taking AP courses. There was a spike in AP Enrollment due to a new course AP Computer Science Principles, this course had 3 sections and about 75 students.

ENROLLMENT: Honors Courses

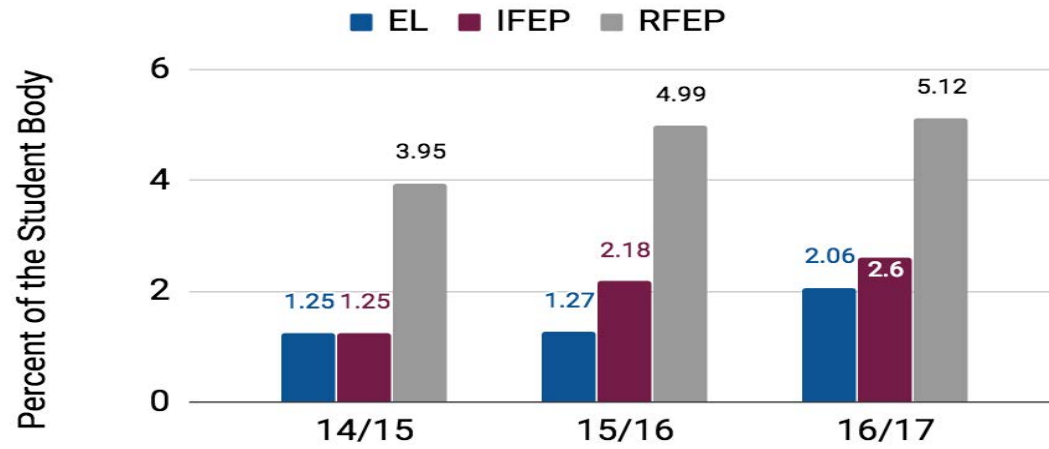
Enrollment in Honors Classes for the Past 3 Years

***Trends in Honor's Enrollment include:***

- Increased amount of students in Honors English 10
- Honors Art Studio numbers have decreased
- Honors Spanish 2 numbers dropped in 16/17
- Honors Spanish 4 numbers increased in 16/17
- Honors Spanish 5 numbers continue to increase
- Honors Algebra 2 dropped significantly in 16/17

Language Proficiency Numbers

ELL by School Year and Designation

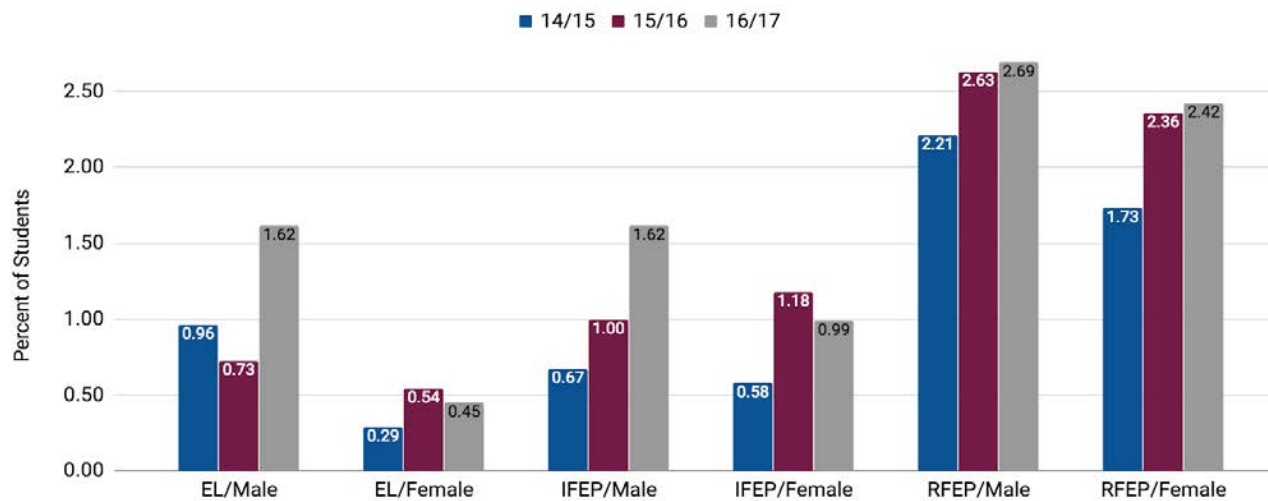


Findings:

We have an increase in the amount of EL students due to the fact that they are becoming LTEL's and are struggling to achieve higher levels of English proficiency/fluency within 6 years.

In addition, we have a higher population of male ELL students in all categories for the past three years, except for IFEP 15/16, in which we had more females.

ELL By Designation and Gender

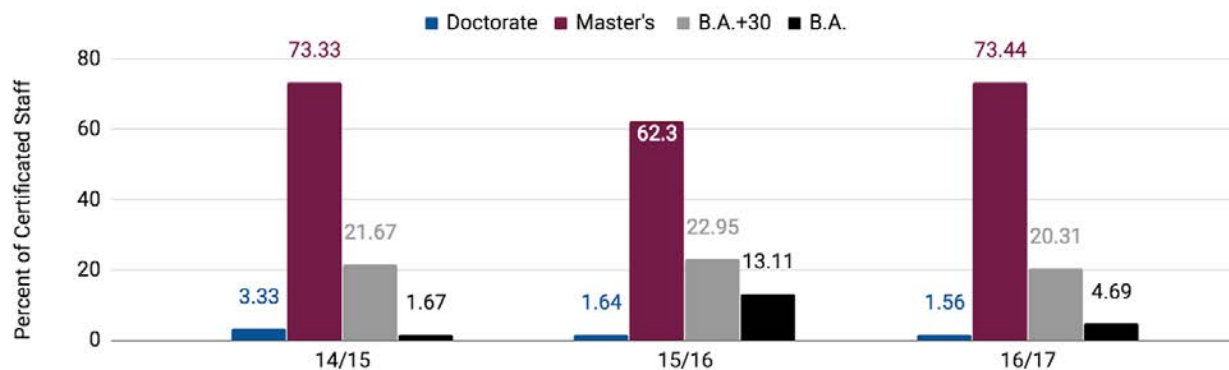


Data Addressing the 8 State Priorities

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

Teachers: Education and Experience

Education Level of All Certificated Staff

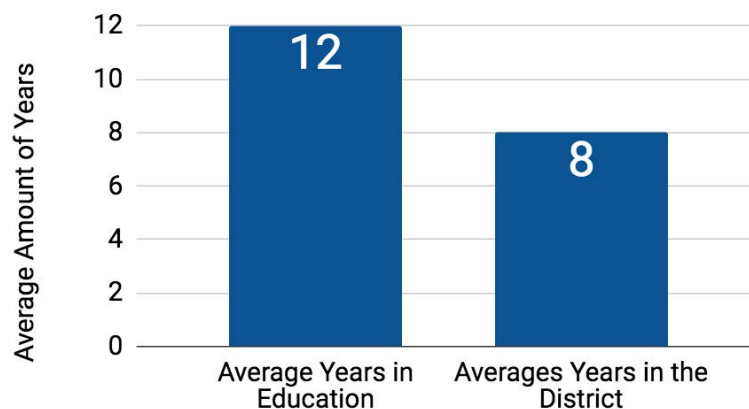


Findings:

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

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

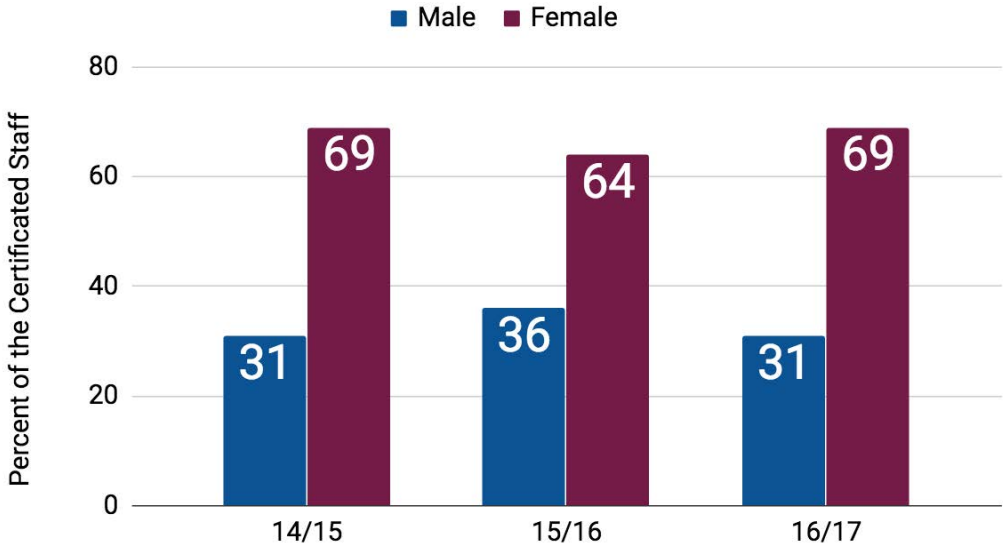
16/17 Staff Years of Service in Education and in the District



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

Teachers: Gender and Ethnicity

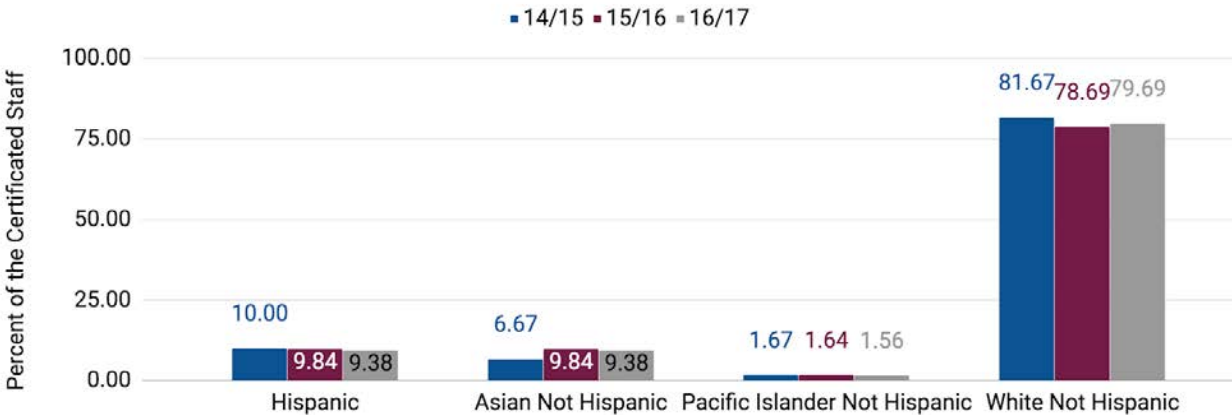
Gender Breakdown for All Certificated Staff for the Past 3 Years



Findings:

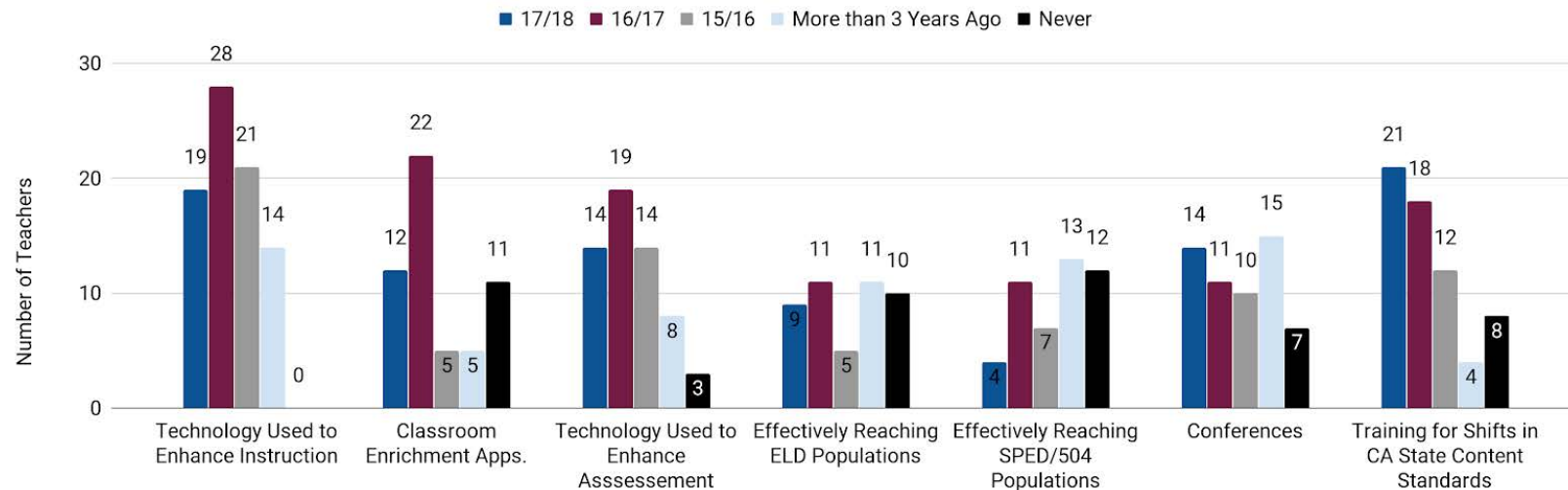
In terms of gender, for the past 3 years, there has been $\frac{2}{3}$ female, $\frac{1}{3}$ male certificated staff members. The ethnicity of the staff is parallel to the ethnicity of our students.

Ethnicity Break-Down for All Certificated Staff



Teachers: Professional Development

Certificated Professional Development for the Past 3 Years



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

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

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

School Facilities

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	[]	[]	
Interior: Interior Surfaces	X	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X	[]	[]	
Electrical: Electrical	X	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	[]	[]	
Safety: Fire Safety, Hazardous Materials	X	[]	[]	
Structural: Structural Damage, Roofs	X	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	[]	[]	
Overall Rating:	Exemplary []	Good [X]	Fair []	Poor []

Findings:

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

In terms of modernization, about ⅔ of LBHS' classrooms are either complete or partially complete as they transition to classrooms more accommodating to creativity, communication, critical thinking, and collaboration. Classrooms are re-furnished and technology is updated (i.e. TV's instead of projectors) and classroom desks that are more mobile in order to encourage collaboration. In part, due to our classroom technologies, [LBUSD](#) is 1 of 3 Districts Named as State a "Leading Digital District."

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 20, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Carlsbad missing some lights in fixtures, Library flooring being replaced, Some dry rot on non structural beams at front of school. Action planned or currently in progress for repairs.
Cleanliness: Overall Cleanliness, Pest/ vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating:	Exemplary []	Good [X]	Fair []	Poor []

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 5, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/H VAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Pests issues being resolved with increased support from pest management company.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Tenues	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

Priority #2: Implementation of Academic Standards

Textbook adoption:

1. The state has a list of approved textbooks. Based on that list, LBUSD contacts publishers and invites them to present and share their materials on site to a committee.
2. The district then assembles the instructional team committee (all teachers invited in the subject area) and holds a “publishers fair”. (They also have publishers fairs at the county level if we wanted to attend.)
3. The team chooses two books to pilot. Piloting teachers are then trained. Teachers pilot option 1, then option 2, then choose. The choice then goes to Curriculum Council and the Board.
4. Example: Math textbook adoption consisted of the department giving Jill a list of publishers/authors. The Librarian contacted the reps and supplied the department with samples. Once the department members chose a textbook the request was submitted to Jill/Principal.

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

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

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

Co-Curricular Activities for 17/18:

- **Period 7 had 57 students dispersed in 5 Classes:**

- Theater 2
- Cheer
- CCA Courses (College and Career Advantage)
- Drama
- Drumline

- **Period 8 had 137 dispersed through 4 classes:**

- Theater 2
- CCA Courses
- MUN
- Jazz Ensemble

- **Period 9 had 135 dispersed through 7 classes:**

- Football
- Chorus
- Baseball
- Tennis
- Golf
- Soccer
- MUN

Priority #3: Parent Engagement

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

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

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

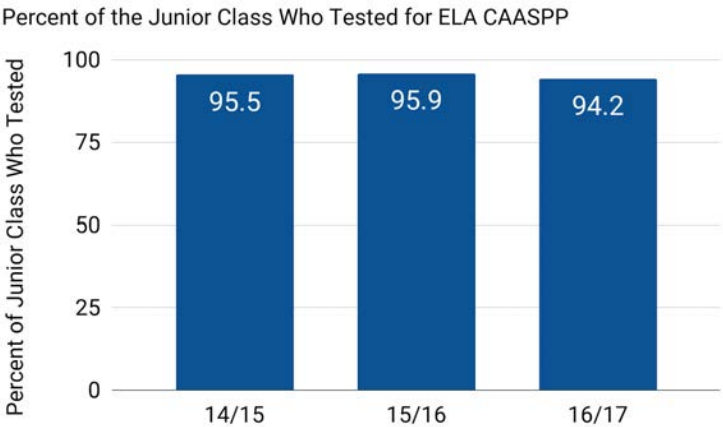
In terms of perception data regarding parent stakeholder involvement (16/17 LCAP Survey):

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

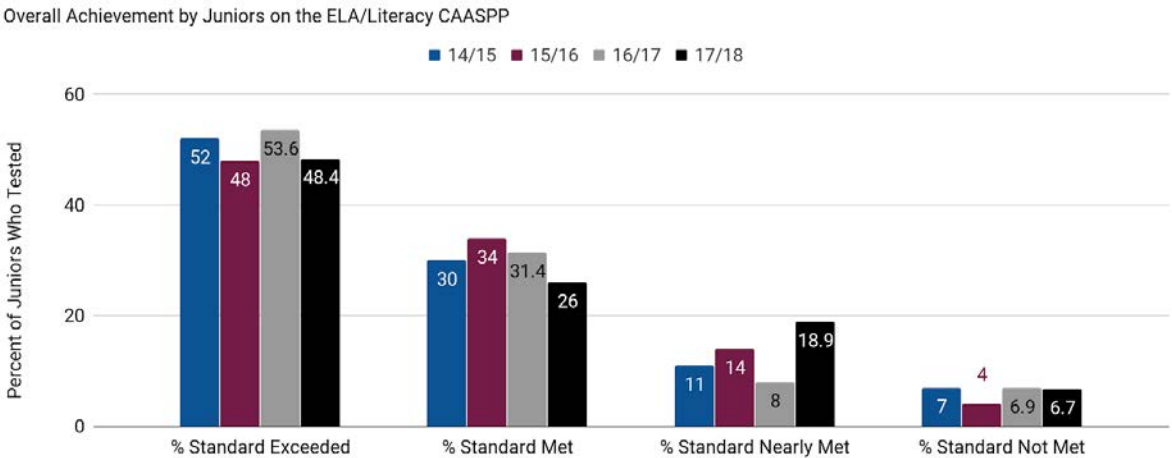
Priority #4: Performance on Standardized Tests

CAASPP Data

General ELA CAASPP Data



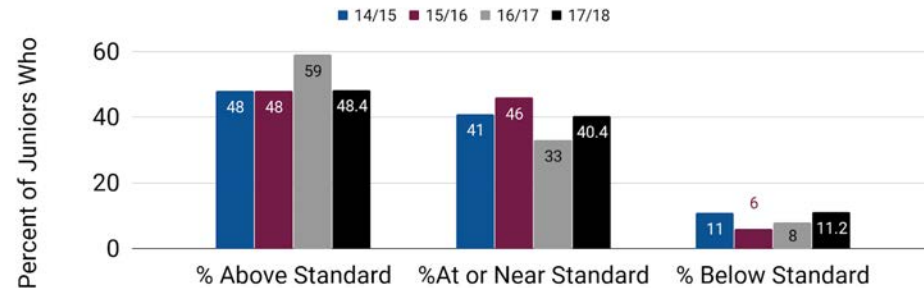
Findings:
LBHS continues to have high levels of participation on the ELA CAASPP for the past 3 years. One reason is that we provide alternate assignments to students who do not attend or opt. out of the assessment. Students would rather take the CAASPP than complete the alternate work.



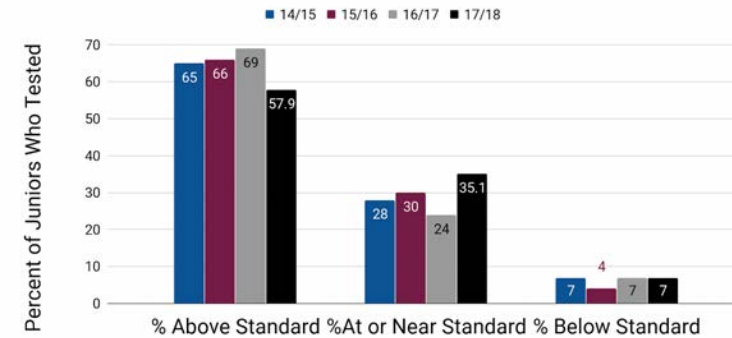
82% + of our students met or exceeded the standard on the ELA/Literacy CAASPP. An increase in the % Standard Not met between the 15/6 and 16/17 school years is hypothesized by the staff to be attributed to the increased amount of IEP/Special Education students who attended LBHS during the 16/17 school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

CAASPP ELA Claim Performance: Percent of Students at Each Level

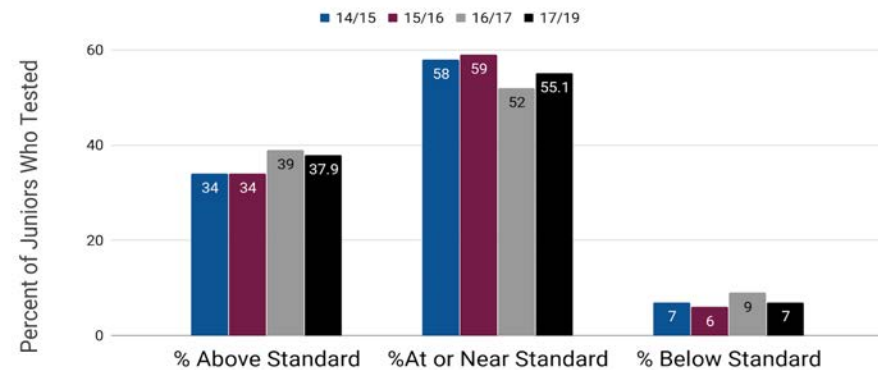
Reading: Demonstrating Understanding of Literacy and Non-Fictional Texts



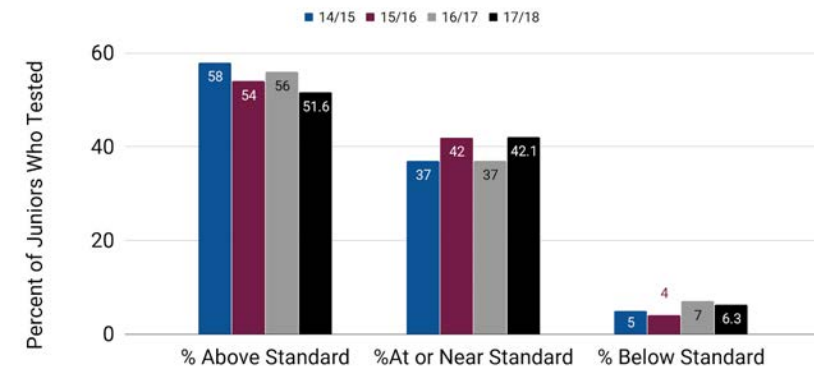
Writing: Producing Clear and Purposeful Writing



Listening: Demonstrating Effective Communication Skills



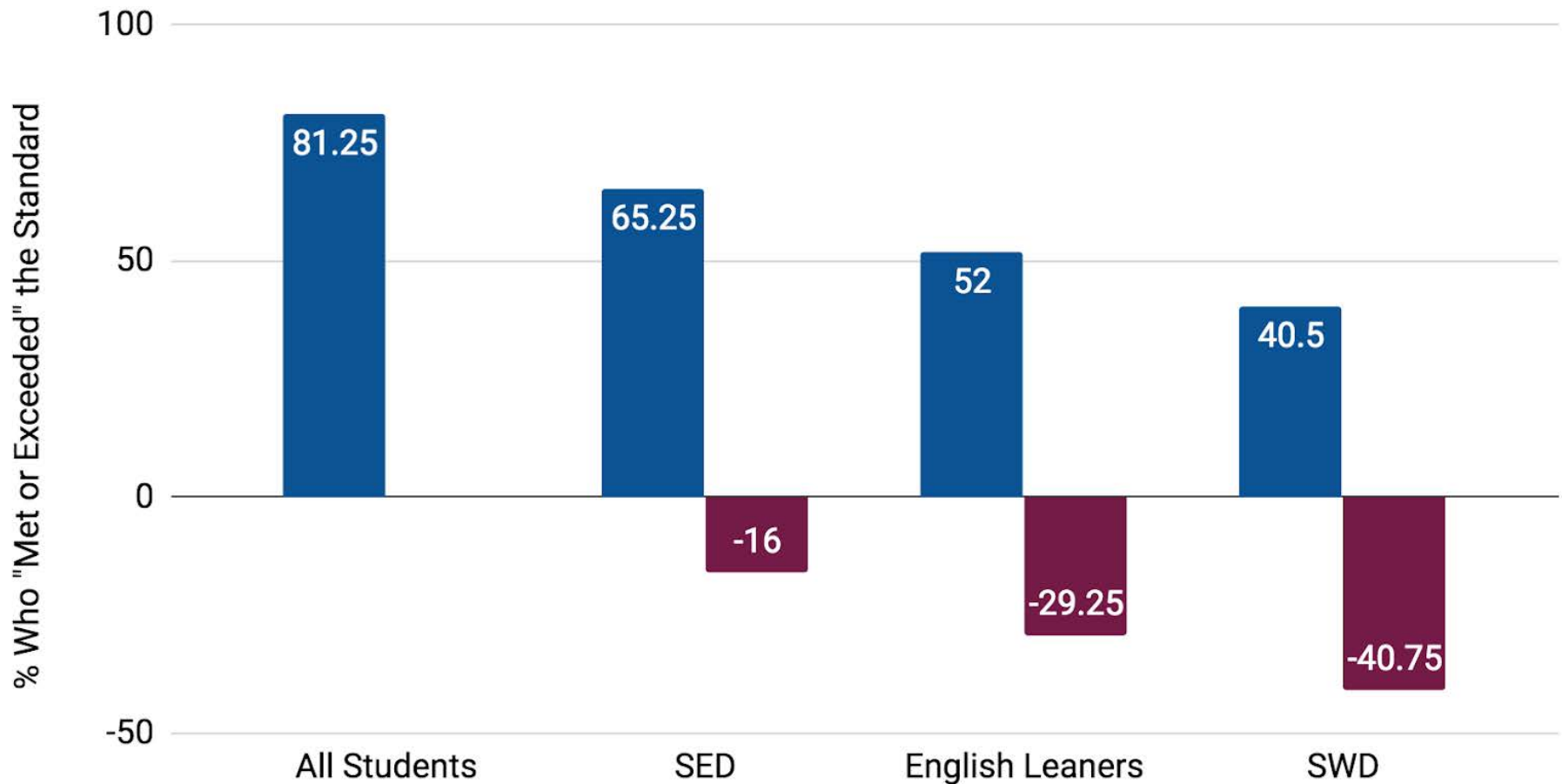
Research/Inquiry: Investigating, Analyzing, and Presenting Information



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

CAASPP ELA-- Subgroup Data

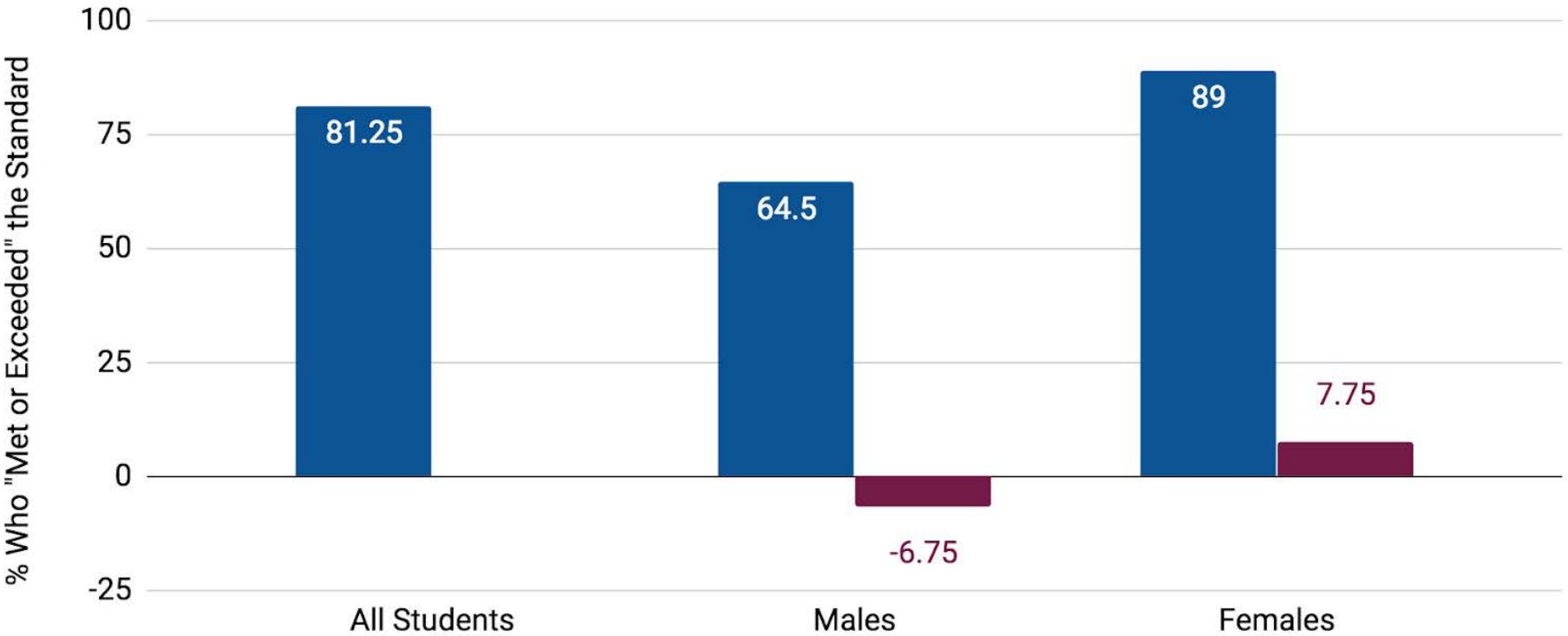
4 Year Averages for those who "Met or Exceeded" the Standard and the Subgroup Achievement Gaps Compared to "All Students" (ELA CAASPP)



Findings: In general, our subgroup students at LBHS struggle on the ELA CAASPP. Students with "disabilities" (SWD) have the largest achievement gap compared to "All Students."

CAASPP ELA-- Gender Data

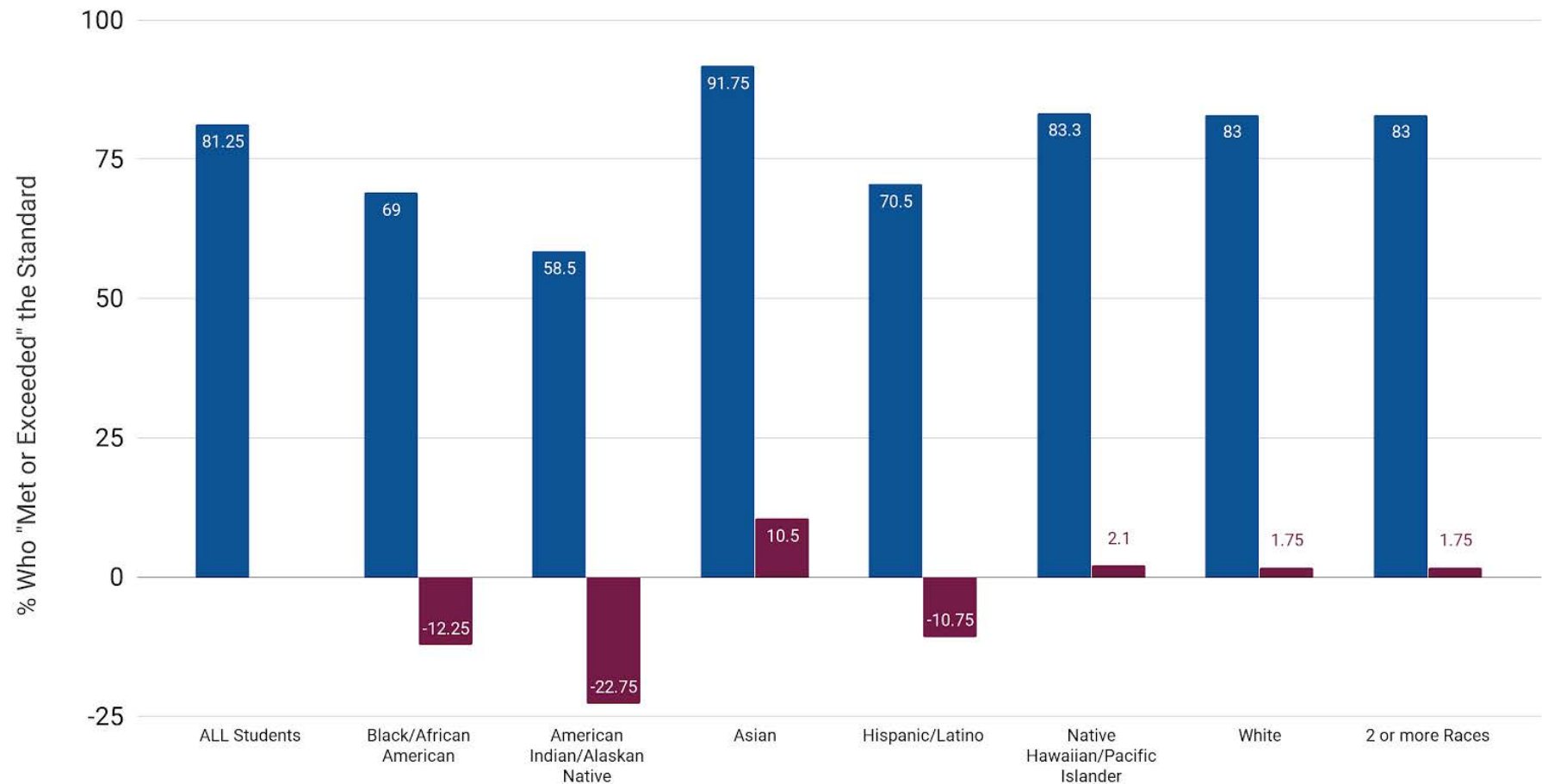
4 Year Averages for those who "Met or Exceeded" the Standard and the Gender Achievement Gaps Compared to "All Students" (ELA CAASPP)



Findings: Males consistently underperform on the ELA CAASPP

CAASPP ELA-- Race Data

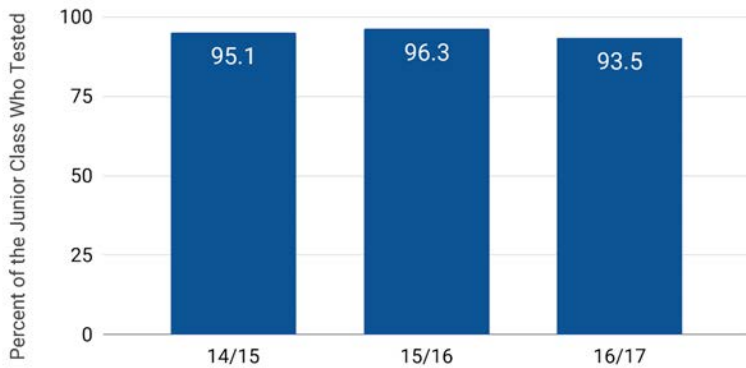
4 Year Averages for those who "Met or Exceeded" the Standard and the Race Achievement Gaps Compared to "All Students" (ELA CAASPP)



Findings: Hispanic/Latino students are consistently underperforming on the ELA CAASPP. The Asian population is consistently higher compared to "All students." The Black/African American and American Indian/Alaskan Natives also underperform.

General Math CAASPP Data

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

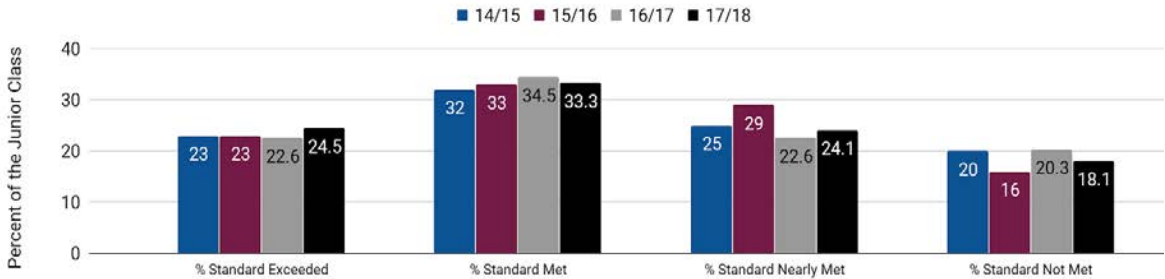


Findings:

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

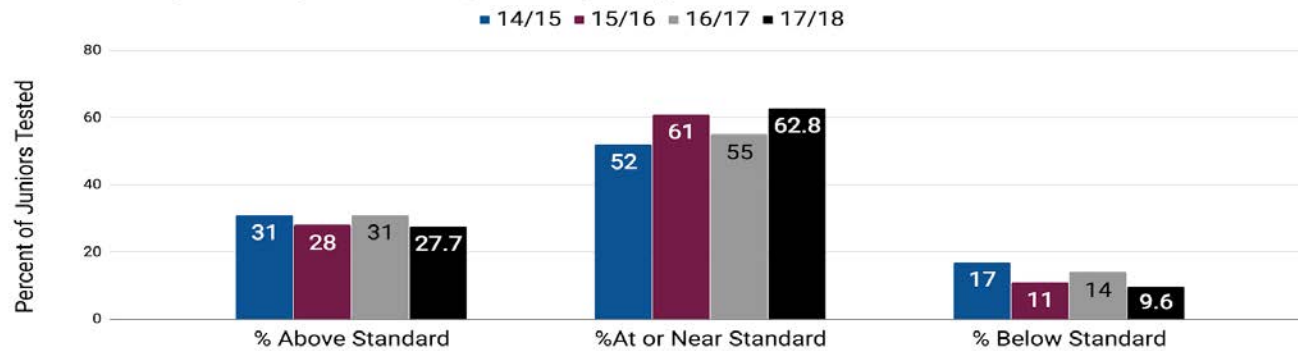
In general, the 2016/17 school year has been our best year with the Math CAASPP, with 57.1 % exceeding/meeting (compared to 55% for the past 2 years) and 42.9% Nearly/not Met (compared to 45% in the past 2 years.)

Overall Achievement by Juniors in Mathematics



CAASPP Math Claim Performance: Percent of Students at Each Level

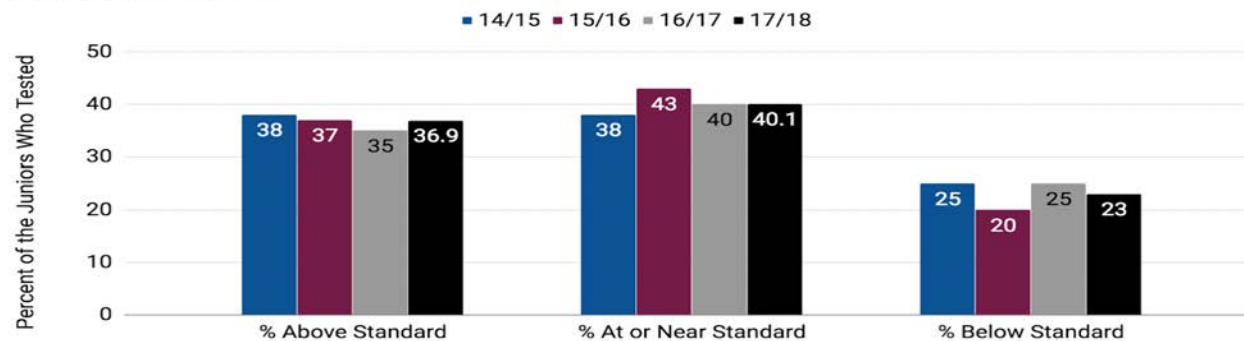
Communicating Reasoning: Demonstrating the Ability to Support Mathematical Conclusions



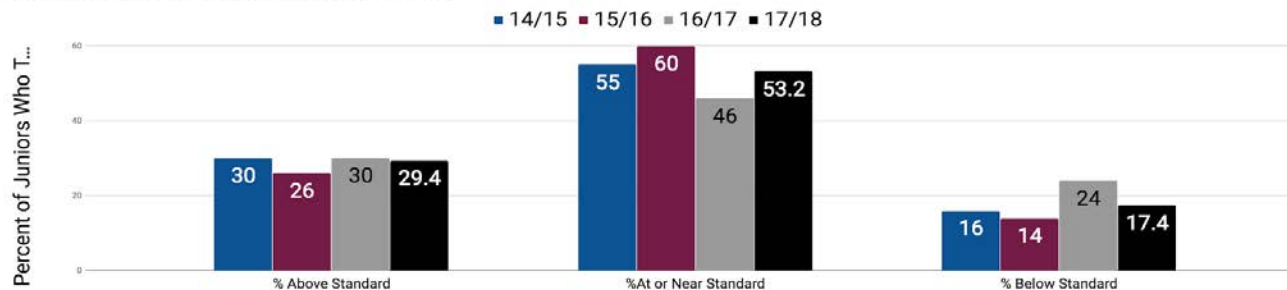
Findings:

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

Concepts and Procedures

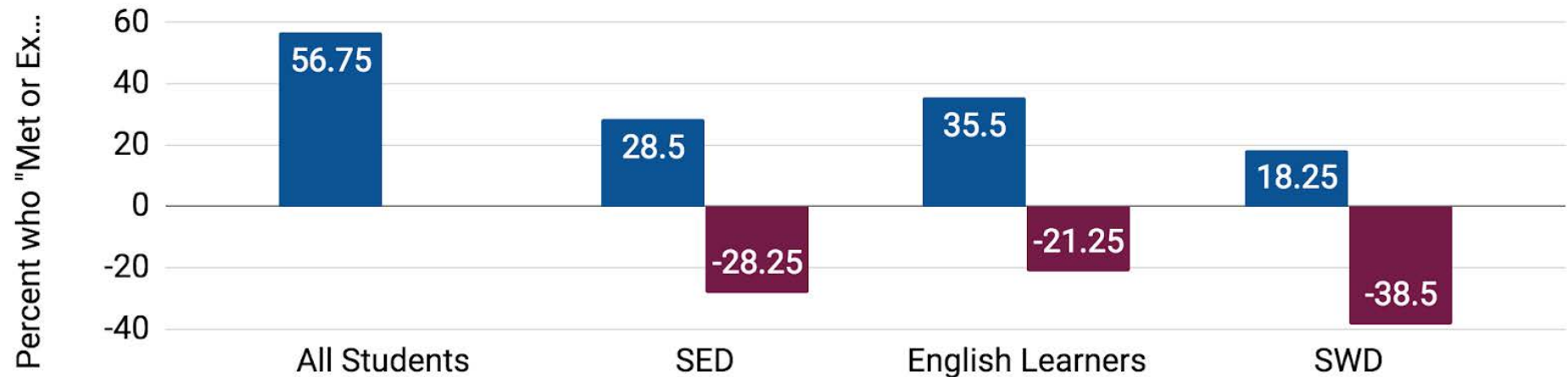


Problem Solving and Modeling/Data Analysis



CAASPP Math-- Subgroup Data

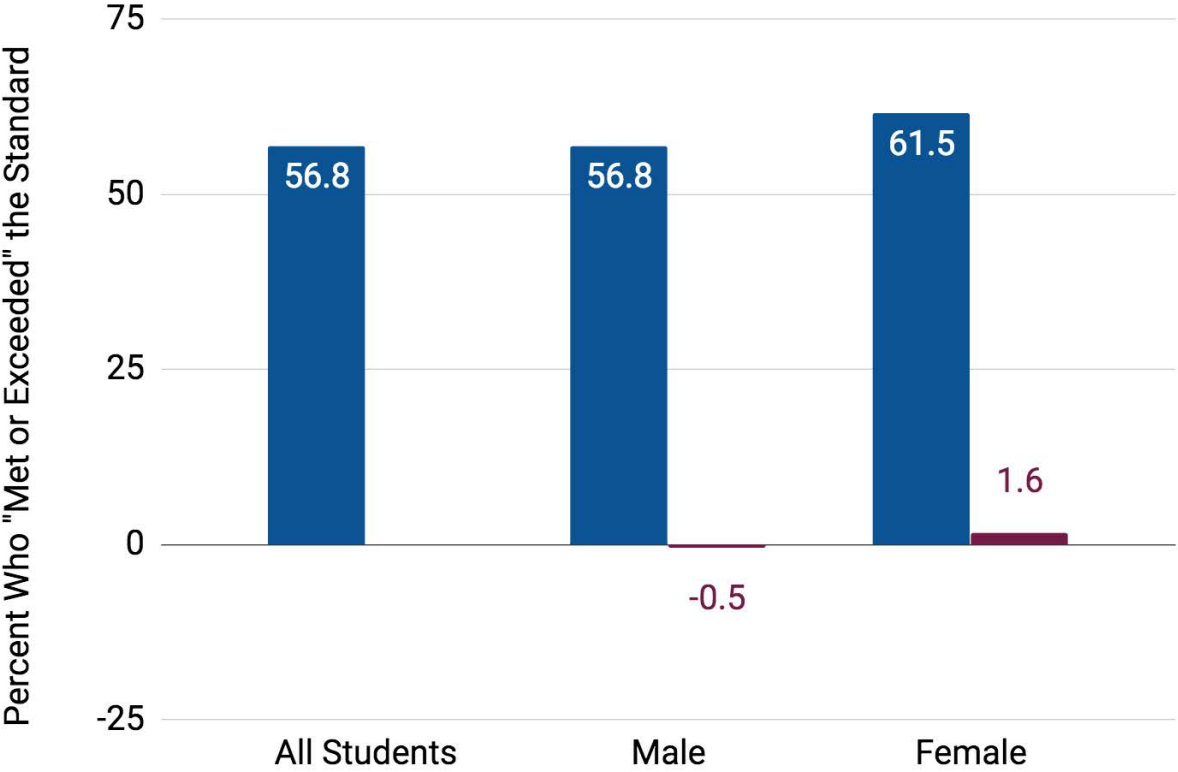
4 Year Averages for those who "Met or Exceeded" the Standard and the Subgroup Achievement Gaps Compared to "All Students" (CAASPP Math)



Findings: All subgroups underperform on the Math CAASPP Test for all three years. The achievement gaps for our subgroups are significantly larger on the Math CAASPP than on the ELA CAASPP for the SED (almost double compared to the ELA CAASPP) and for ELL (about 10% higher compared to the ELA CAASPP). In addition, compared to "All Students" the 3 year averages for Math compared to ELA is about 27% less for students who "Meet or Exceed" the standard.

CAASPP Math-- Gender Data

4 Year Averages for those who "Met or Exceeded" the Standard and the Gender Achievement Gaps Compared to "All Students" (Math CAASPP)

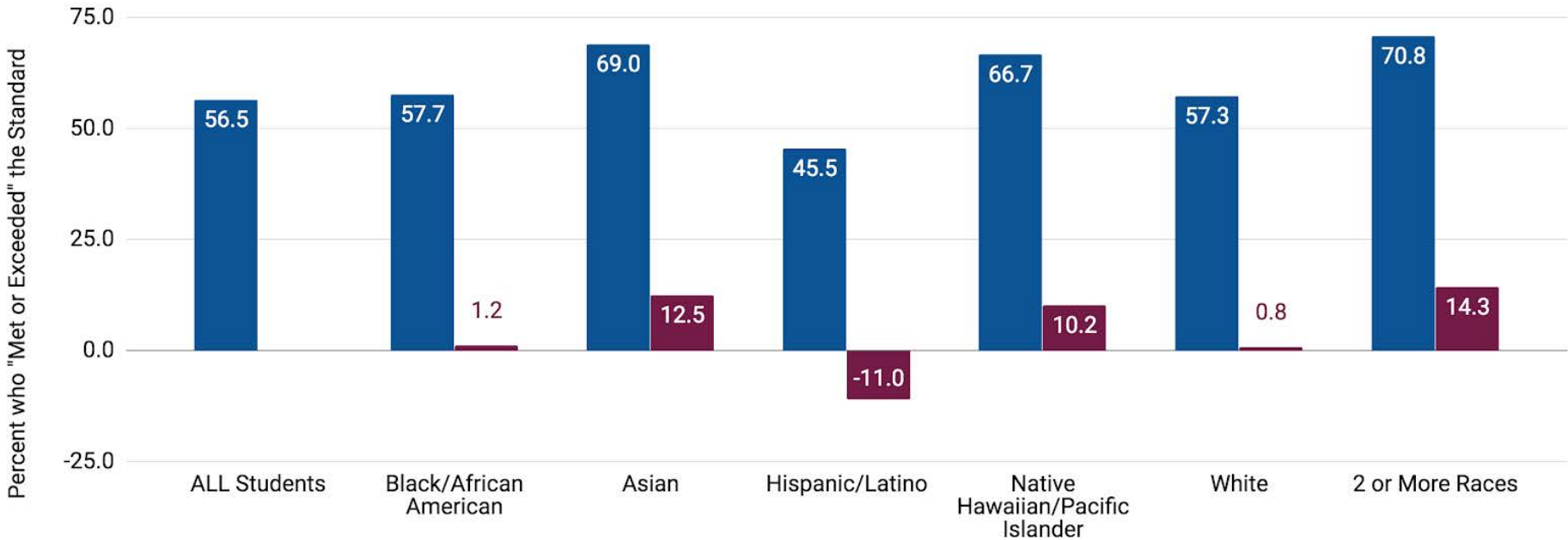


Findings:

Summarizing the past 3 years, males underperform on the Math CAASPP compared to females.

CAASPP Math-- Race Data

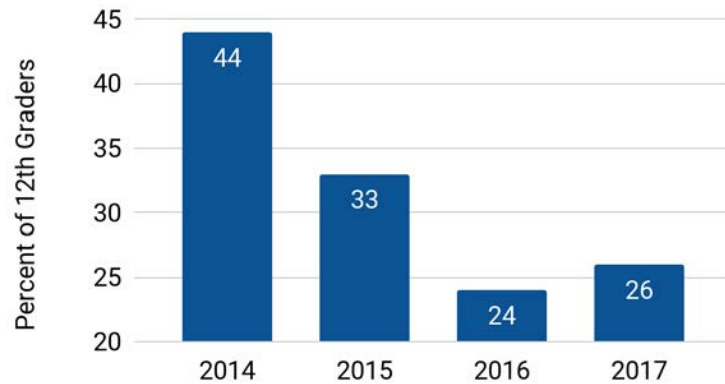
4 Year Averages for those who "Met or Exceeded" the Standard and the Race Achievement Gaps Compared to "All Students" (Math CAASPP)



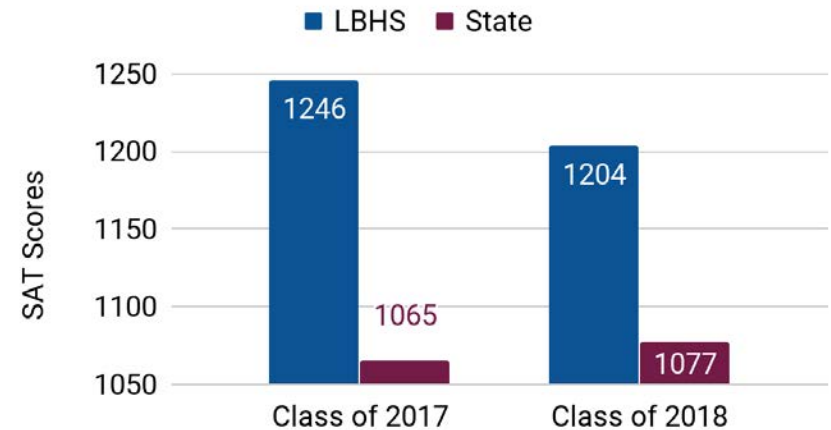
Findings: The Hispanic/Latino race underperforms on the Math CAASPP. No other significant achievement gaps are evident.

SAT Data

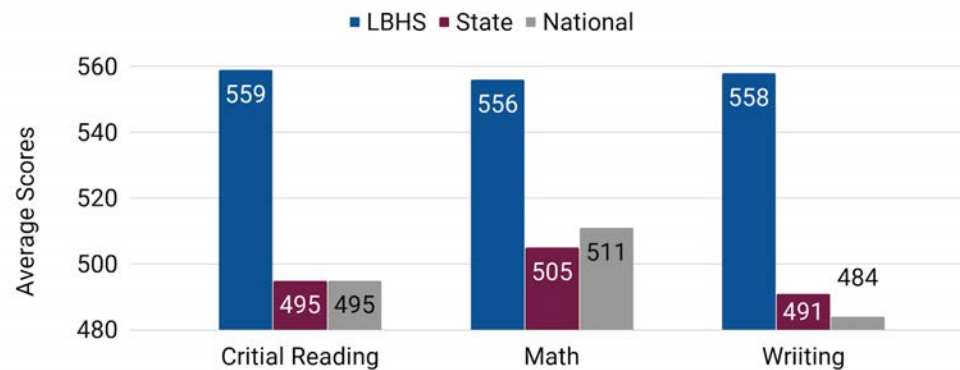
SAT: Percent of 12th Graders Tested



SAT Scores for the Class of 2017 and 2018



3 Year Averages for SAT Data: LBHS vs. State and National Data



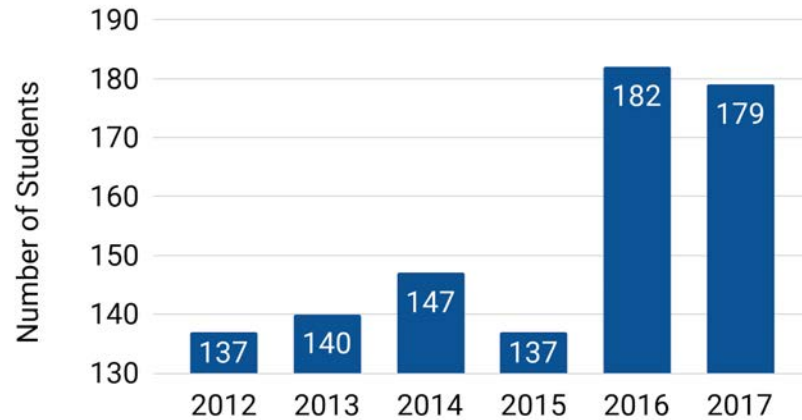
Findings:

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

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

ACT Data (pg. 113 of the link)

The Amount of Students Who Took the ACT

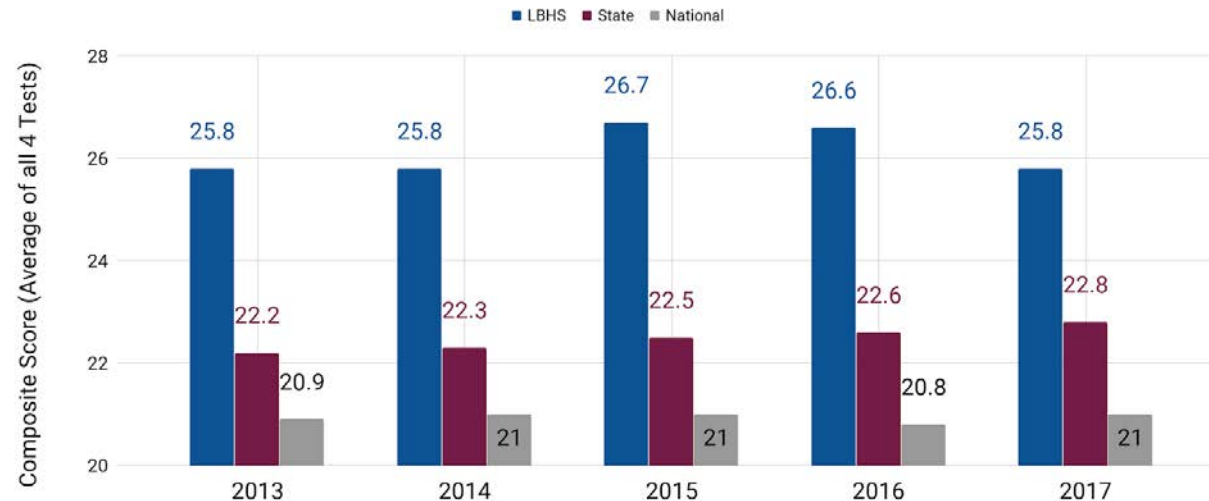


Findings:

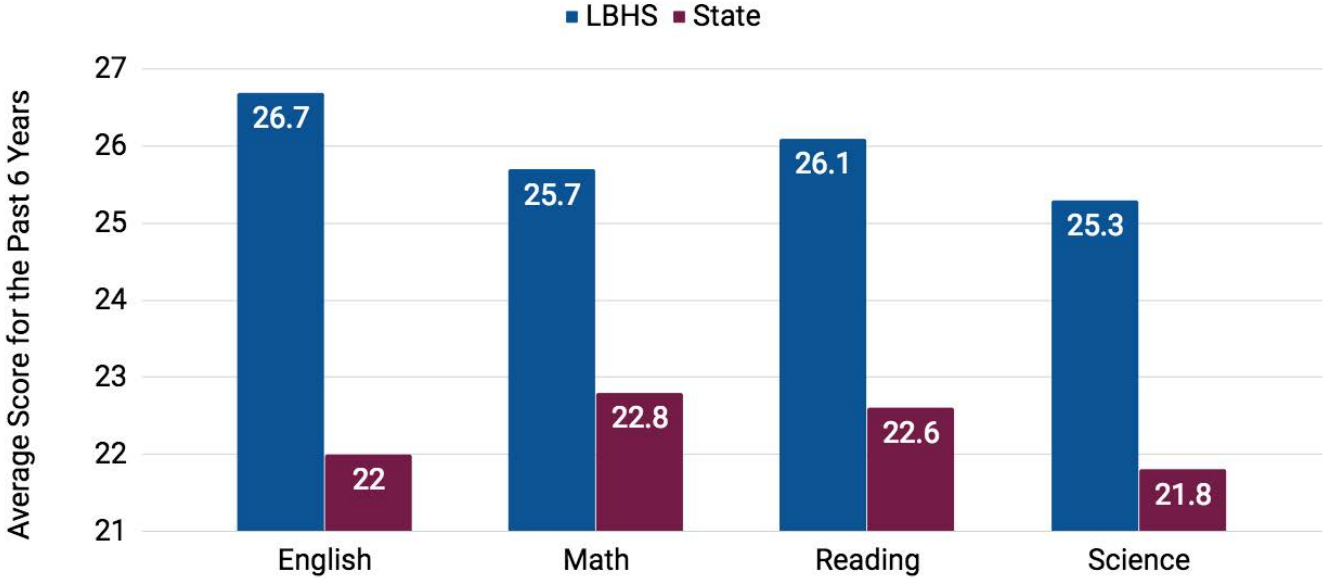
The amount of students taking the ACT has increased substantially as more students are taking this exam compared to the SAT. Compared to the SAT, the ACT has maintained a consistent format making test prep easier for students and they have a science component which is desirable for colleges.

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

ACT Composite Scores: LBHS vs. State and National Data



6 Year Average Scores for LBHS vs. State on the ACT by Subject



Findings:

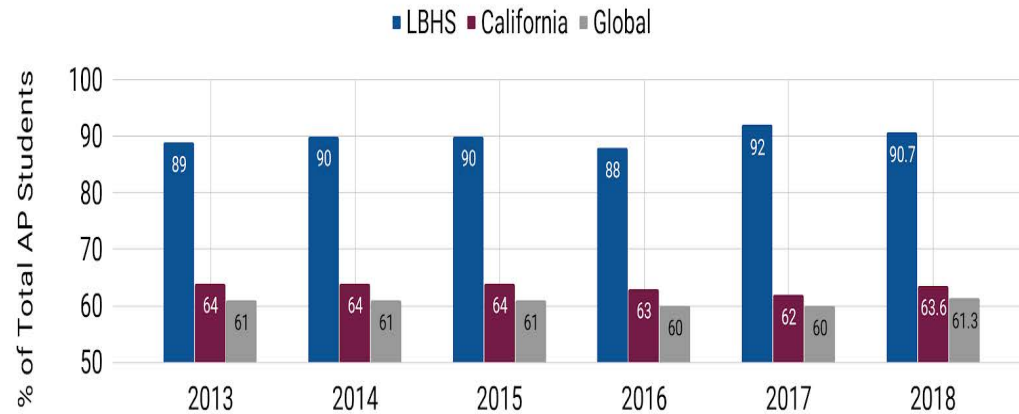
LBHS students have scored the highest in English for the past 4 years; English also shows the largest achievement gap between LBHS and the State.

The achievement gap between LBHS and the State is narrowest in math (LBHS higher by 2.95), indicating the math portion is challenging for all students and is not necessarily indicative of any deficiency in LBHS math. The achievement gap for reading is 3.5 and the 3.43 for science.

AP Data

General AP Data

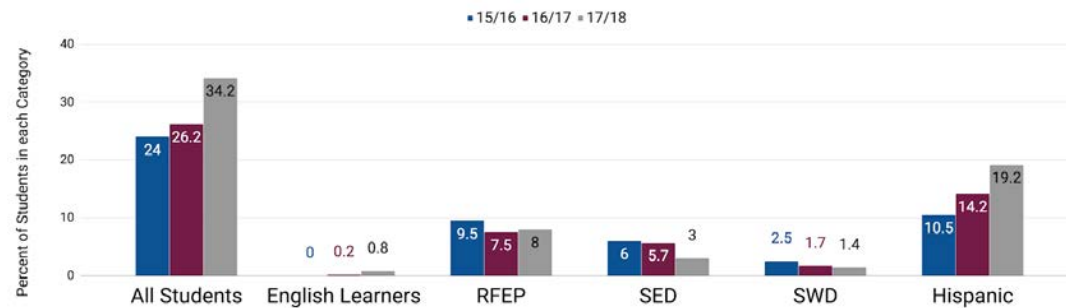
% of Total AP Students with Scores 3+



Percent of Students Enrolled in at Least One AP Course



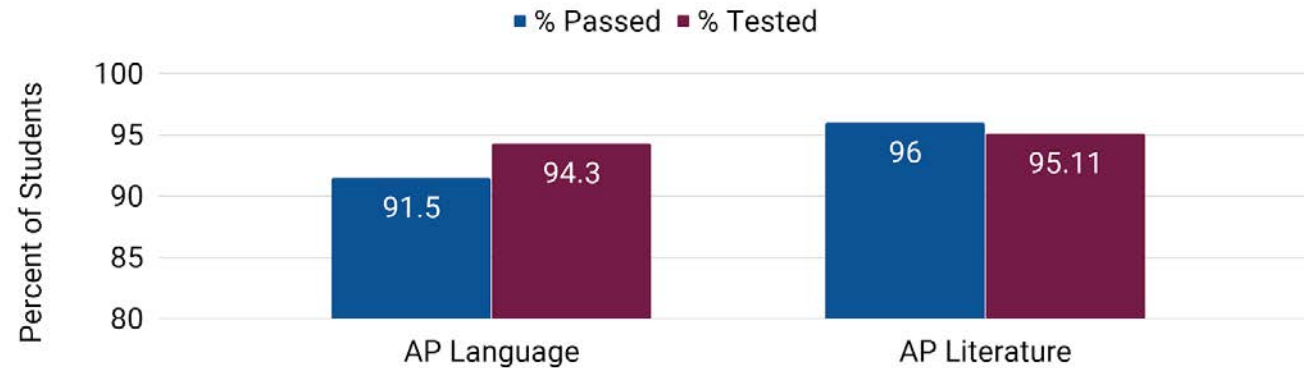
Demographics for AP Enrollment for the Past 3 Years

**Findings:**

There is decreasing enrollment in AP courses for the past 5 years. In addition, subgroup students are not accessing AP content. The school is working to close this achievement gap by offering an AP readiness course to students in the summer. All students are encouraged to challenge themselves at LBHS with rigorous courses; all courses at LBHS are open access. We have a spike in AP Enrollment for the 2017/18 year because we added a new AP Course (AP Computer Science) which had 3 sections. A majority of LBHS students who take an AP test will score a 3 or higher. (this is significantly higher than the State average). For example, analyzing the score break down for the past 3 years, earning a "4" has been the most common for the past 3 years, second is earning a "5." In general, the chances of taking an AP course and passing the exam are high at LBHS.

Percentage of Students Who Tested and Passed AP Tests by Department

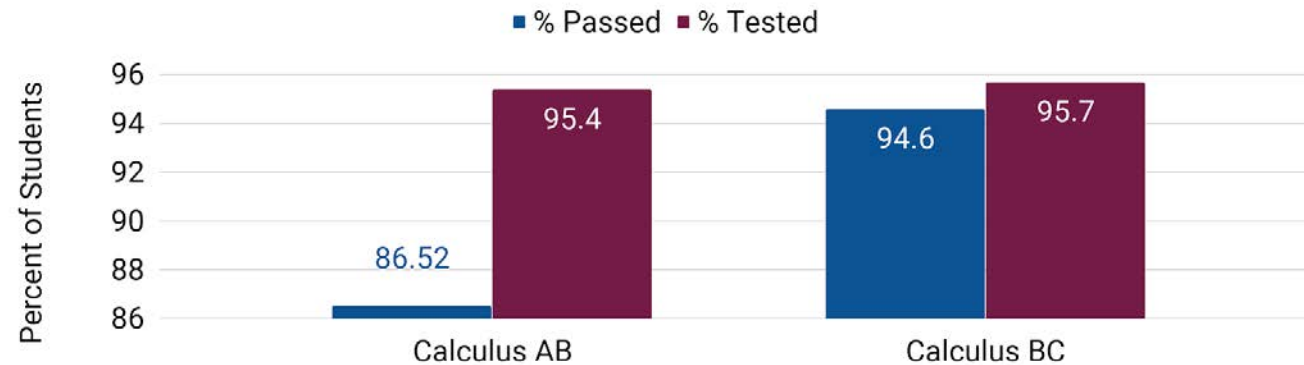
AP English: Average Percent who Passed and the Percent Tested (5 Year Averages for % Passed and 4 Year Averages for % Tested)



Findings:

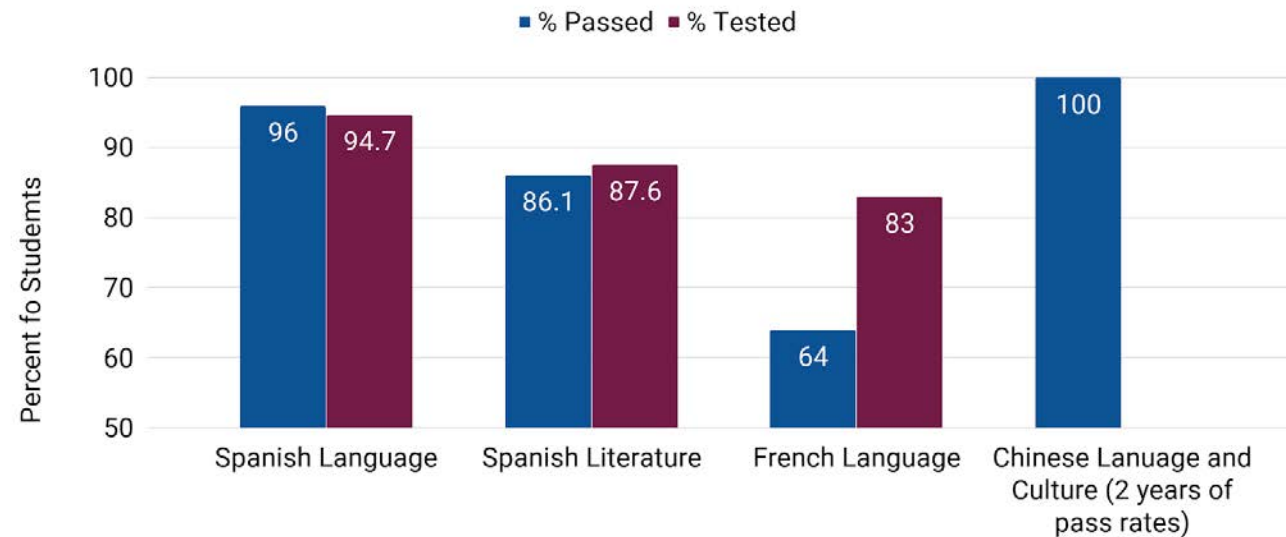
English: A majority of the students in the AP course will take the exam. AP Literature has a higher pass rate than AP Language. A majority of AP English students will take and pass their AP exam.

AP Math: Average Percent who Passed and the Percent Tested (5 Year Averages for % Passed and 4 Year Averages for % Tested)



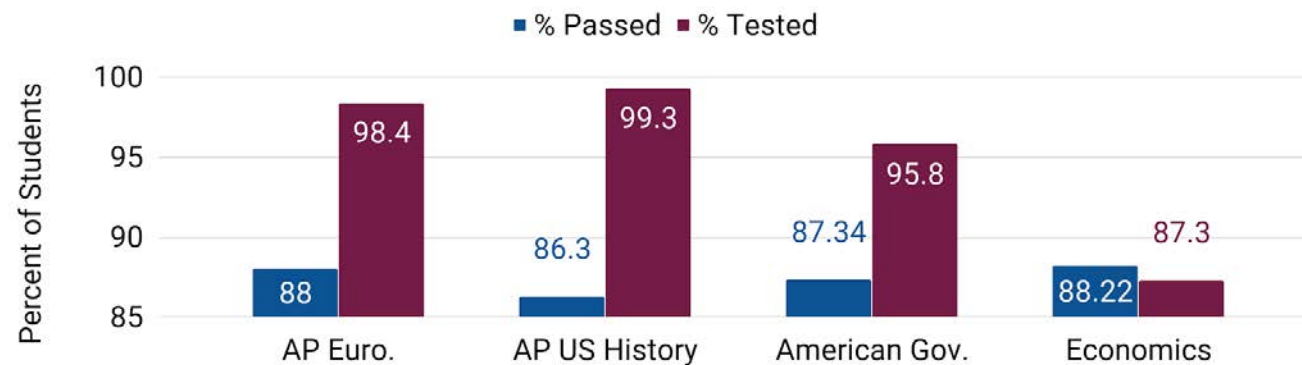
Math (analyzing the 4 year data in addition to the graphed data): A majority of LBHS math students take the AP test for the class they were enrolled in. When looking at the 4 year data, Calculus BC numbers have remained fairly constant and Calculus AB pass rates are trending upwards, with the highest in four years during the 16/17 school year.

AP Foreign Language: Average Percent who Passed and the Percent Tested (5 Year Averages for % Passed and 4 Year Averages for % Tested)



Foreign Language (analyzing the 4 year data in addition to the graphed data): In general, less foreign language students will take an AP test for a course that they are enrolled in. Looking at 4 years worth of scores, Spanish Language scores are increasing and Spanish Literature has shown improvement since 13/14 with an overall upward trend. Our new Mandarin class has had a 100% pass rate for the past 2 years! French tends to have the lowest participation and pass rate.

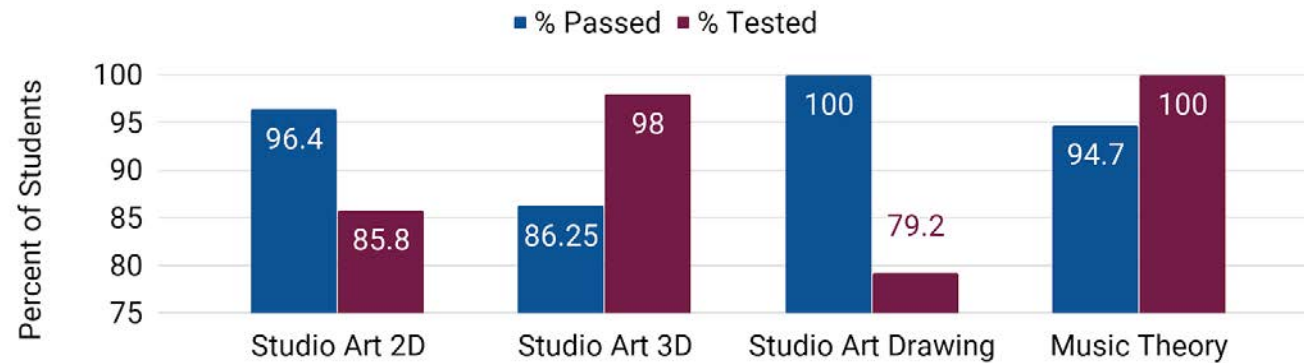
AP Social Science: Average Percent who Passed and the Percent Tested (5 Year Averages for % Passed and 4 Year Averages for % Tested)



Social Science: (analyzing the 4 year data in addition to the graphed data)

- AP European History scores have increased significantly in the past 4 years.
- US History pass rate is declining, but the amount of students who take the exam is impressive.
- American Government scores are rebounding.
- Economics pass rate is consistently high.

AP Visual and Performing Arts: Average Percent who Passed and the Percent Tested (5 Year Averages for % Passed and 4 Year Averages for % Tested)

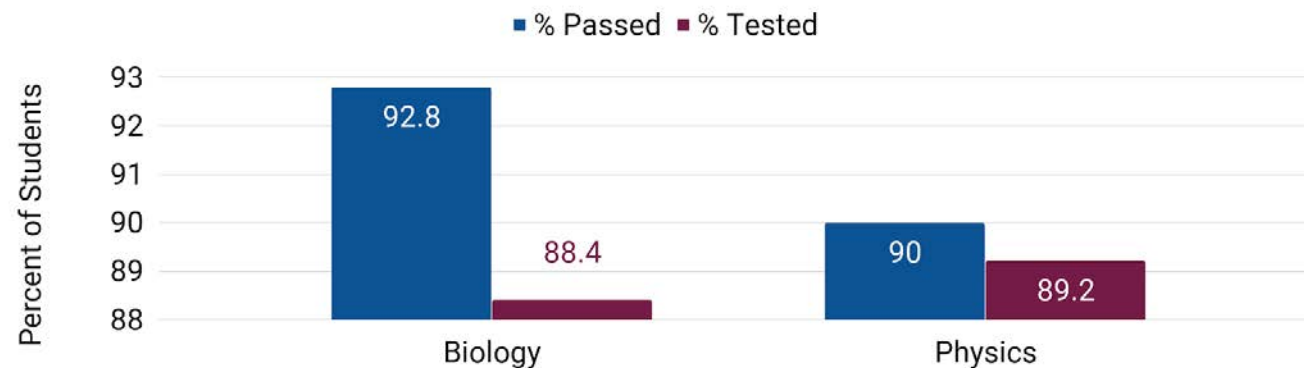


Visual and Performing Arts (VAPA):

(analyzing the 4 year data in addition to the graphed data)

- A majority of VAPA students will take the AP test for the course that they are enrolled in.
- Studio Art Drawing has had a 100% pass rate for the past 4 years!
- Studio Art 2D's pass rate is increasing.
- Studio Art 3D's pass rate dipped by 13% in 16/17. It maintains the lowest VAPA AP pass rate.
- Music Theory has had consistently high pass rate, but dropped 12% in 16/17.

AP Science: Average Percent who Passed and the Percent Tested (5 Year Averages for % Passed and 4 Year Averages for % Tested)

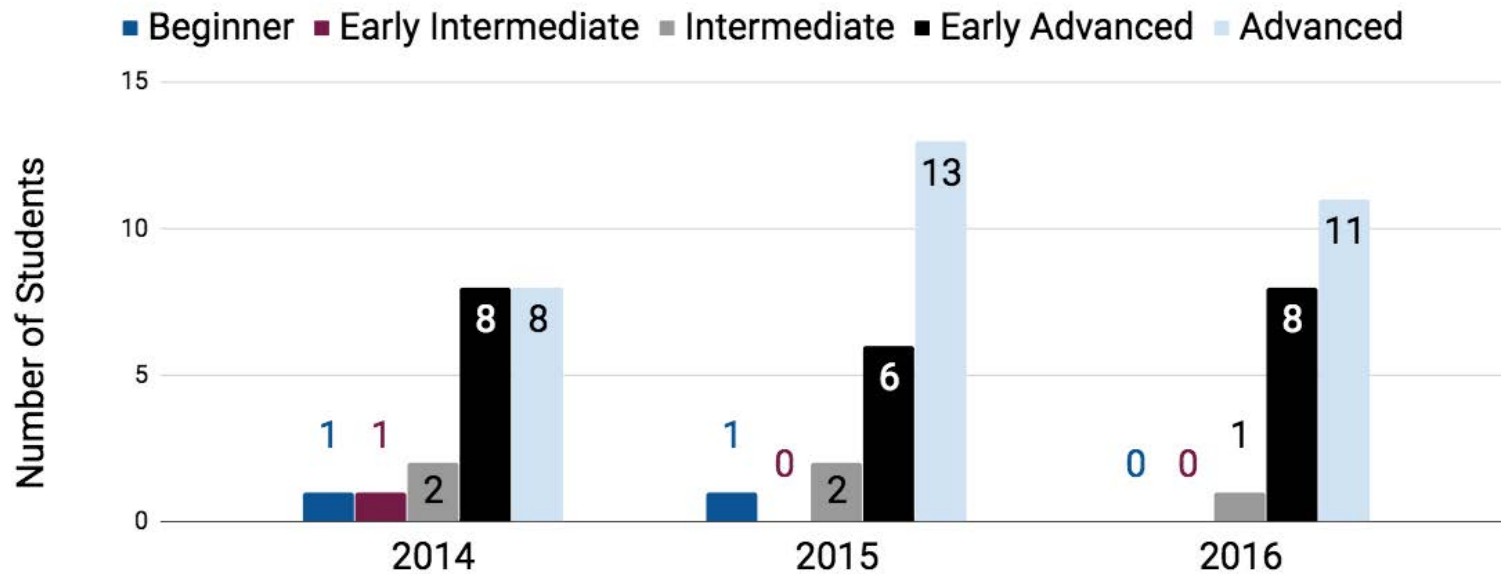


Science: (analyzing the 4 year data in addition to the graphed data)

- AP Physics scores are increasing again some low scores in 14/15 and 15/16.
- AP Biology pass rate dropped about 9% during the 16/17 school year.
- On average, the pass and test rate for Science AP scores are high.

CELDT Data

EL Population by CELDT Score



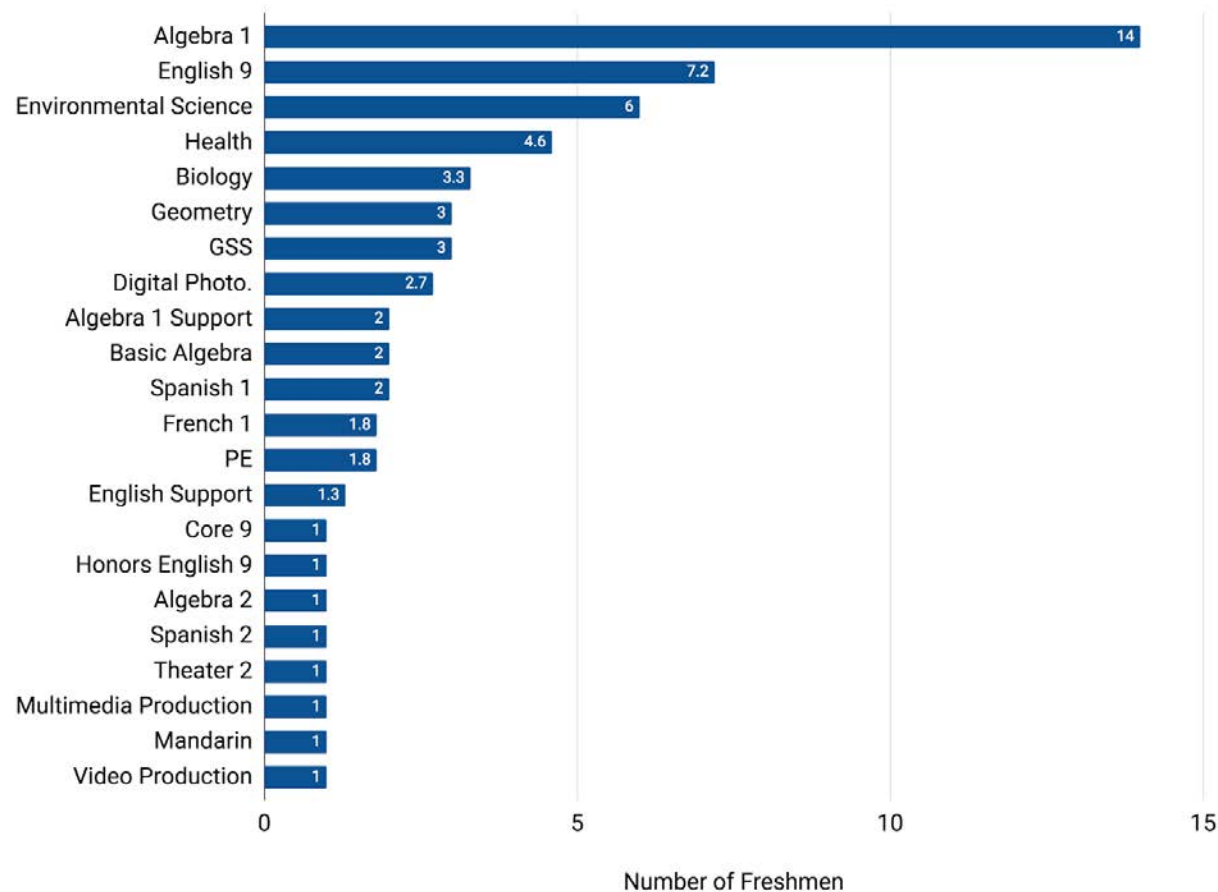
Findings: A majority of our EL students are identified as “Early Advanced” or “Advanced” on the CELDT test. We rarely have a student who is a “Beginner” or “Early Intermediate.” In terms of the amount of LTELs (Long Term English Learners), in 16/17

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

D/F Data for the Past 5 Semesters

"D" Data for the Past 5 Semesters

Average Amount of Freshmen who Earned a "D" by Class per Semester for the Past 5 Semesters



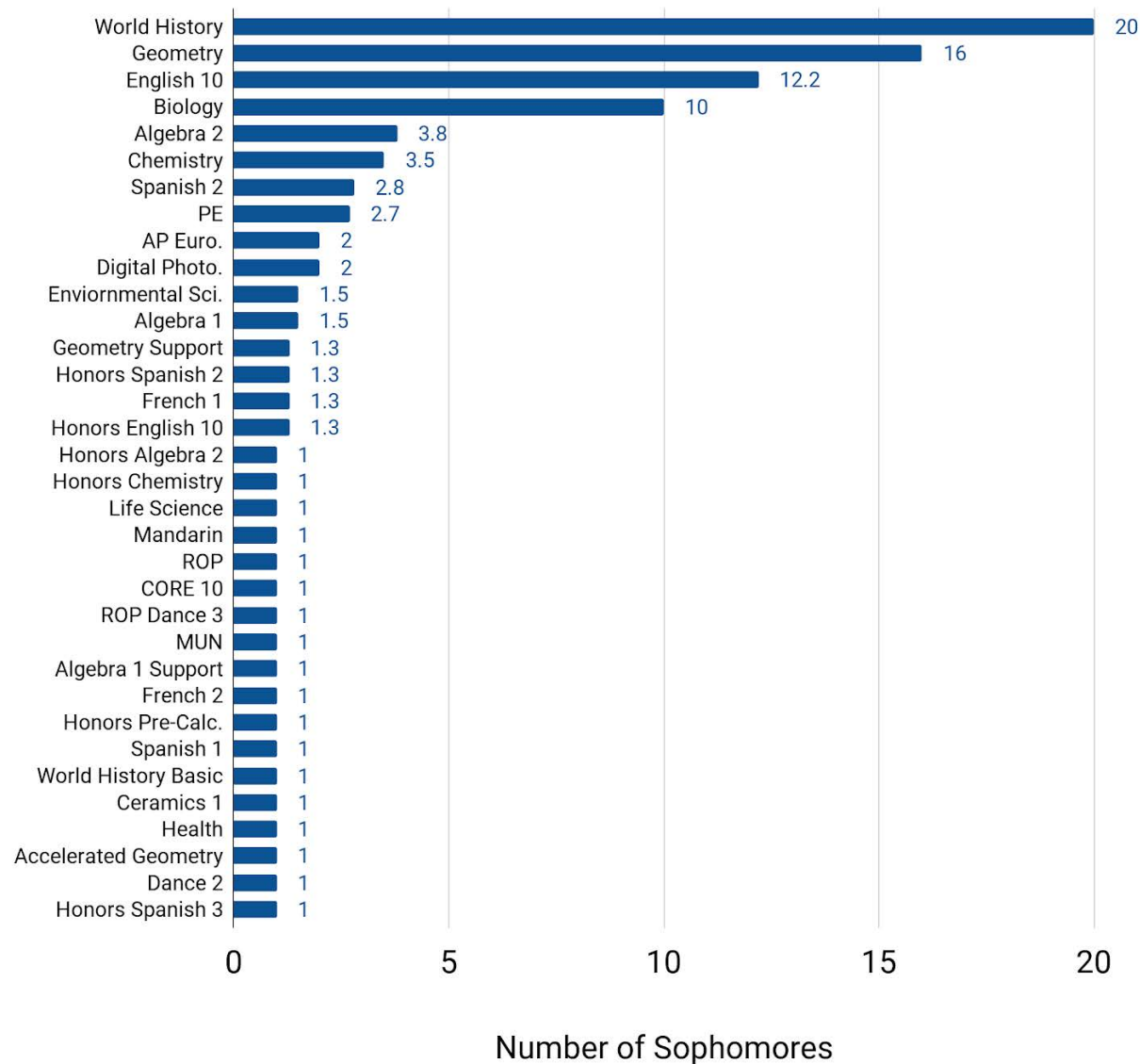
Findings:

Algebra 1 has the highest "D" rate in the Freshmen class, these students have the option to take a concurrent Support Class (not in 18/19) Many of the students have tutors.

English 9, Health, and Environmental Science appear to also be a challenge for 9th graders. Environmental Science is no longer offered at LBHS.

Health teaches the human body instead of Biology, making the course science-heavy, which could cause many students to struggle. English 9 has the option for a support class as well.

Average Amount of Sophomores who Earned a "D" by Class per Semester for the Past 5 Semesters



Findings:

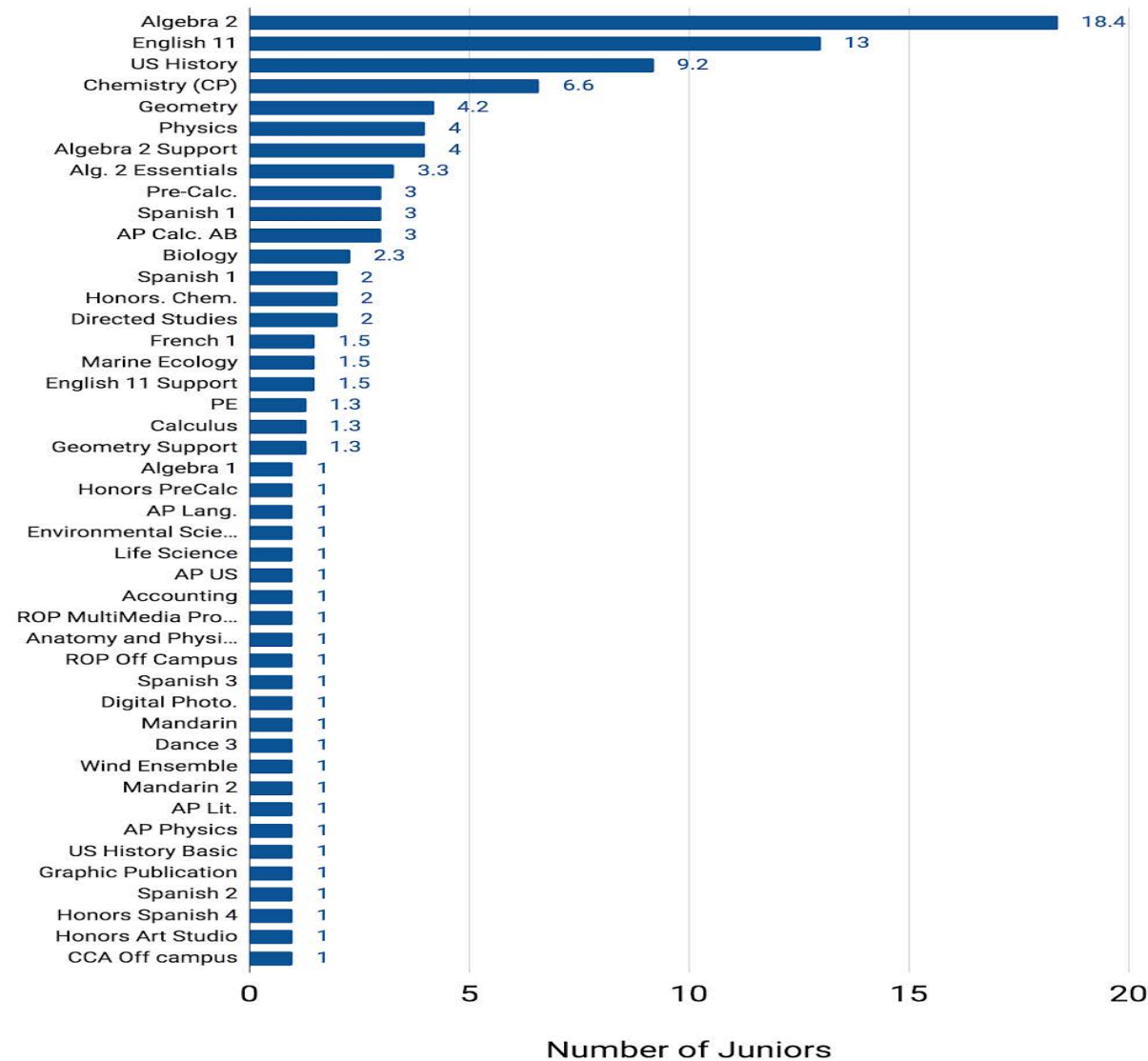
The main courses that students struggle in as Sophomores are World History, Geometry, Biology, and English 10.

Biology: a majority of students at LBHS take Biology as a Freshmen, the Sophomores represented in this graph took Environmental Science as a Freshmen but were still unable to be successful in Biology.

Up to 18/19 school year, students had access to Math and English Support as well as to a Core Skills class to help them improve their grades in their classes.

World History is the first Social Studies class that has very intense and involved projects. Some Sophomores struggle to adjust to the rigor.

Average Amount of Juniors who Earned a "D" by Class per Semester for the Past 5 Semesters

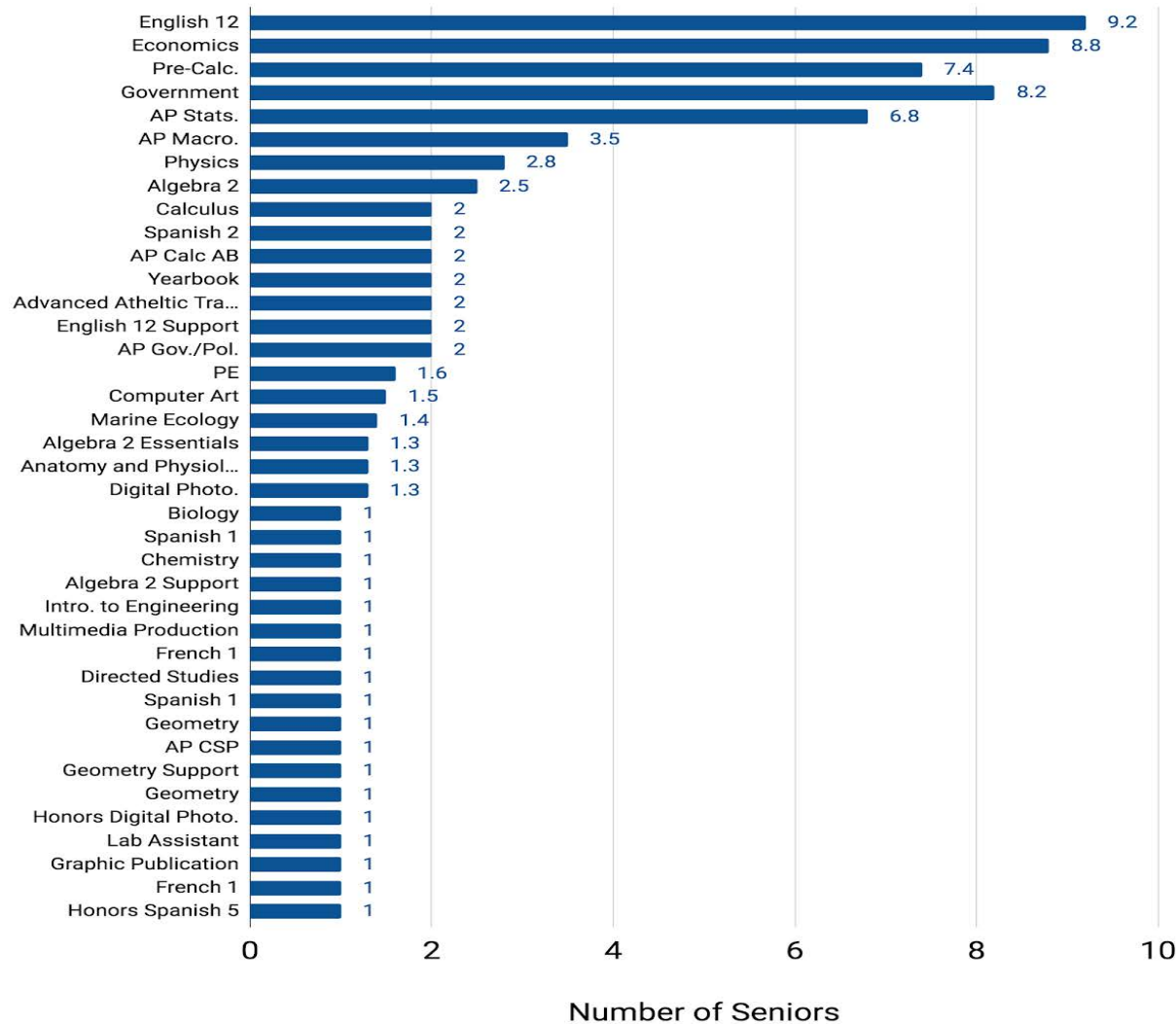


Findings:

Again we see that English, Math, Science, and Social Studies seem to be the hardest class for students.

Algebra 2 has had changes in instructors in the past few years, hopefully we will see a decline this school year in the amount of students who struggle in Algebra 2.

Average Amount of Seniors who Earned a "D" by Class per Semester for the Past 5 Semesters



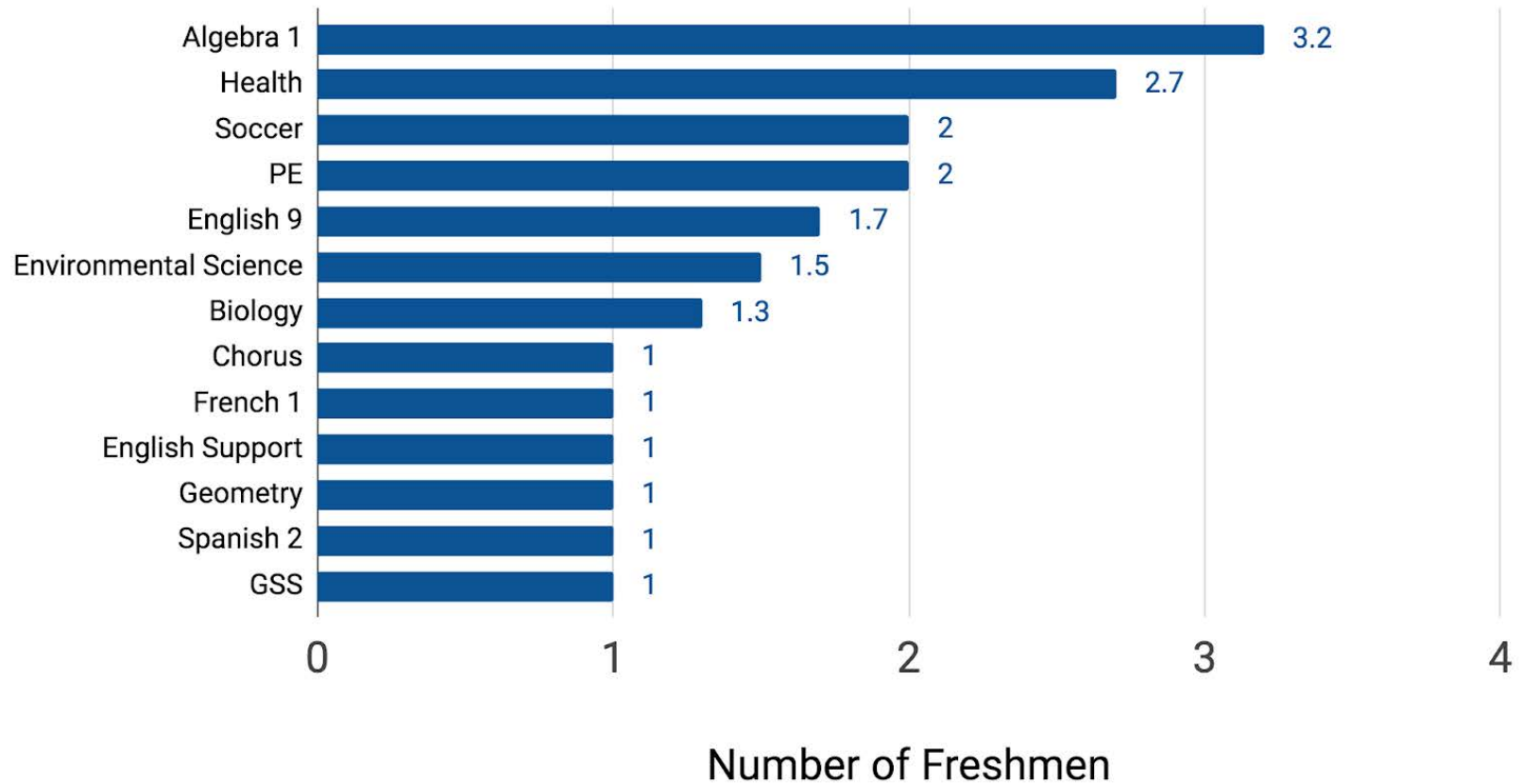
Findings:

The core classes are the most challenging for Seniors, especially English and Social Studies.

Pre-Calculus is no longer offered at our school because the Pre-Calculus curriculum is embedded into the other core math classes.

"F" Data for the Past 5 Semesters

Average Amount of Freshmen who Earned a "F" by Class per Semester for the Past 5 Semesters



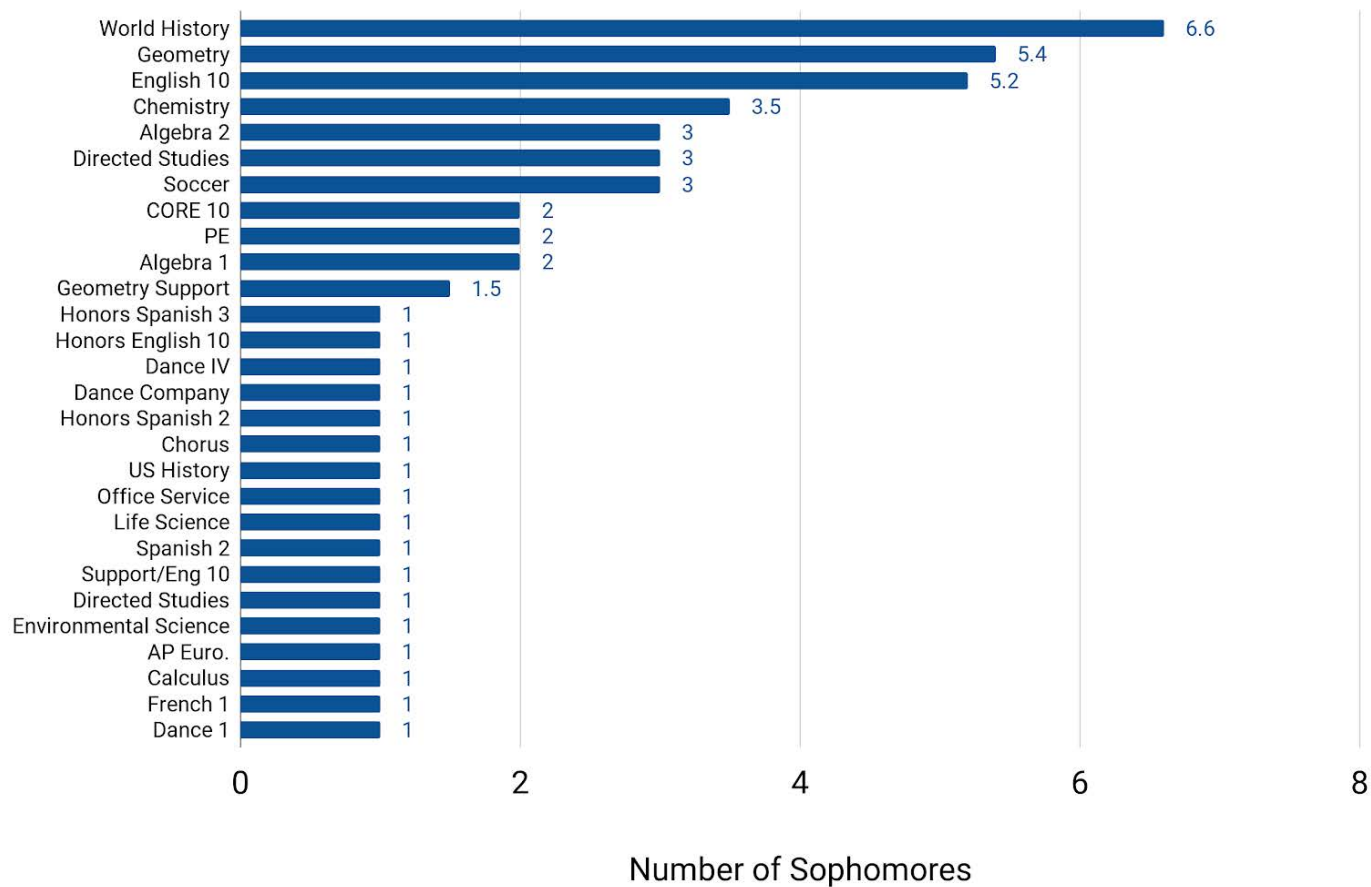
Findings:

Algebra 1 has the highest amount of students who fail.

Math seems to be the subject that LBHS students struggle with the most, this is supported by grade data and CAASPP data.

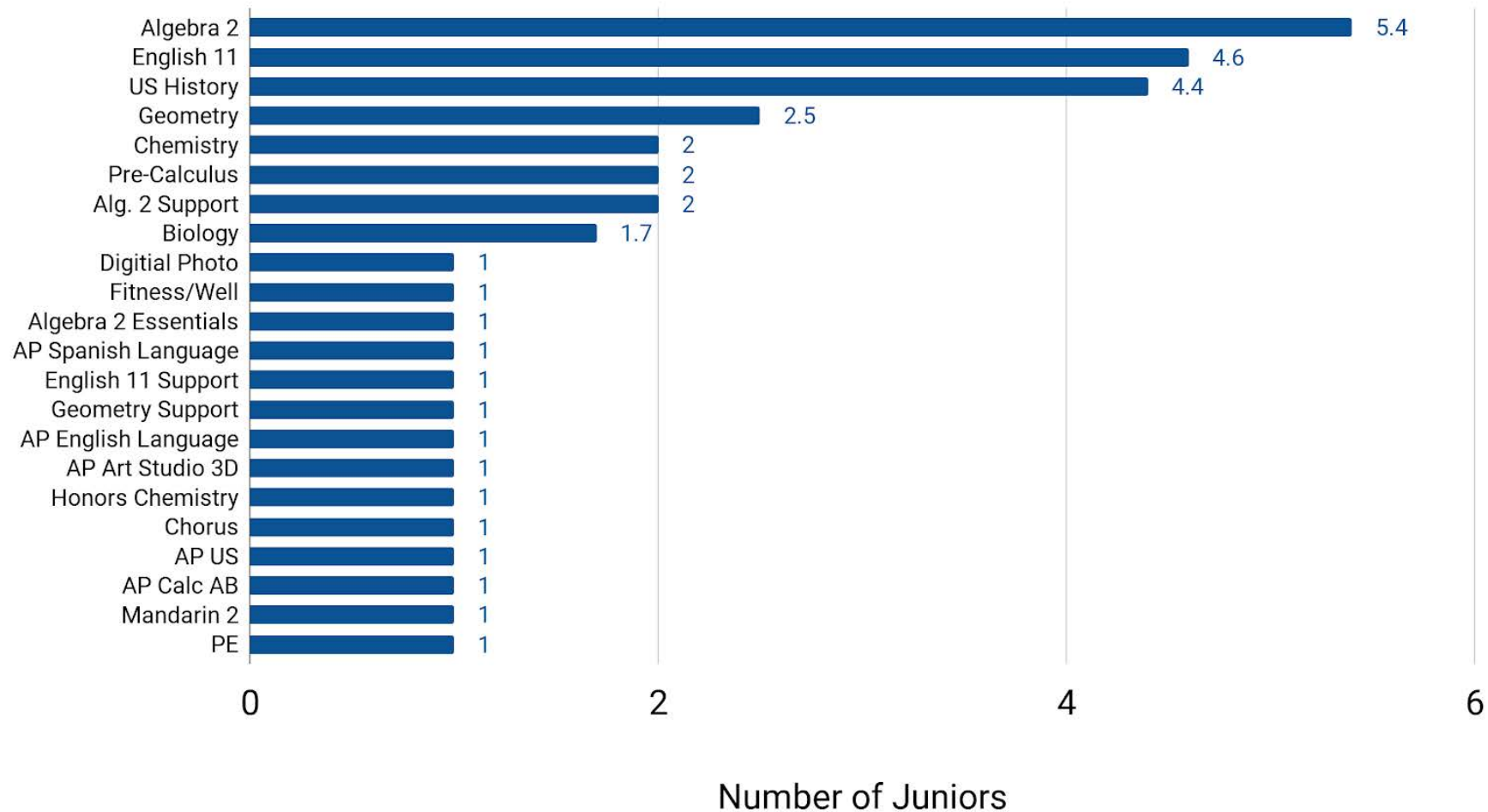
Overall, there are not too many classes that Freshmen will fail.

Average Amount of Sophomores who Earned a "F" by Class per Semester for the Past 5 Semesters



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

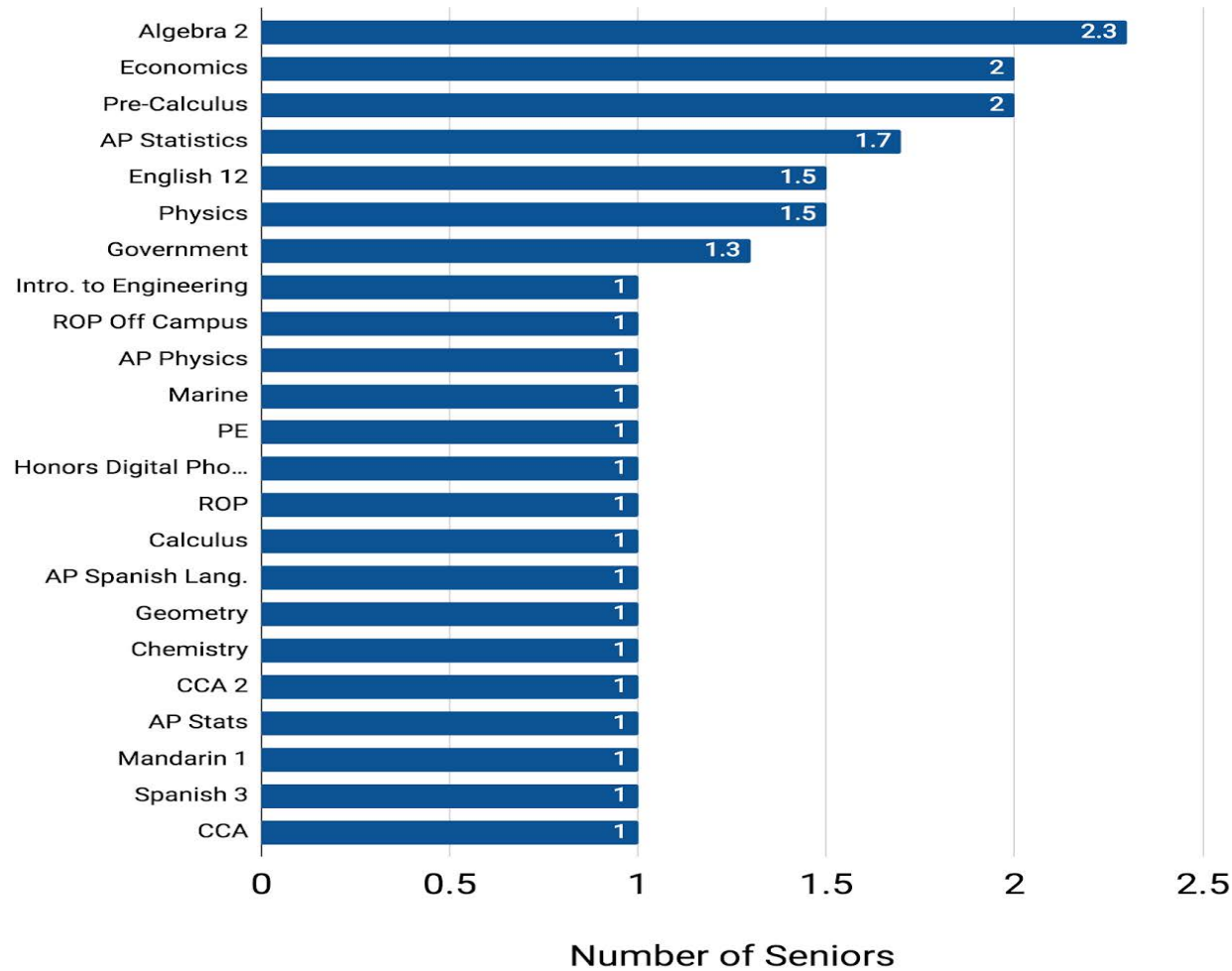
Average Amount of Juniors who Earned a "F" by Class per Semester for the Past 5 Semesters



Findings:

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

Average Amount of Seniors who Earned a "F" by Class per Semester for the Past 5 Semesters



Findings:

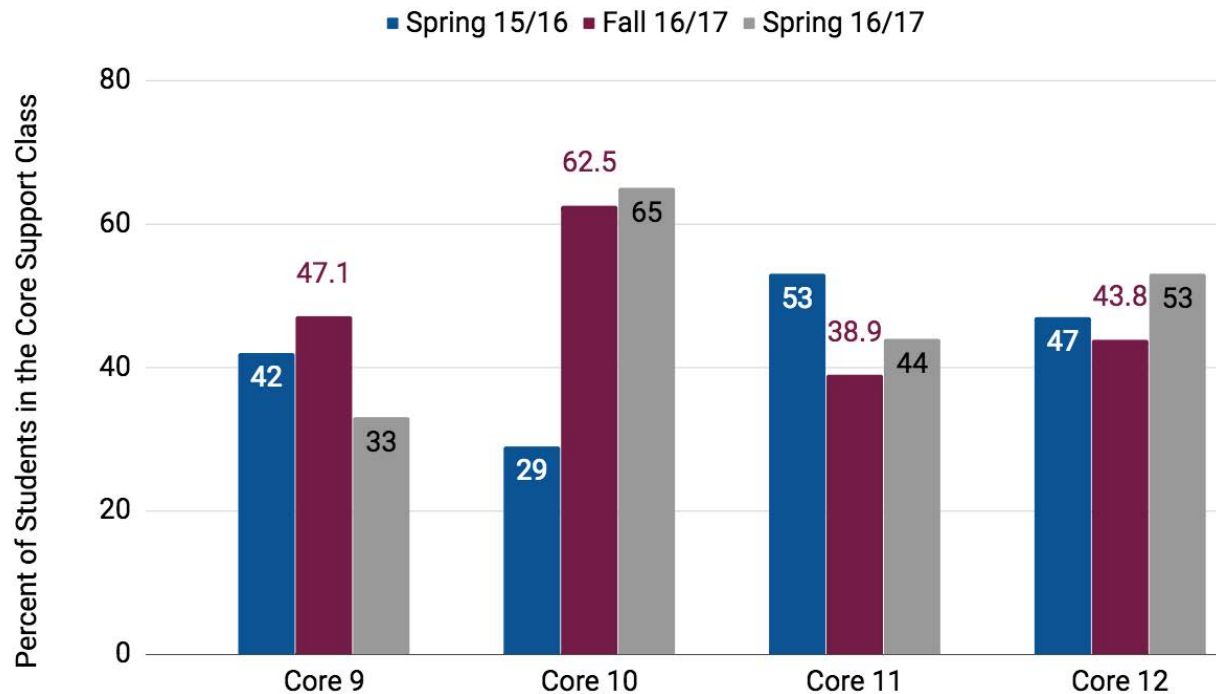
The trend for problematic math continues.

Overall, there are less students who fail each class per semester as Seniors.

Support Class Data (Core Skills, Math Support, English Support Classes)

Overall effectiveness of Each Core Skills Class (Core 9, 10, 11, and 12)

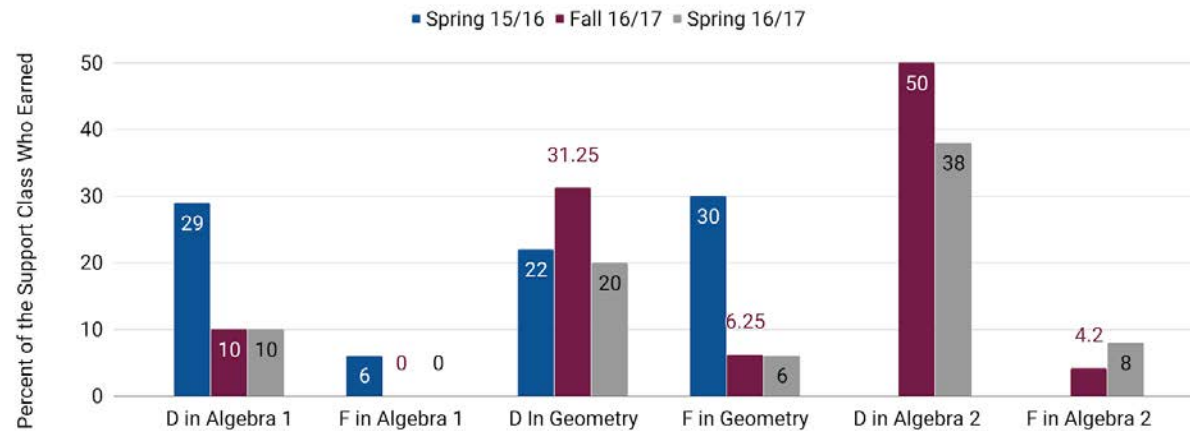
Percent of Students in Each Core Support Class Who Earned a D or F in One or More of Their Classes for the Past 3 Semesters

**Findings:**

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

Overall effectiveness of Each Math Support Class

Percent of Students in Each Math Support Class Who Earned a D or F in its Corresponding Course for the Past 3 Semesters



(Example: 29% of students in Alg. 1 Support earned an "D" in Algebra 1)

Findings:

Most students who are in Algebra 1 Support will pass with a "D" or better.

20%+ of students in Geometry Support struggle to earn better than a "D" in Geometry.

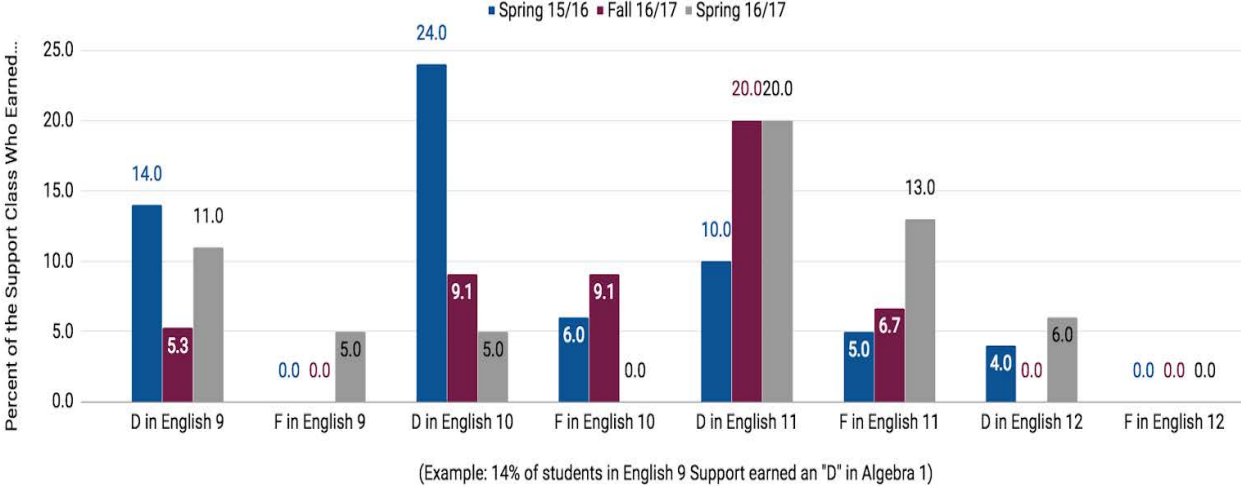
Algebra 2 Support has a fairly low "F" rate for the 16/17 school year, but the "D" rate for those in Algebra 2 concurrently with support is quite high.

Note: Algebra 2 Support did not begin until the 16/17 school year.

Algebra 1 Support seems to have the highest success rate in enabling students to pass their corresponding math course.

Overall effectiveness of Each English Support Class

Percent of Students in Each English Support Class Who Earned a D or F in its Corresponding Course for the Past 3 Semesters



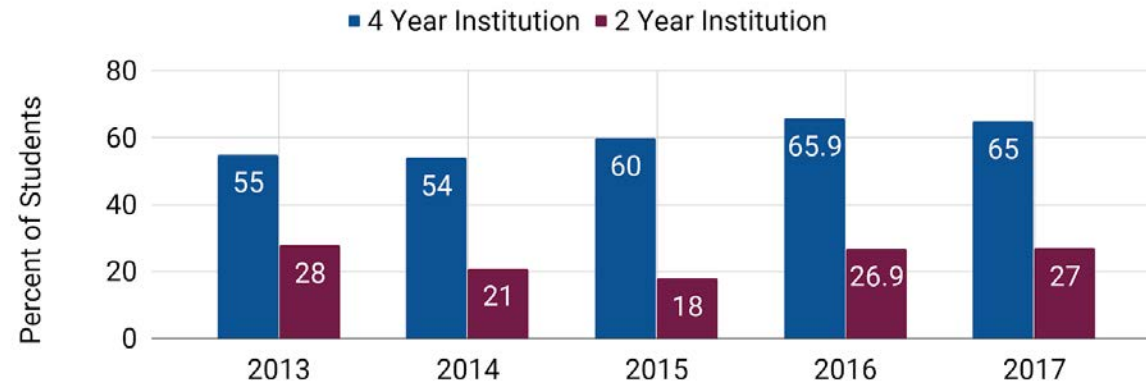
Findings:

There appears to be a bubble of Sophomores in English 10 who transferred to English 11 in the Fall Semester and continued to struggle. This could be an indication that the English Support classes were ineffective in equipping these students for success as they moved from English 10 to English 11. However, as a counterargument, the Senior English Support class has the lowest D/F rate for those who were concurrently in support with their English course, perhaps indicating that they have gathered the skills necessary for success in English.

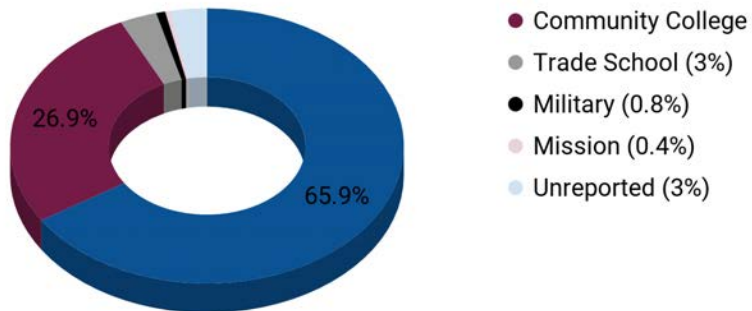
Other conclusions... students seems to struggle more in English 10 and 11 than in English 9 and 12.

Post LBHS Data

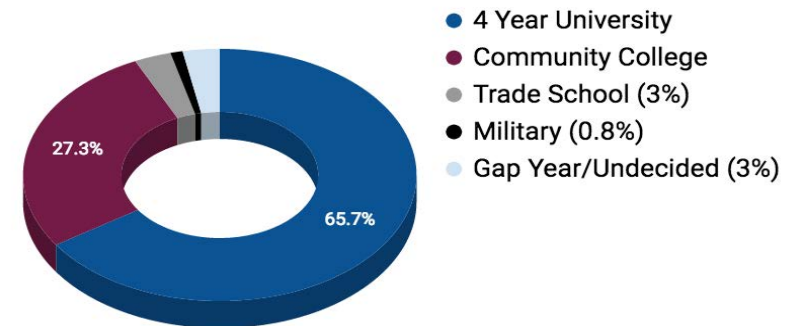
Percent of Students Enrolled in 4 or 2 Year Institutions Immediately After High School



Class of 2016 After LBHS Data



Class of 2017 After LBHS Data



Findings:

A majority of our students will move onto a 4 year university.

More than 75% of our students each year will attend a 2 or 4 year institution.

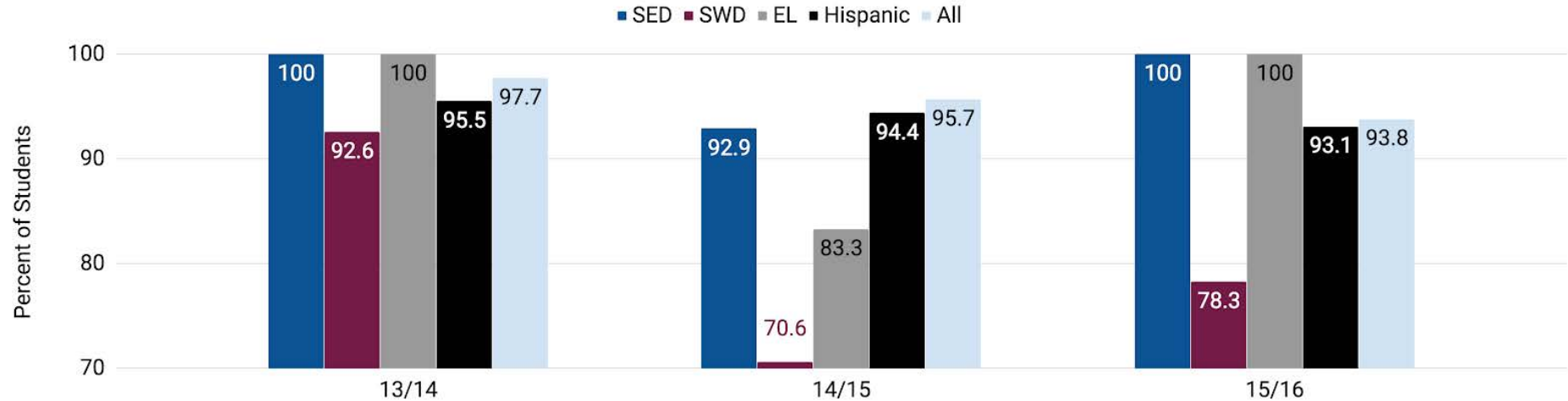
In Spring 2016, we had 92.8% of the Senior class attend a 2 or 4 year institution, that is

Students who do not attend a 2 or 4 year institution will either enlist, go on a mission trip, or enroll in a trade school. We do not have data on 3% of our students

Priority #5: Pupil Engagement

Graduation Rate

Subgroup Graduation Rate

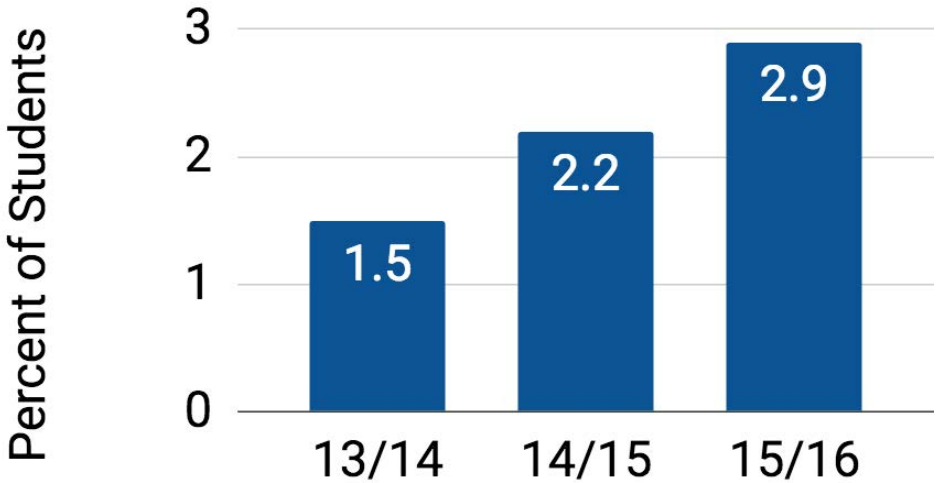


Findings:

We have a consistently low graduation rate with “Students with Disabilities.”
There is a slight decrease in our overall graduation rates.

Dropout Rate

LBHS Dropout Rate for the Past 3 Years

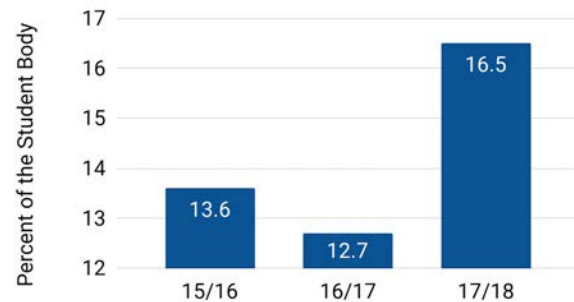


Findings:

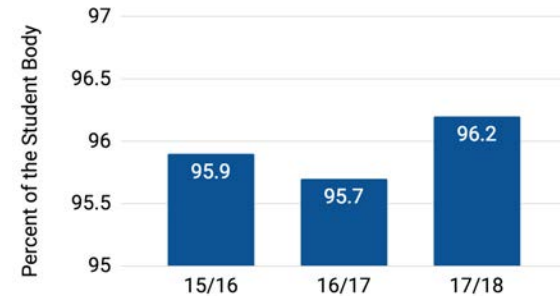
Compared to the State, LBHS has a very low dropout rate. The average CA dropout rate for the corresponding 3 years of data was 10.63%. Our increasing drop out rate could be corresponding to our increasing enrollment and possibly the increased amount of social/emotional turmoil of our students. Evidence of increased social/emotional is the hiring of one full time on site social/emotional support specialist and a full time single-site psychologist (we use to have to share our psychologists with the other LBUSD school sites). The District Office also hired a director of social and emotional support. The LCAP and CA Healthy Kids Survey also indicate increased distress.

Attendance

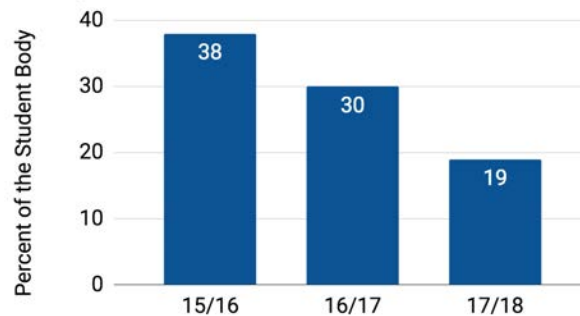
Chronic Absenteeism for the Past 3 Years



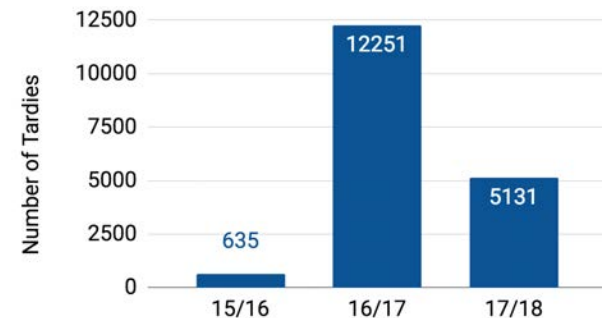
Average Daily Attendance for the Past 3 Years



Truancy for the Past 3 Years



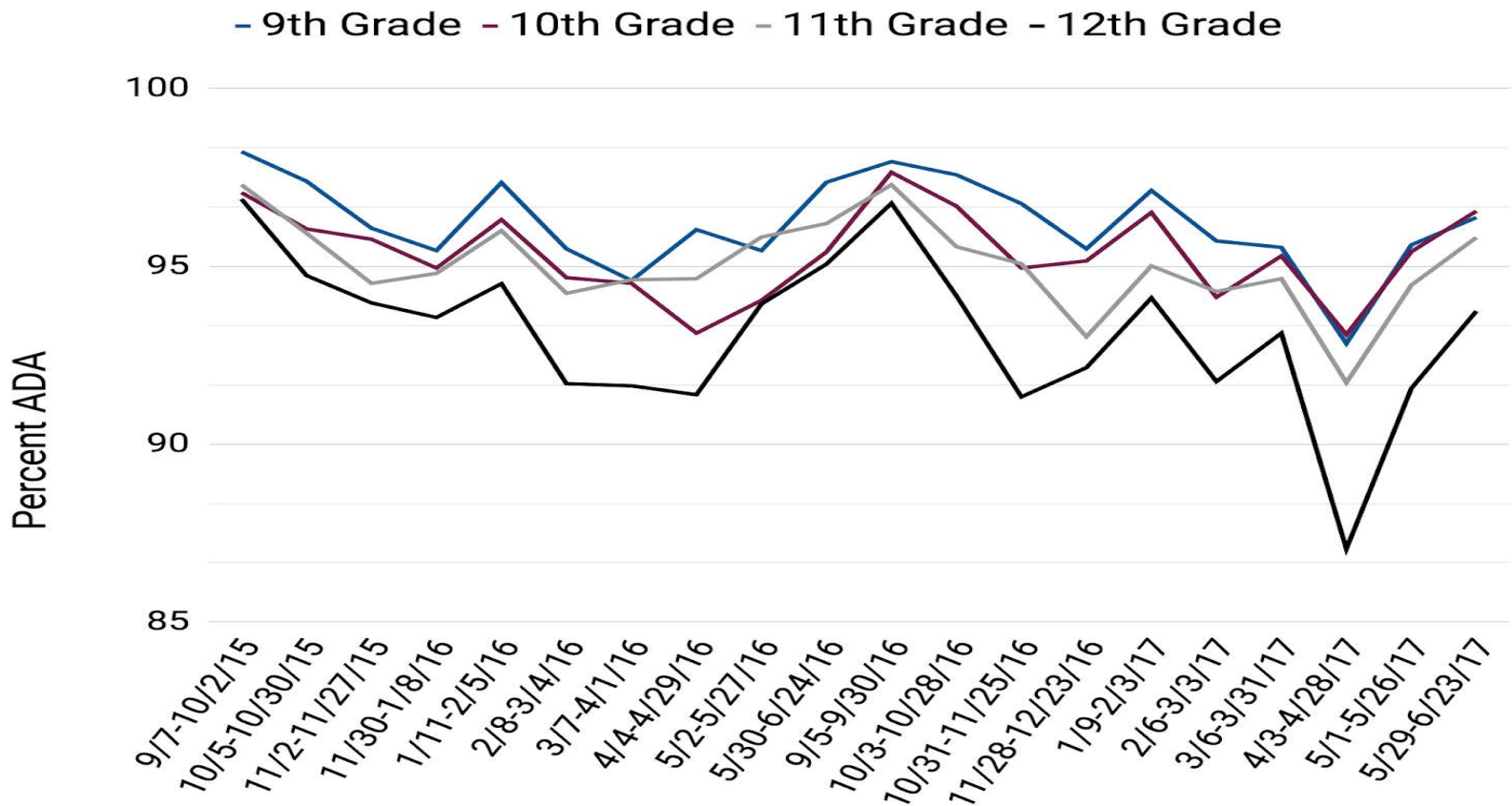
Tardies for the Past 3 Years



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

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

Monthly Percent ADA(Average Daily Attendance) for 15/16 - 16/17 School Years

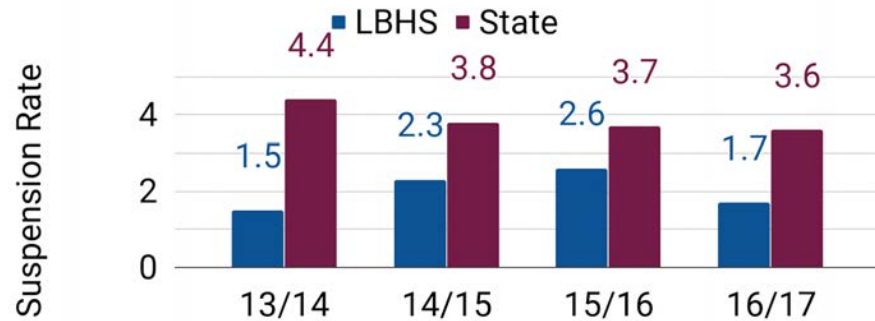


Findings: April has experienced the lowest ADAs for the 16/17 school years. September has the highest ADA rates. This is most likely due to the “freshness” of September and Spring Break in April. In general, for the 16/17 school years, Seniors have the worst ADA and Freshmen have the best.

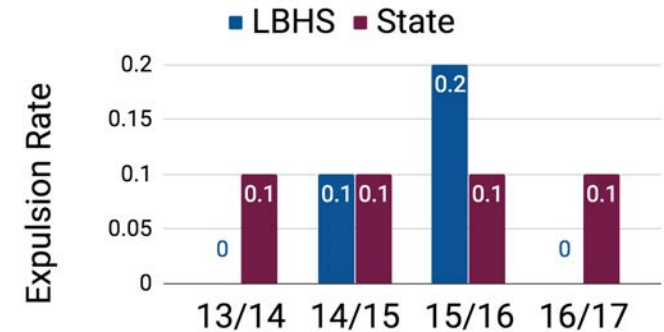
Priority #6: School Climate

Suspension and Expulsion Rates

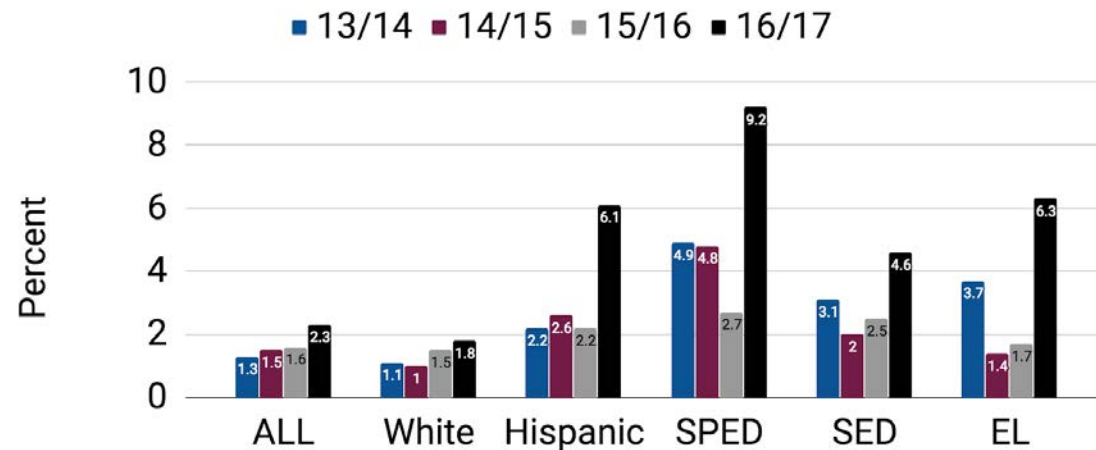
Suspension Rate: LBHS vs. State



Expulsion Rate: LBHS vs. State



Suspension Rates for Subgroups



Findings: For “All” students, there has been a slight increase in the past four years in suspensions, potentially proportionate with our general population increase. The suspension rate for the following has increased significantly (+3%) for the following populations in the 16/17 school year:

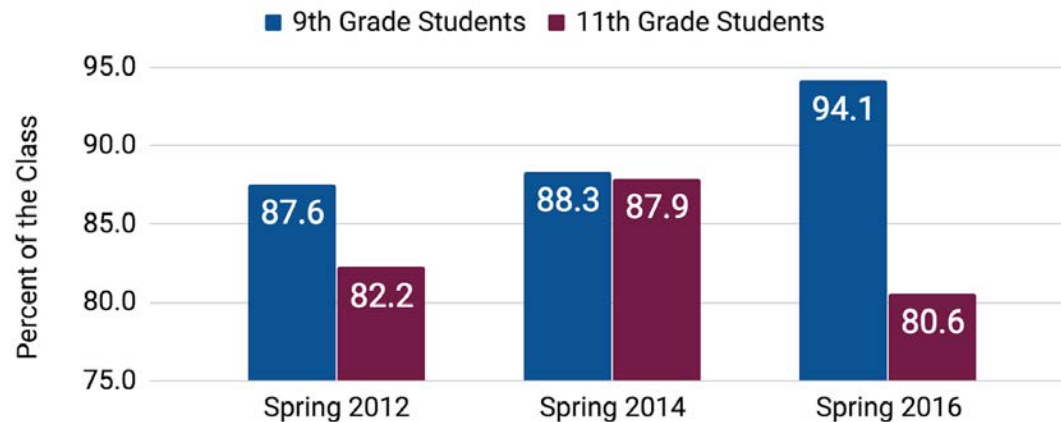
- Hispanic
- Students with disabilities
- Socioeconomically disadvantaged (SED) also had a noteworthy increase in the 16/17 school year.

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

CA Healthy Kids Survey

Number of Test Takers

Percent of Each Class Who Take the "California Healthy Kids Survey"



Findings:

80% + of our Freshmen and Junior students take the "California Healthy Kids Survey."

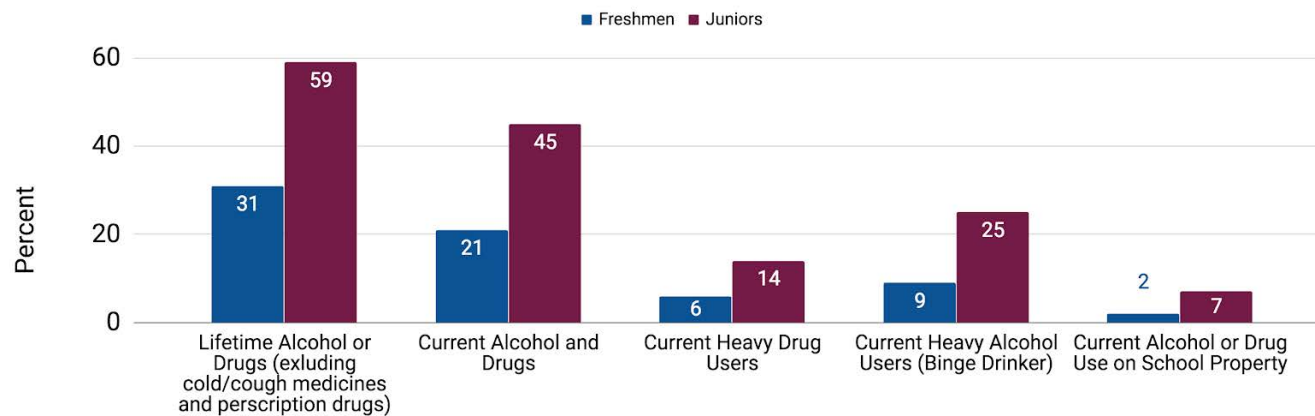
More freshmen than juniors take this survey.

11th grade participation is possibly less because they don't see any relevance (staff comments).

The survey was not taken at the same time of the year for all 3 reported years

California Healthy Kids Survey: Substance Abuse

Summary of Measure of Level of Alcohol and Other Drug Use (AOD)



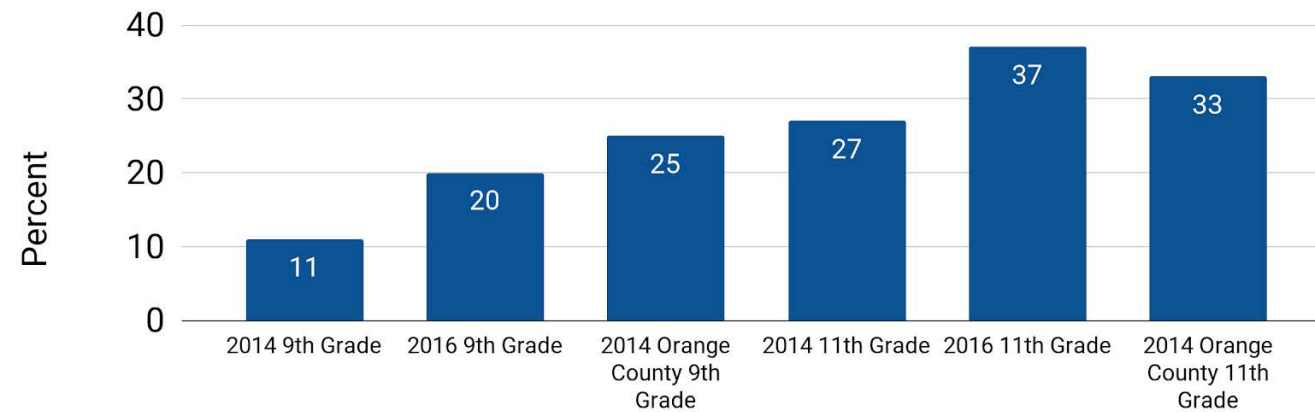
Findings:

There is a significant increase in substance abuse issues from freshman to junior years (almost double in each category).

45% of our Juniors report to be a current Alcohol and/or Drug user.

25% claim to be current heavy drinkers.

Students Reported: Any Vape/Ecig Use

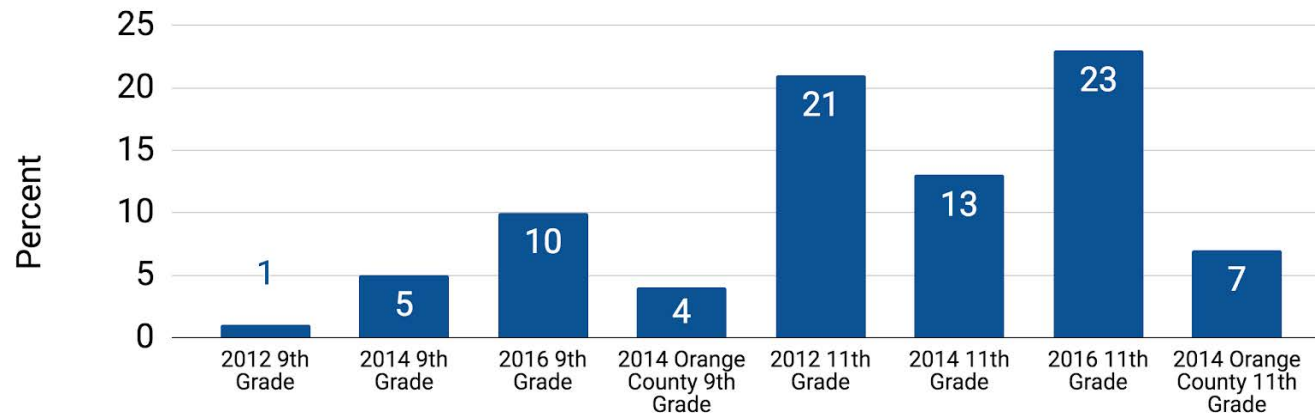


Findings:

Freshman and Junior Vape/Ecig rates have both increased between 2014 and 2016.

State usage is higher for 9th grade but less for 11th graders.

Students Reported: Any Cigarette Use



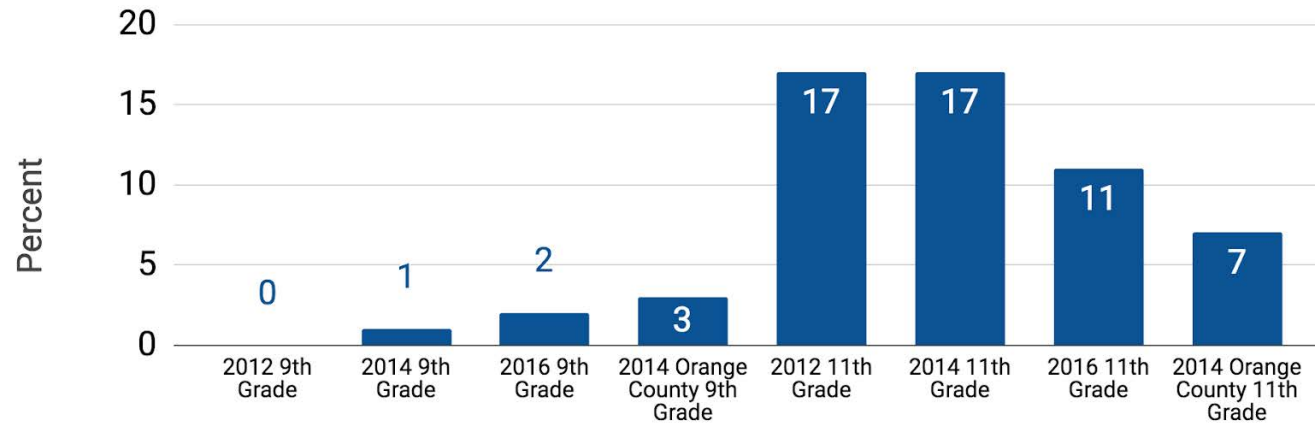
Findings:

11th graders have higher smoking rates than 9th graders

9th grade rates similar to OC schools however 11th graders are higher than OC schools.

A significant increase from 9th to 11th grade.

Students Reported: Very Drunk 7 or More Times



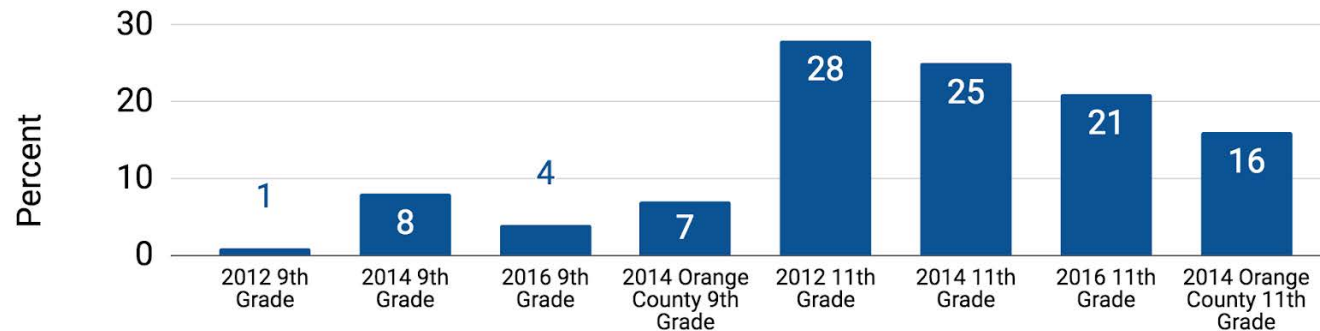
Findings:

Amount of freshmen who are “very drunk 7 or more times” is slightly increasing and decreased in 2016 with Juniors.

Juniors “very drunk 7 or more times” rate is higher than the State and the freshman are lower than the state (by a very small margin).

A significant increase from 9th to 11th grade.

Students Reported: Very High 7 or More Times



Findings:

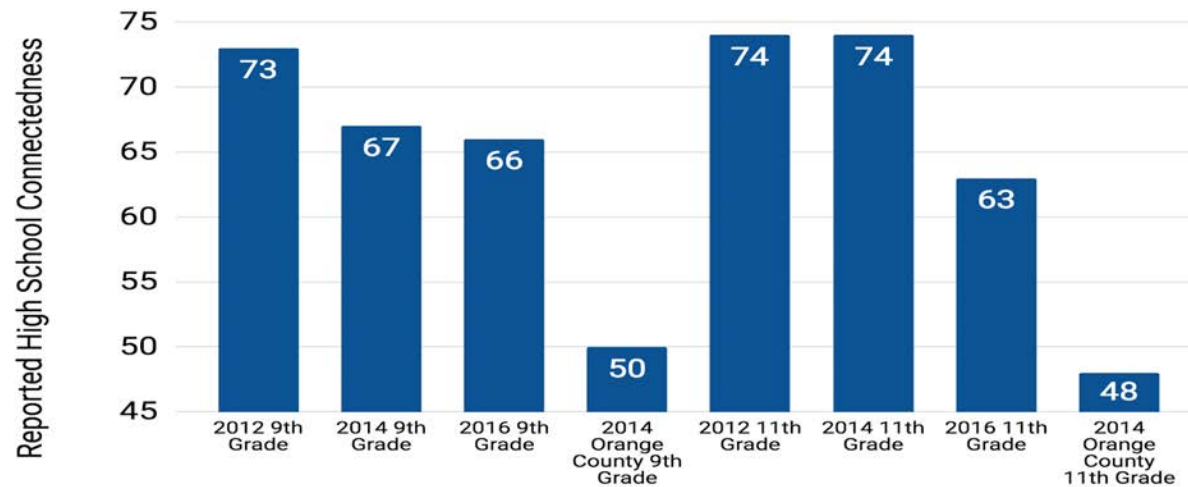
There is a declining amount of Juniors who reported to be “very high 7 or more times.”

Junior data is higher than the state data, Freshman data is about the same.

A significant increase from 9th to 11th grade.

California Healthy Kids Survey: School Culture

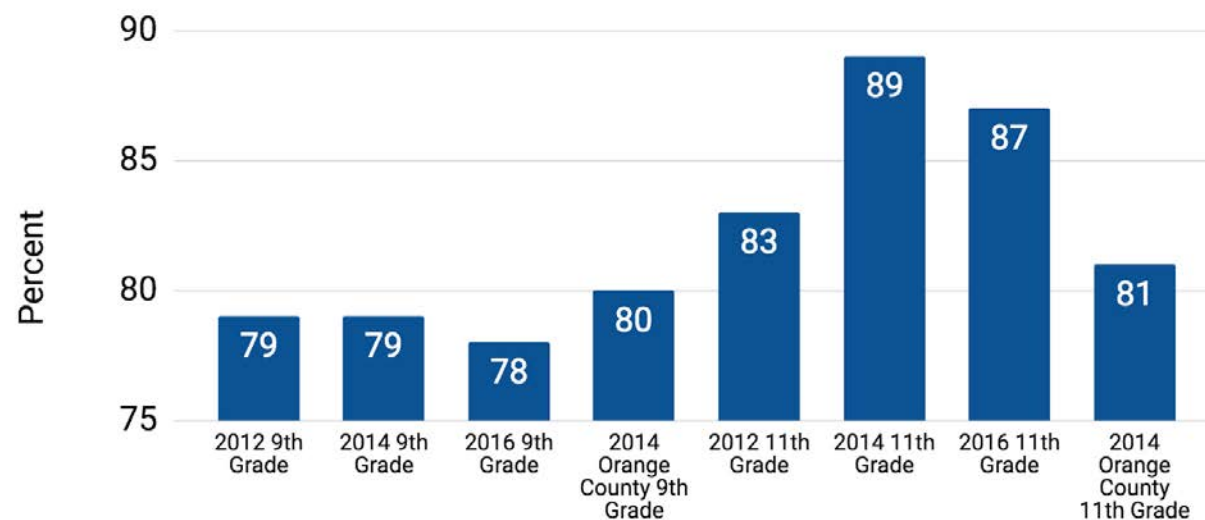
Students Reported: Reported High School Connectedness

**Findings:**

For both freshmen and juniors, there is a decreasing amount of students who report “high school connectedness.”

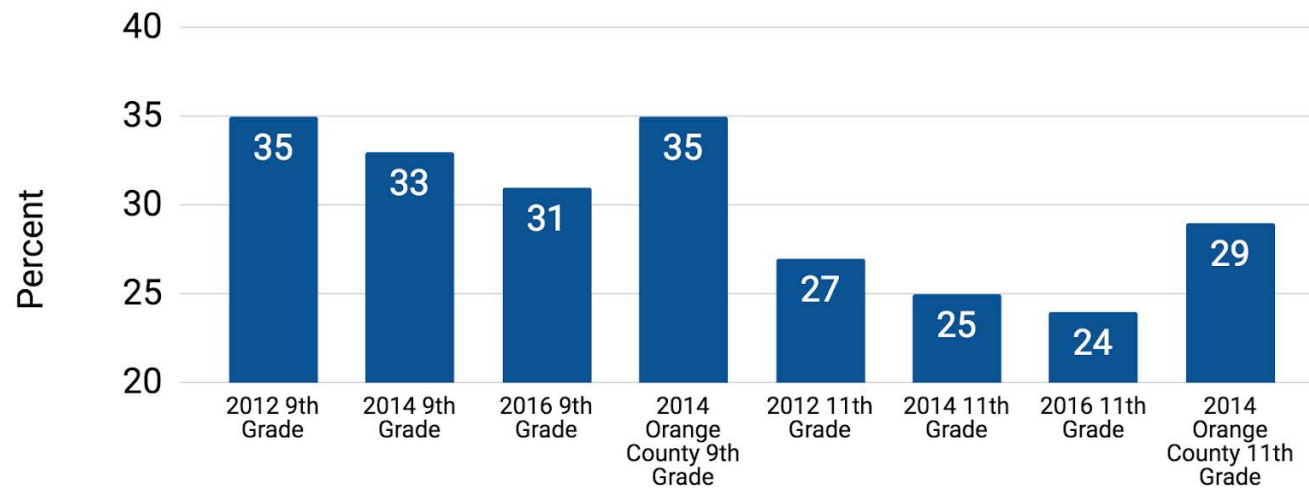
LBHS shows lower school connectedness than Orange County.

Students Reported: Cyber-bullying, Never

**Findings**

A majority of our 9th and 10th grade students are not cyberbullied, consistent with Orange County data.

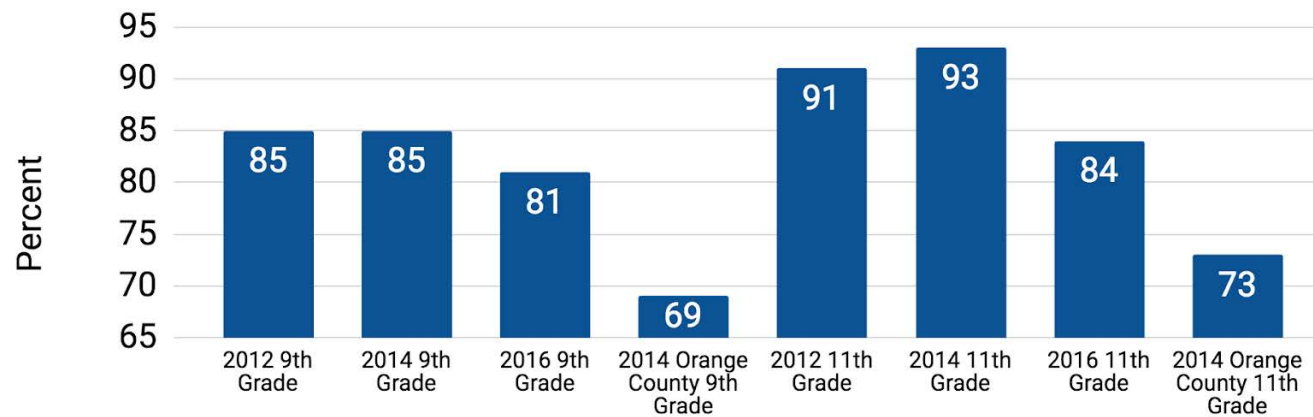
Students Reported: Reported any Harassment or Bullying

**Findings**

For both 9th and 10th grades, there is an decreasing amount of students who report “any harassment or bullying.”

Our percentages are mostly the same with Orange County data.

Students Reported: Feel Safe at School

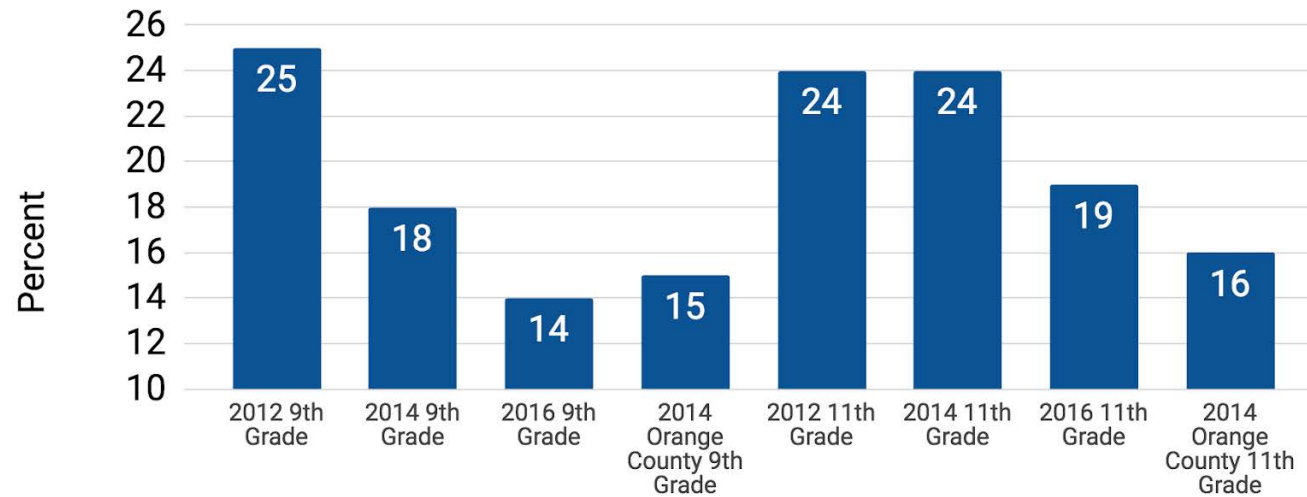
**Findings:**

A majority of our students “feel safe at school.”

Our numbers are higher than other Orange County schools.

California Healthy Kids Survey: Academic

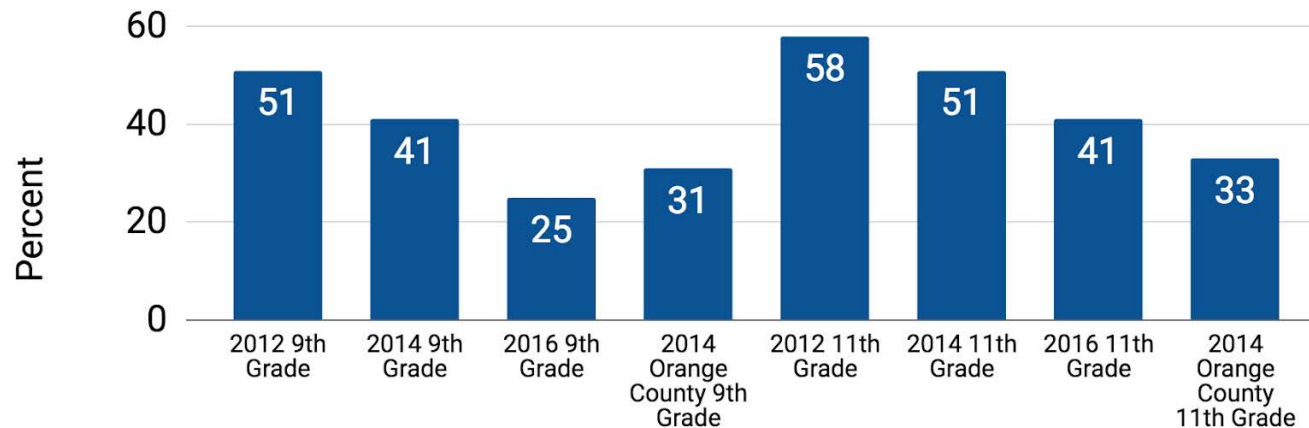
Students Reported: High Levels of Meaningful Participation in School

**Findings:**

We have a decreasing amount of students who report “high levels of meaningful participation in school.”

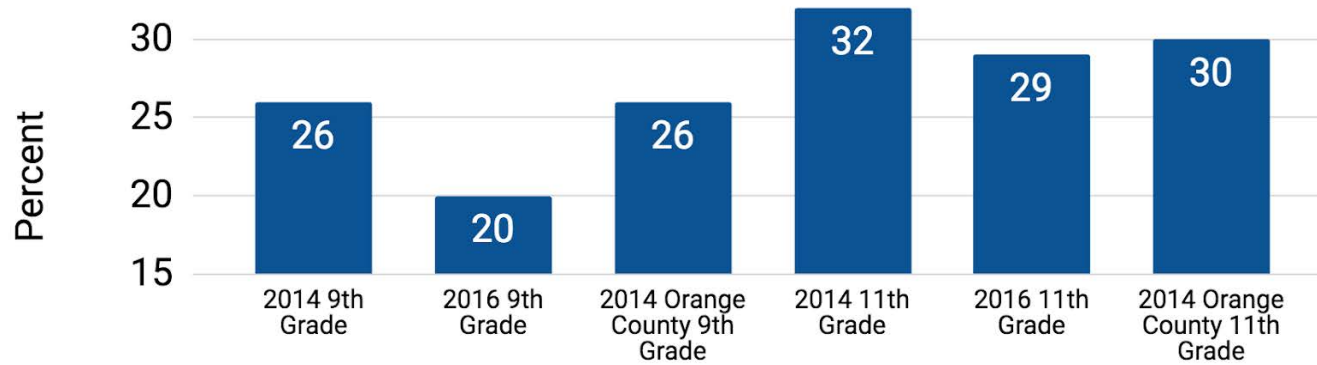
Our lowest numbers are consistent with the Orange County data.

Students Reported: High Level of Supports

**Findings:**

We have a decreasing amount of students who report “high levels of support” at school for both 9th and 11th graders.

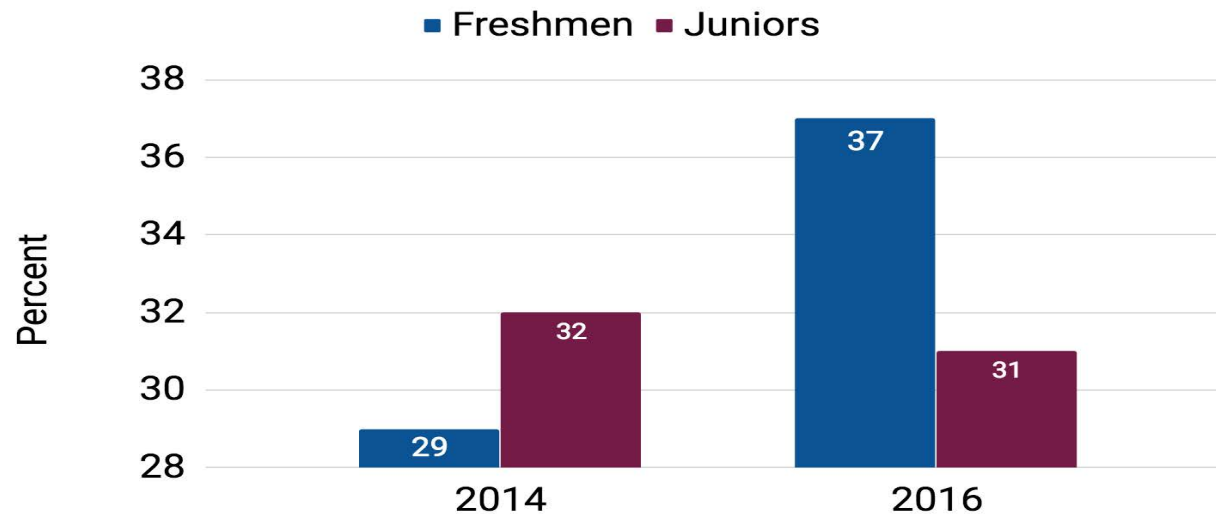
Students Reported: Low Academic Motivation

**Findings:**

The amount of students with low academic motivation is higher in 11th grade than in 9th grade.

LBHS data is fairly consistent with Orange County data.

Students Reported: High Academic Motivation

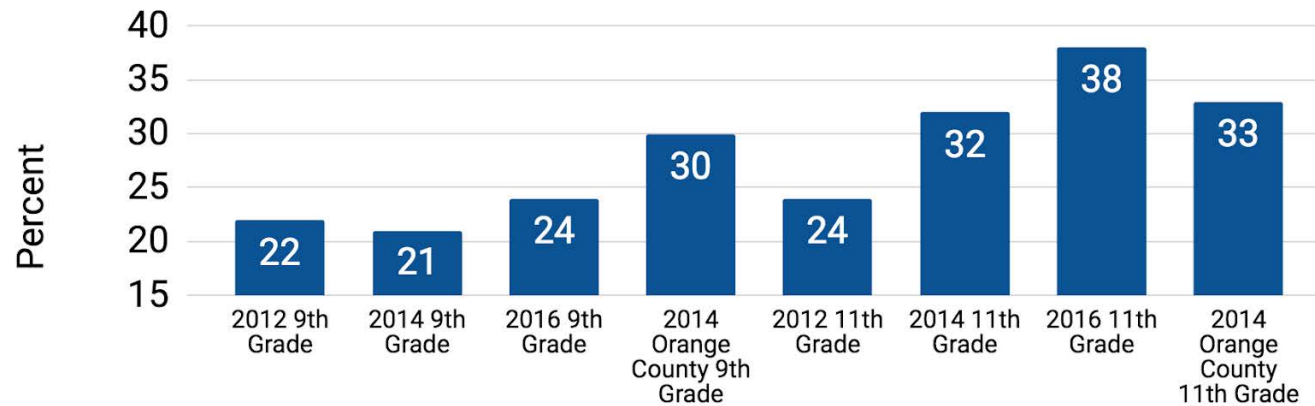
**Findings:**

An increasing amount of freshmen have "high academic motivation" between 2014 and 2016, the amount of Juniors stayed about the same.

The data could be skewed due to the time of year the survey was administered.

California Healthy Kids Survey: Social/Emotional

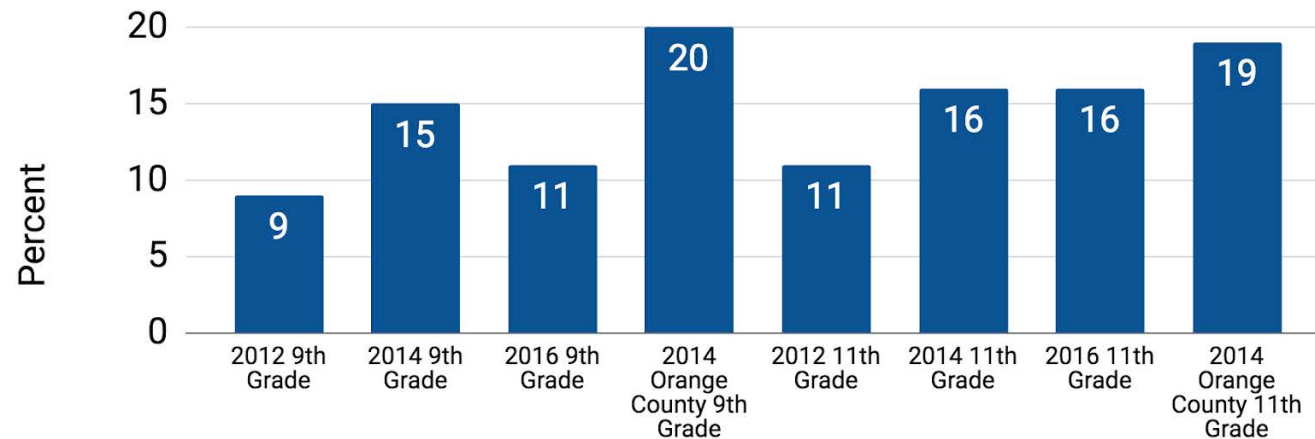
Students Reported: Feelings of Chronic Sadness/Hopelessness



Findings:

Almost a quarter of the freshmen reported feelings of chronic sadness/hopelessness. An increase in the amount of juniors are reporting the same.

Students Reported: Considered Suicide

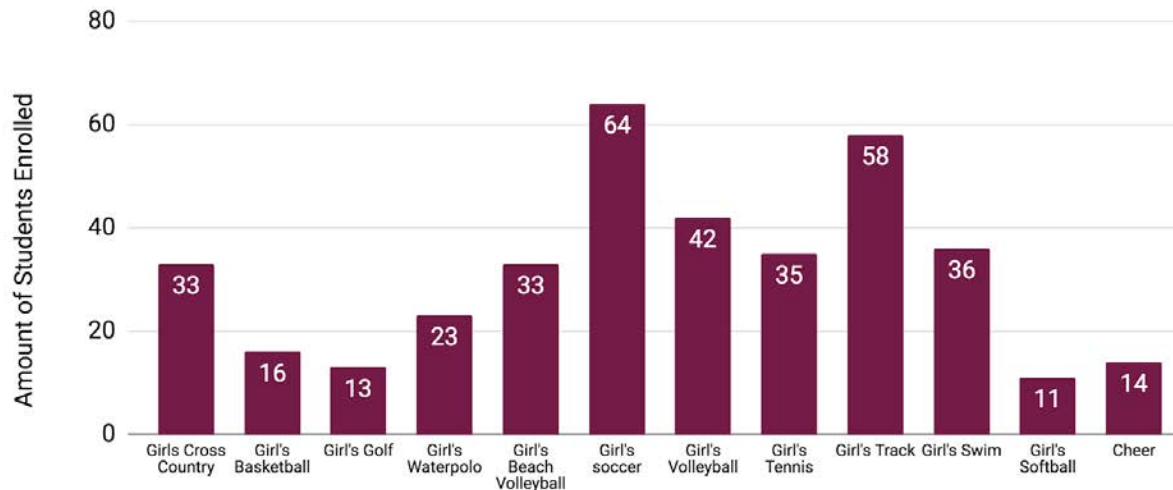


Findings:

On average, 11.7% of freshmen have considered suicide; whereas an average of 14.3% of Juniors have also considered suicide.

Student Participation in Co- and Extra- Curricular Activities

16/17 Girl's Athletics Participation



Findings:

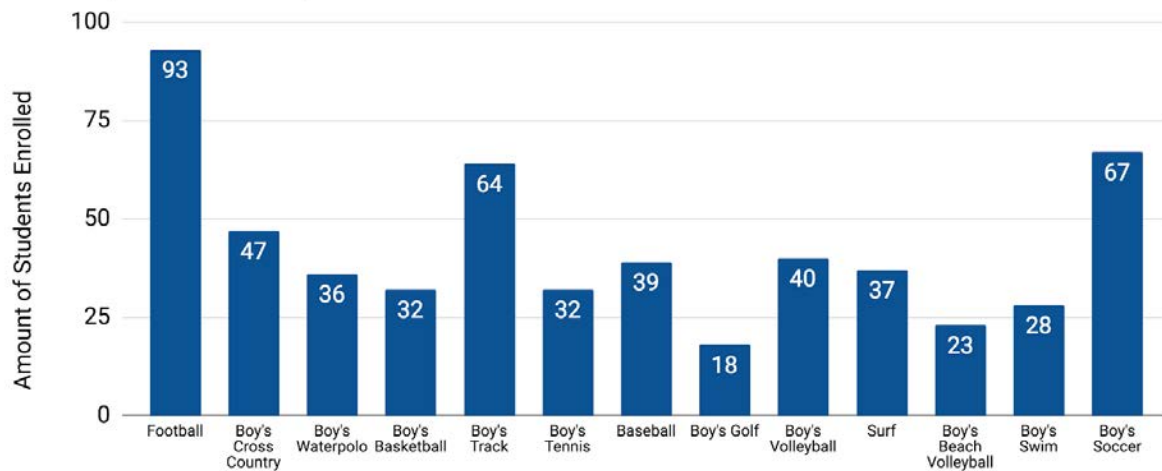
73% of LBHS students in the 17/18 school year are in at least one sport on campus.

Girls and Boys Soccer, Cross Country, and Track are popular at LBHS.

During the 16/17 school year LBHS students were involved in the following Co-Curricular Activities:

- **Period 7-** 57 students dispersed through 5 classes: Theatre 11, Cheer, College and Career Advantage (CCA) course, Drama, Drumline
- **Period 8-** 137 Students dispersed through 4 classes: Theatre 11, CCA, MUN, Jazz Ensemble
- **Period 9-** 135 Students dispersed through 7 classes: Football, Chorus, baseball, tennis, golf, soccer, MUN

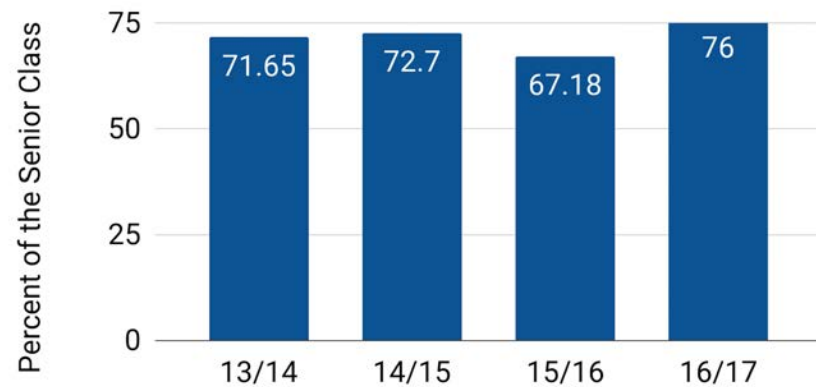
16/17 Boy's Athletics Participation



Priority #7: Access to a Broad Course of Study

UC Eligibility (pg. 26 of the link)

Percentage of Seniors Who are UC Eligible



Findings:

We have seen a decrease in the amount of students who are UC Eligible. For the most part 100% of our students are enrolled in courses required for UC/CSU Admission, however, 25% + fail to complete these requirements. LBHS is working to support all students being successful in high level courses through differentiated instruction, use of technology, data analysis, support classes, and other interventions. LBHS also encourages students to challenge themselves and allows all students to enroll in these courses through open access. We are also offering a AP preparedness class in the summer to further assist students.

With the exception of students with disabilities, Spring 2016 had lower UC a-g completion rates.

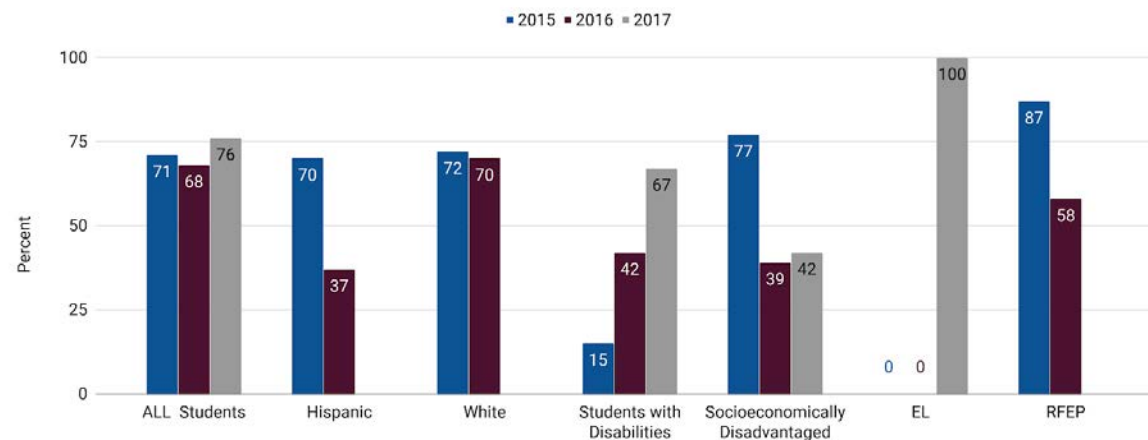
There are significant discrepancies between Hispanic and Socioeconomically Disadvantaged students, and RFP students between 2015 and 2016.

The amount of students with disabilities who met a-g requirements increased from 2015 to 2016.

EL students are not meeting UC a-g requirements.

Course instructors apply for UC Approval for their courses and our Vice Principal is in charge of submitting the applications.

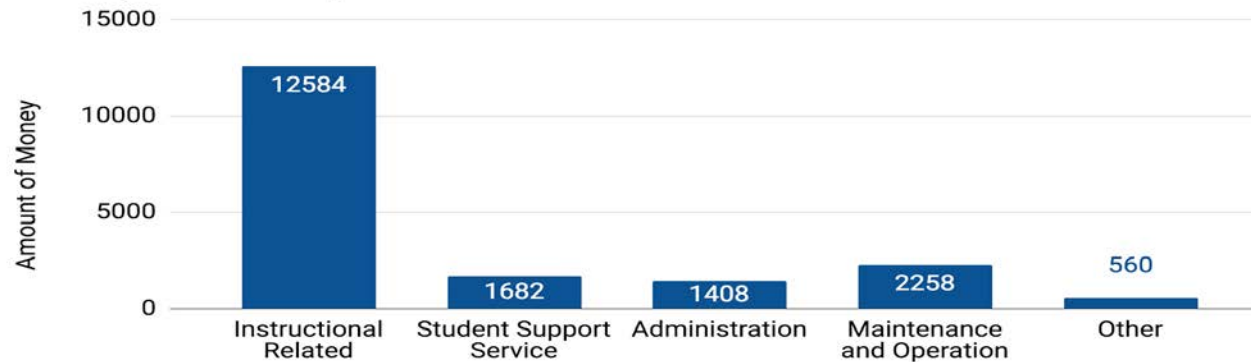
UC a-g Completion Rates



Priority #8: Other Pupil Outcomes

Expenditures per pupil

16/17 Expenditures Per Pupil



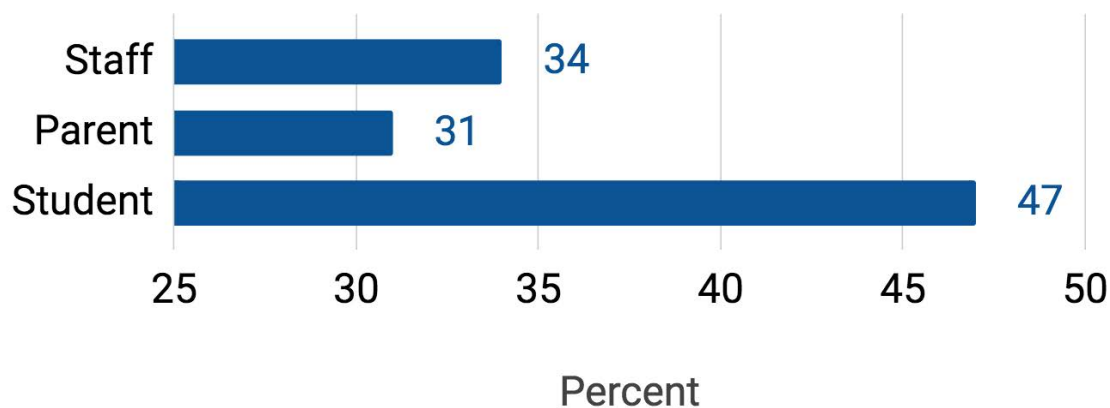
Findings:

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

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

Perception Data---LCAP Survey

Percent of Each LBHS Population Who Took the Survey

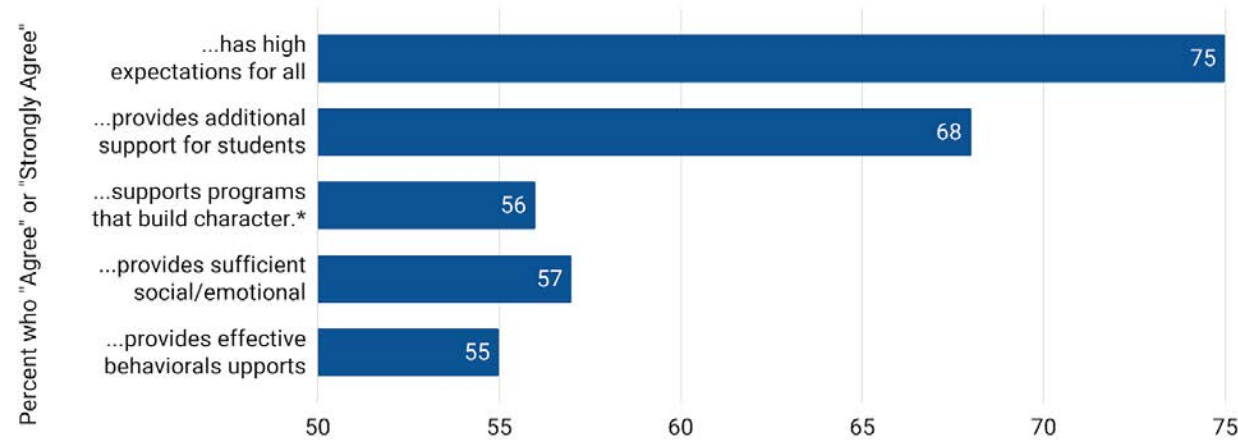


Findings:

The voice of the student group is the largest representative of all three stakeholders in the Spring 2017 LCAP survey.

My School...

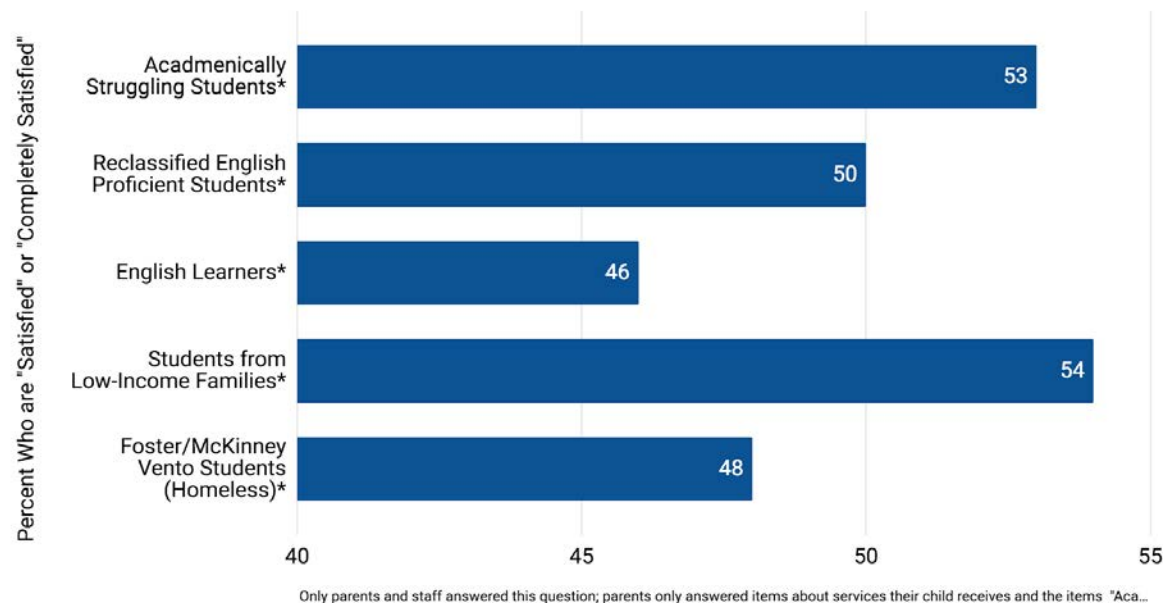
Parents, Staff, and High School Students answered this question.



Findings:

Three quarters of the parent, student, & staff respondents agree that the high school maintains high expectations for all students, but only 55% feel the school provided effective behavioral supports.

Satisfaction with Academic Support Available for Student Subgroups



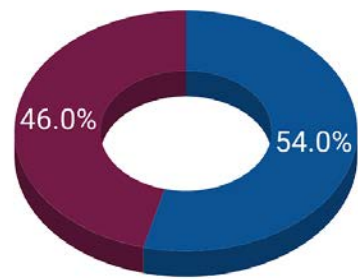
Findings:

Under 60% of parent & staff respondents were satisfied with the level of supports provided to all student subgroups, with the English learner subgroup being the lowest (46% satisfaction).

Agreement that Teachers Encourage Enrollment in Challenging Courses

Only students answered this question. LBHS had groups with significantly lower agreement levels at a 5% confidence level.

• Agree or Strongly Agree • Neither Agree or Disagree, Disagree, or Strongly Disagree



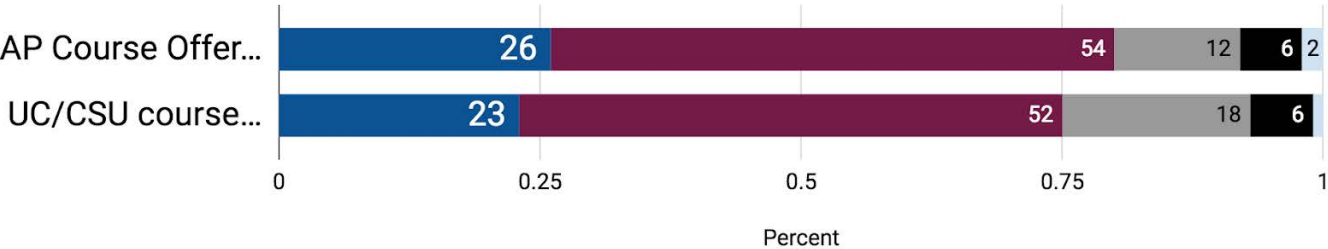
Findings:

The student body is nearly split in their perception of the teachers' encouragement of placement in challenging courses.

LBHS Provides a Sufficient Number of ...

LBHS students, staff, and parents, as well as district staff and administrators answered these items.

■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree



Findings:

There is a discrepancy between the staff & parent perception about the availability & diversity of AP course offerings as well as the students access to UC/CSU courses that offer college credits.

LBHS Prepares Students for College...

LBHS has significantly different agreement levels with other LBUSD schools at a 95% confidence level.

- Agree or Strongly Agree • Neither Agree or Disagree, Disagree, or Strongly Disagree



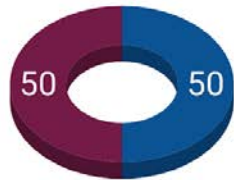
Findings:

Laguna Beach High School has high expectations in preparing students for college, according to the perception data, but falls short in career preparations.

LBHS Prepares Students for Career...

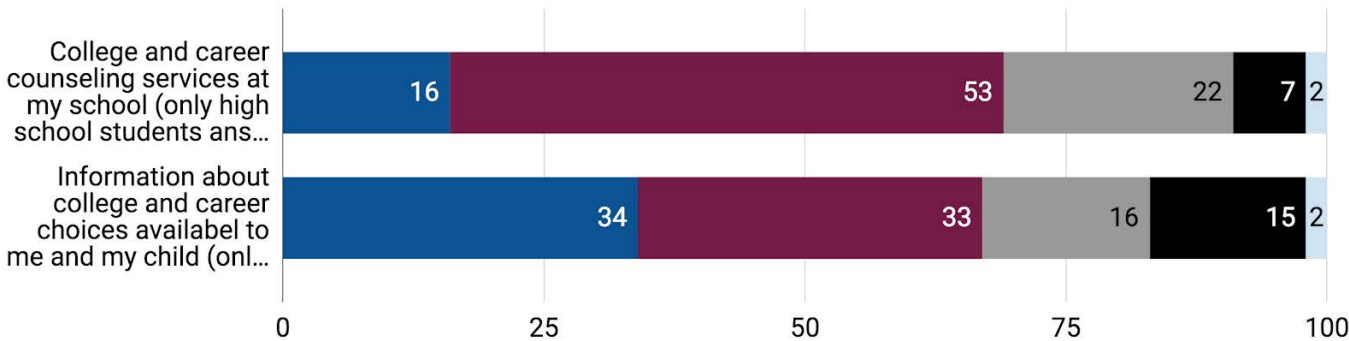
LBHS has significantly different agreement levels with other LBUSD schools at a 95% confidence level.

- Agree or Strongly Agree • Neither Agree or Disagree, Disagree, or Strongly Disagree



Satisfaction with Available College and Career Information and Counseling

- Completely Satisfied ■ Satisfied ■ Neither Dissatisfied nor Satisfied ■ Dissatisfied ■ Completely Dissatisfied

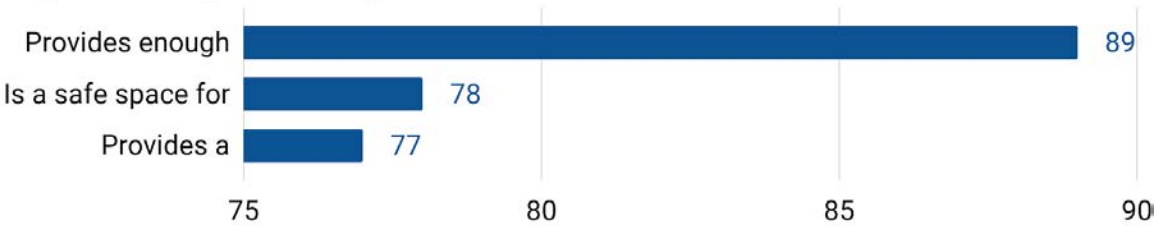


Findings:

Nearly 70% of both parents & students feel at least satisfied with the college & career counseling provided by the school.

My School...

Responses for "Agree" or "Disagree"

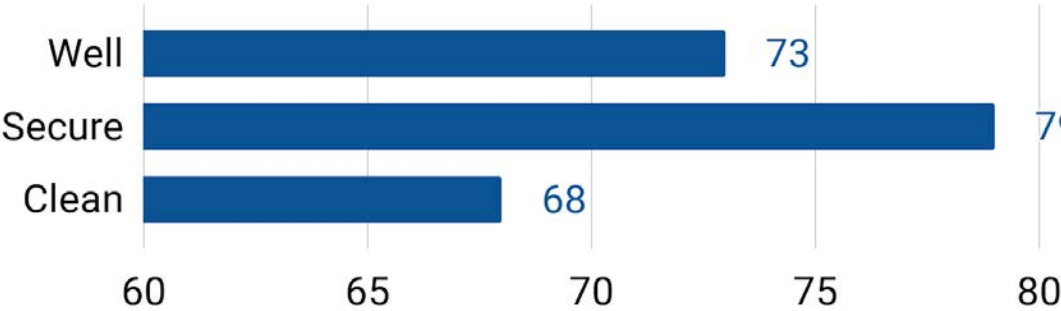


Findings:

Almost all respondents agreed that the school provides enough equipment for learning but only 77% felt that the learning environment was positive.

In general, the facilities in my school are...

Parents, School Level Staff, and Students Answered

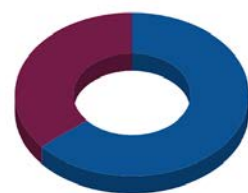


Findings:

Cleanliness was rated slightly below the maintenance & security of the school by parents, students and staff on the LCAP survey.

Parent Satisfaction with School Communication

• "Completely Satisfied" or "Satisfied" • Neither Dissatisfied nor Satisfied,



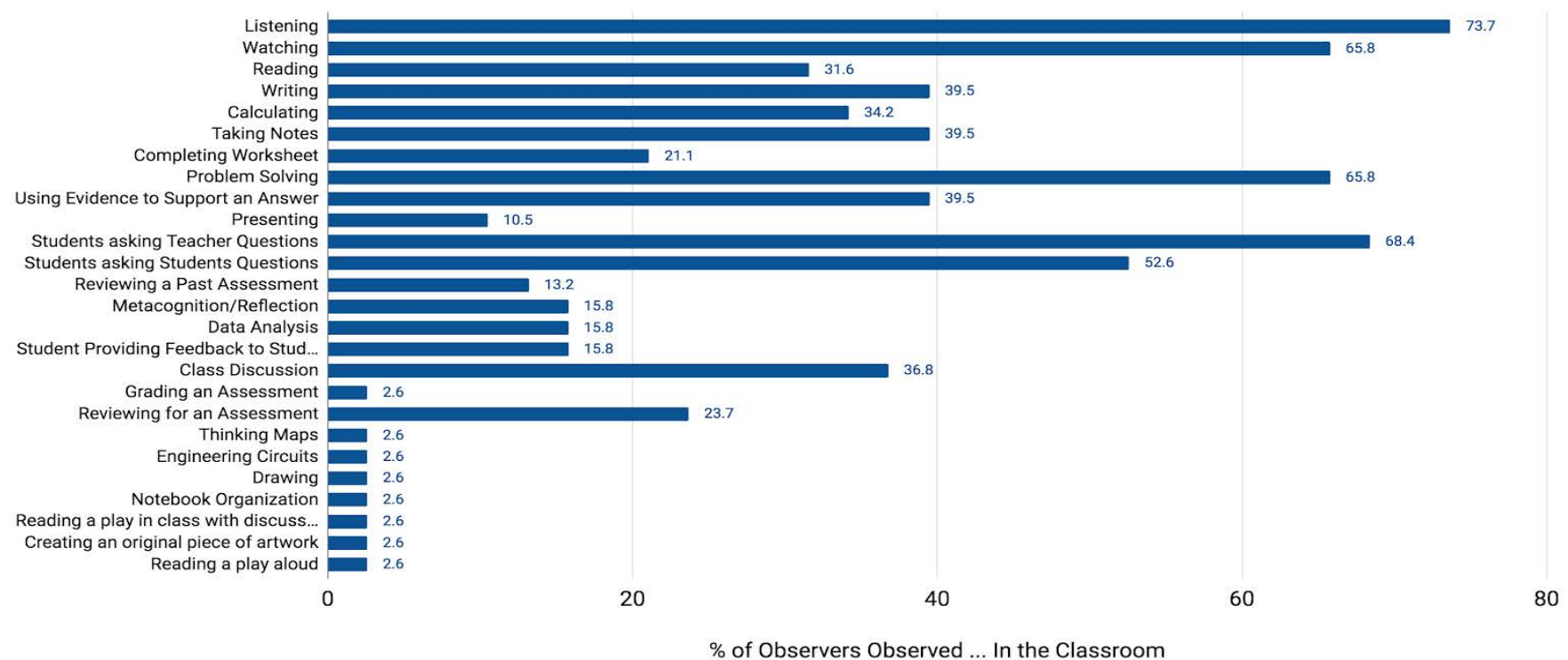
Findings:

According to the LCAP survey results the majority of parents reported being at least "Satisfied" with school communication.

WASC Walk-In Data

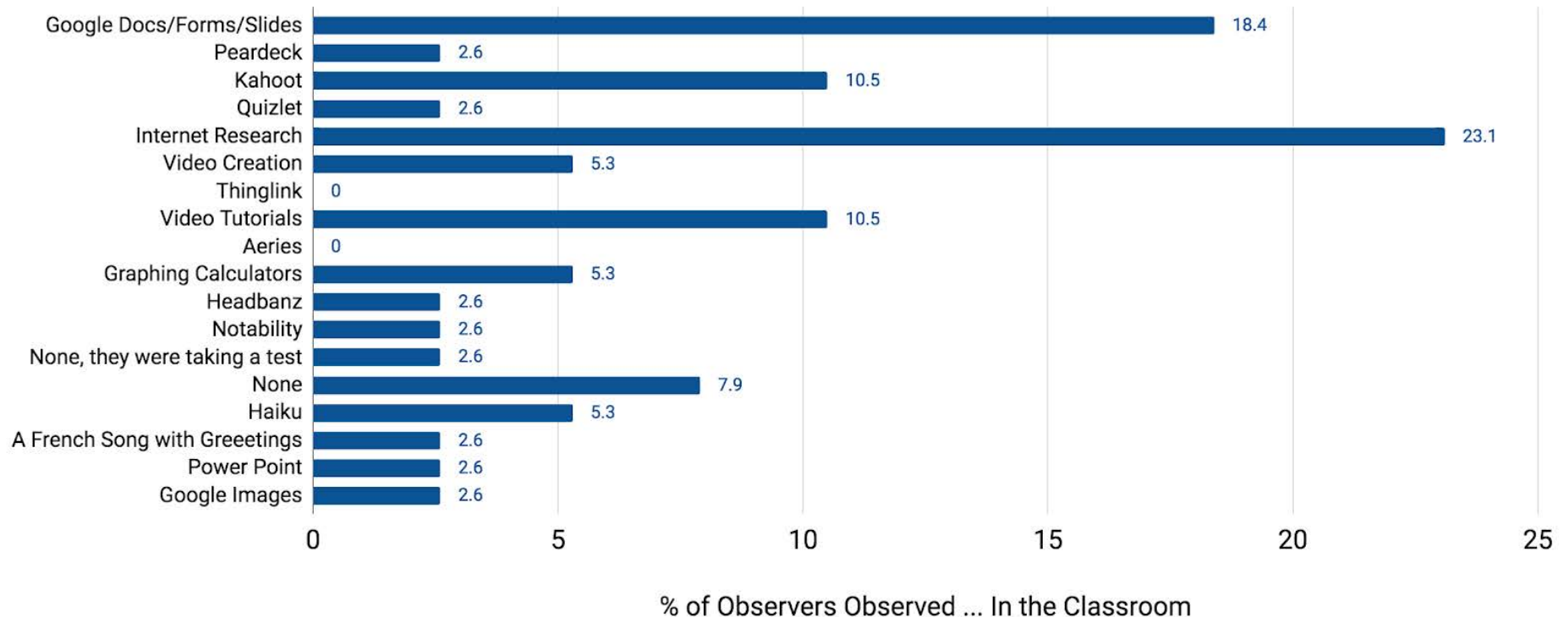
From the beginning of the WASC Process teachers were asked to visit at least one other classroom during their prep period to document what they saw happening in the classroom. This walk-ins were non-evaluative and are meant to give us a random sampling of what occurs in each classroom on daily basis.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

Question: Which of the following activities did you see students engaged in? (check all that apply)



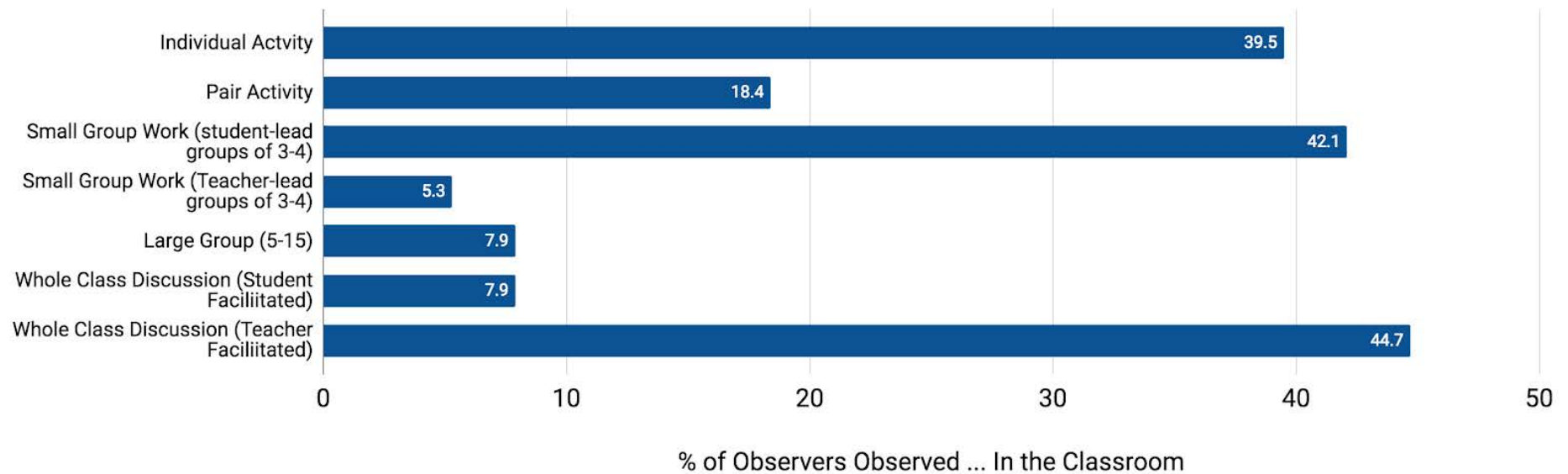
Findings: A majority of students were engaged in a listening activity, watching, problem solving, asking the teacher questions and/or students asking students questions. Teacher at LBHS employ a variety of strategies to engage students in learning. However, there is still room for growth for using more higher order thinking skills for students and teaching students to ask and answer their own questions.

Question: How were students incorporating technology as part of the lesson? (check all that apply)



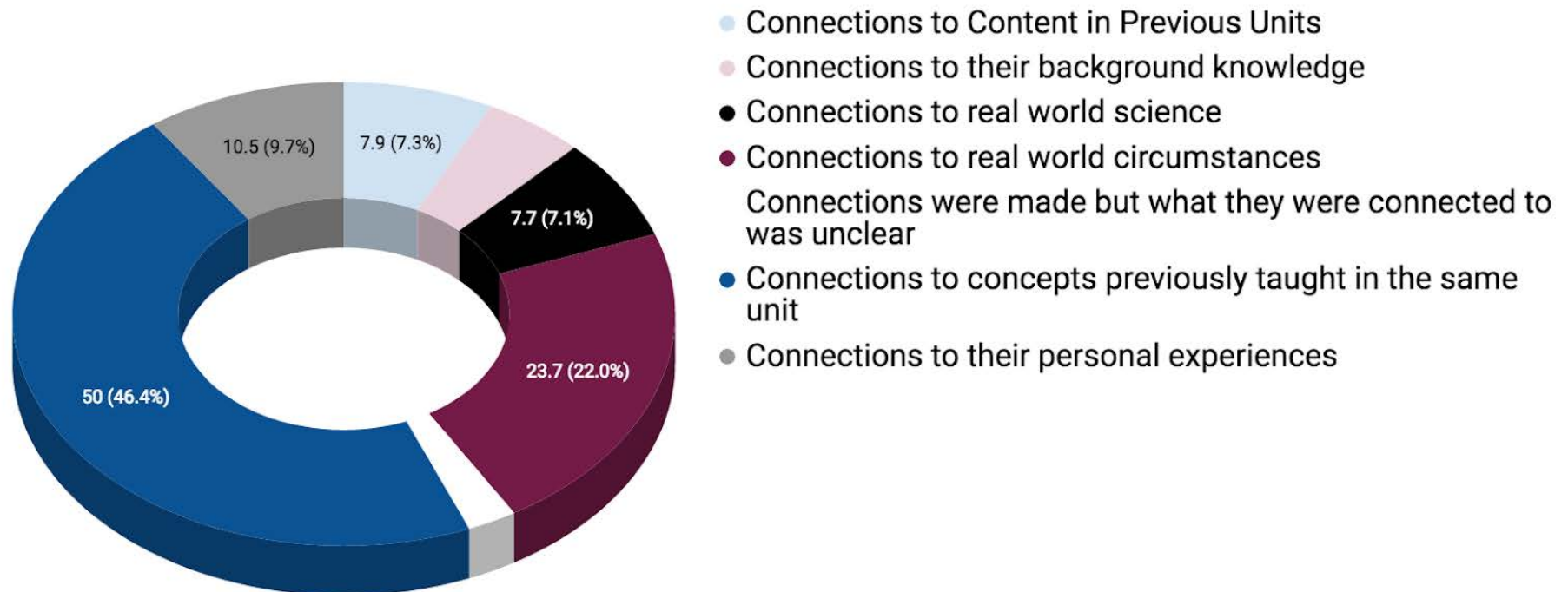
Findings: Many students were observed to be completing Internet research and or using G Suite to assimilate their research. Video tutorials were also employed by teachers. Teachers were also observed to be informally evaluating their students using Peardeck, Kahoot, and/or Quizlet. LBHS is a 1:1 campus, making integration of technology easy. The district also provides many applications and extensions to further ease the integration of technology into lesson plans.

Question: What type of grouping were the students engaged in? (check all that apply)



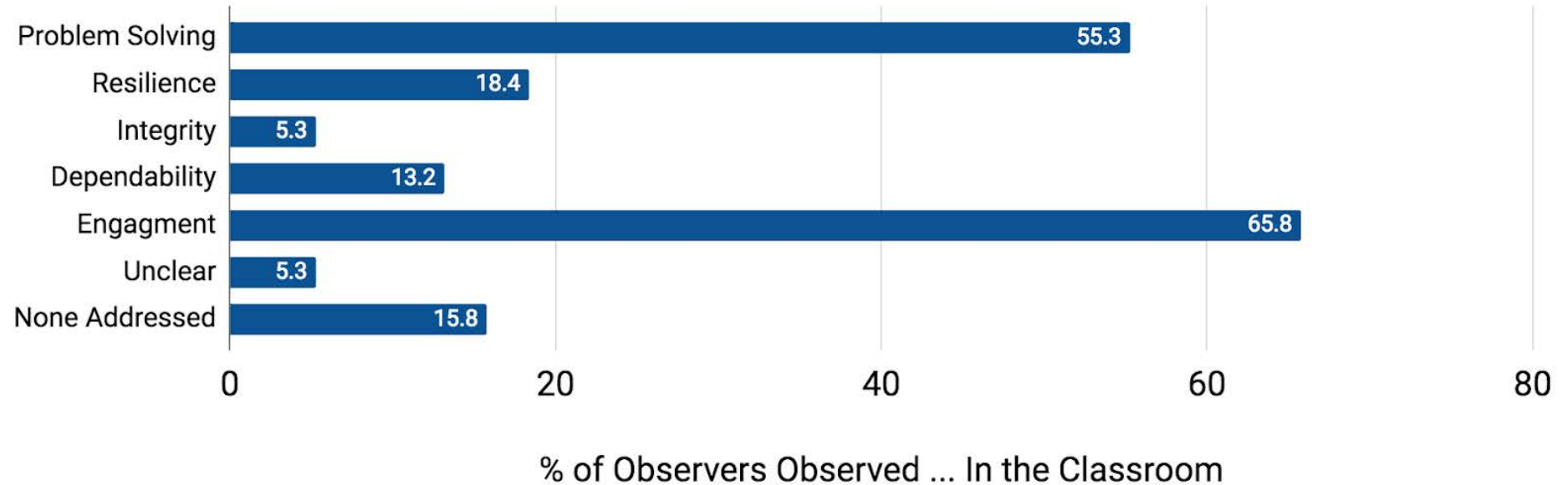
Findings: Many students were participating in a whole class discussion or working in student-led small groups, many times students were working in pairs. One goal of LBHS is to increase the frequency of 21st Century Skills, which heavily includes collaboration. LBHS is headed in the right direction. We also have modernized furniture that allows for flexible seating arrangements.

Question: What type of connections were students asked to make during the portion of the lesson you observed?



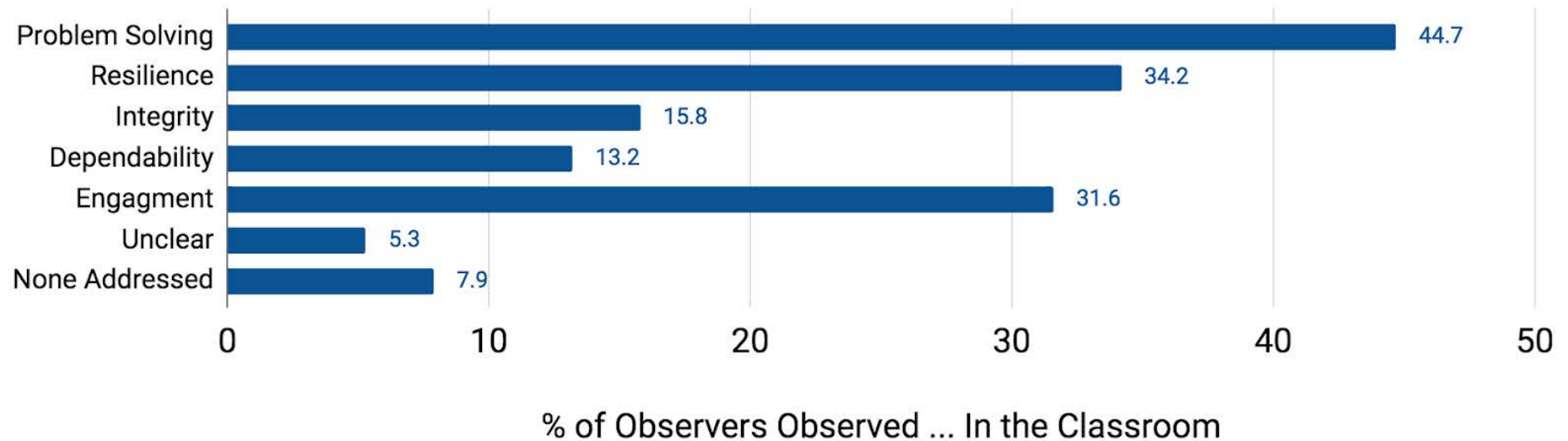
Findings: Students are constantly making connections at LBHS between what they learned in previous units, current units, real world scenarios, personal experiences and other background knowledge that they may have. LBHS teachers recognize that the more connected a student is to the content the more meaningful and memorable it will be to them. Teachers all time for students to make these connections and encourage them to do so. In the lower levels, sometimes connections need to be made clear to student and hopefully they will being to be more independent in their ability to see the connectivity of concepts.

Question: Which of the following SLOs were being DIRECTLY addressed by the portion of the lesson you observed? (check all that apply)



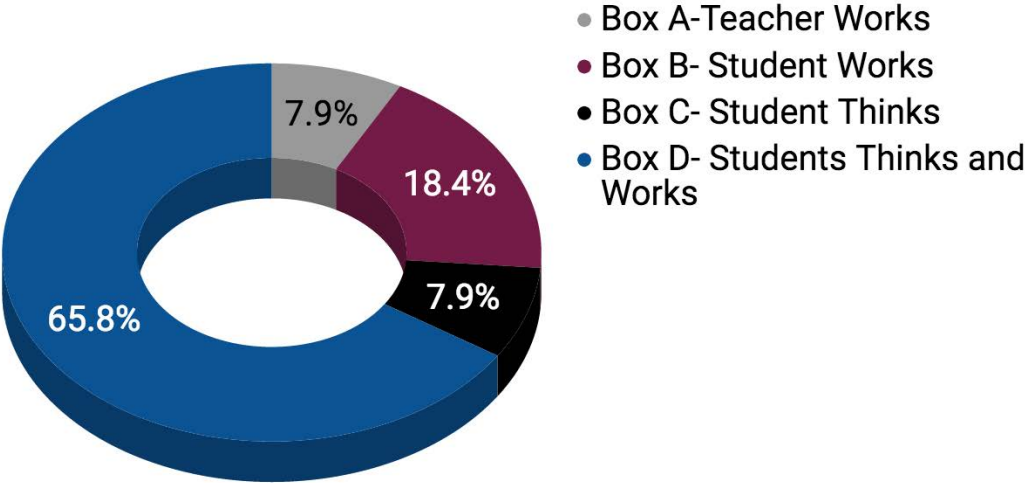
Findings: All of our SLOs were directly observed in each of the classrooms. Teachers highly emphasize “engagement” and “problem solving” in their classrooms. Many times problem solving will intrigue students lending itself to engagement, such as using phenomenon to stimulate thinking in science. Students often struggle with resilience when asked to solve their own problem and will often resort to using another students work or thoughts, cling to the teacher, or completely check out of the activity. Students in LBUSD are encouraged to use a “growth mindset” to attack challenging problems in order to be a meaningful contributor to the class environment.

Question: Which of the following SLOs were being INDIRECTLY addressed by the portion of the lesson you observed? (check all that apply)



Findings: More SLOs were observed indirectly compared to the directly observed/emphasized. The SLOs will be re-evaluated by the staff at the end of this year and beginning of next year to ensure buy-in by all stakeholders. We want to ensure that everyone feels that the PRIDE characteristics are what needs to be emphasized in order to produce students who are college/career/global citizenship ready.

Question: During the majority of your observation, which quadrant did the lesson spend the most time in?



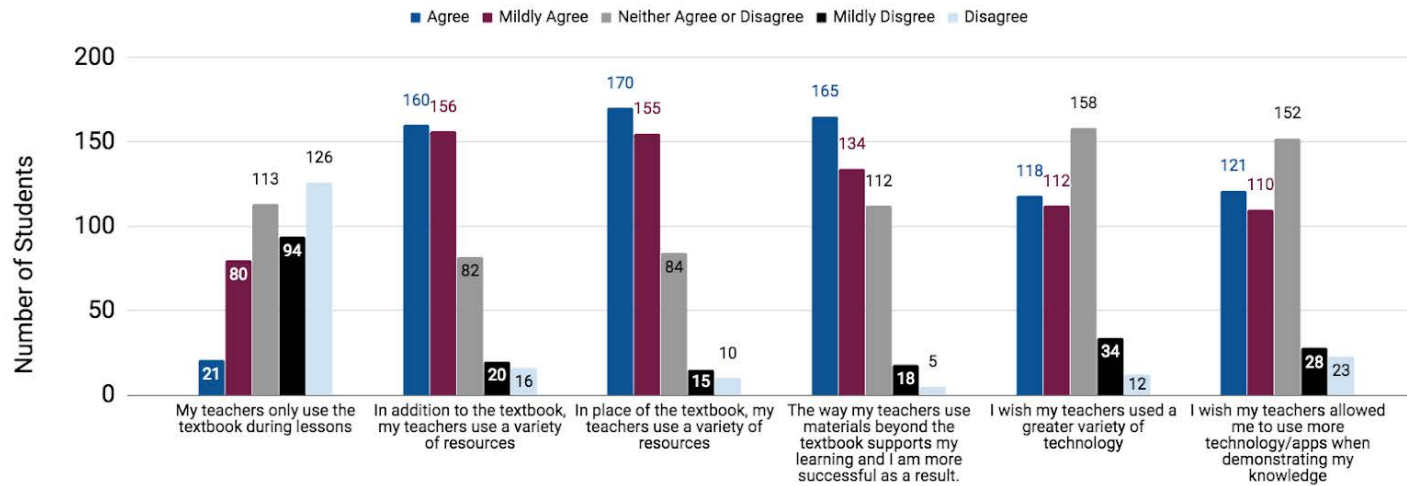
<i>Rigor/Relevance Framework</i>					
6	Student Thinks		Student Thinks and Works		
5					
4					
3	Teacher Works		Student Works		
2					
1					
	1	2	3	4	5

Findings: Many classrooms at LBHS spend their time in Box D, which is the goal. Granted, introductory lessons need to be taught in lower quadrants, we aim to have the students do most of the thinking and working in the classroom. The more opportunities that teachers give students to apply what they know in a meaningful way the more memorable the course and content will be for that student.

Student/Parent/Staff WASC Survey

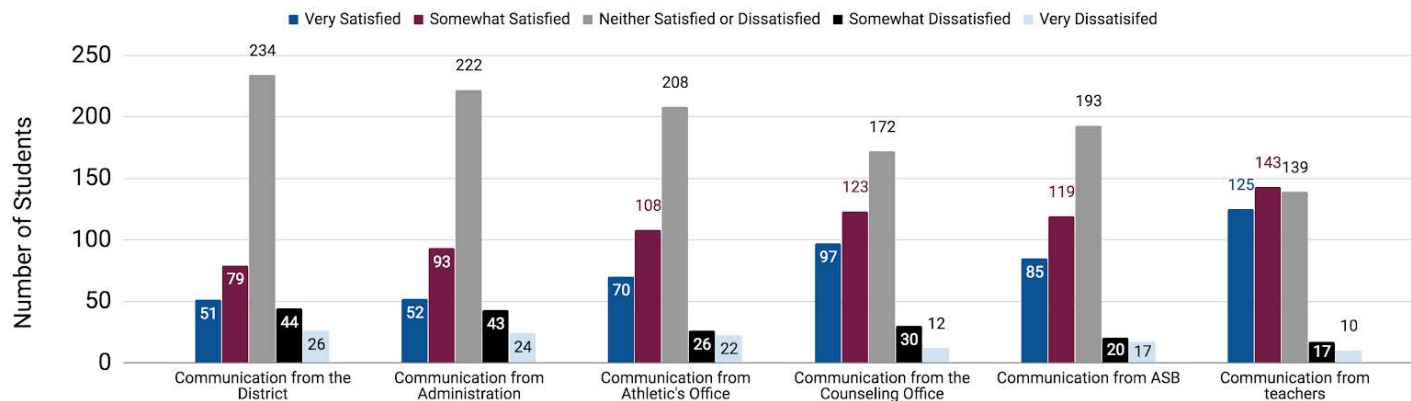
STUDENT Responses (434 Participants)

Based your experience at LBHS – rate the following statements ...



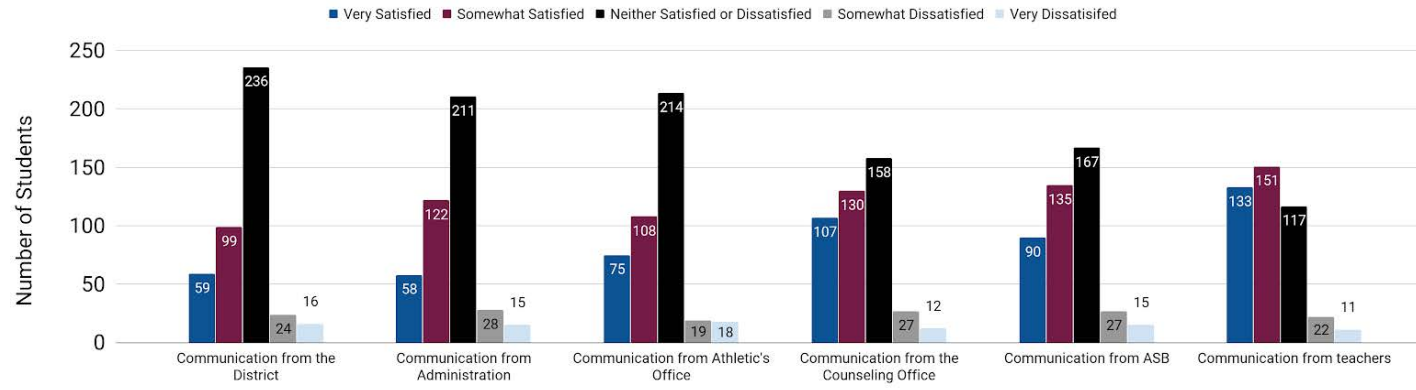
Findings: LBHS teachers use a variety of resources outside of the textbook to support student learning. Students would like to see more technology to assess understanding.

What is your overall satisfaction with the RELEVANCE (i.e. applies to me) of:



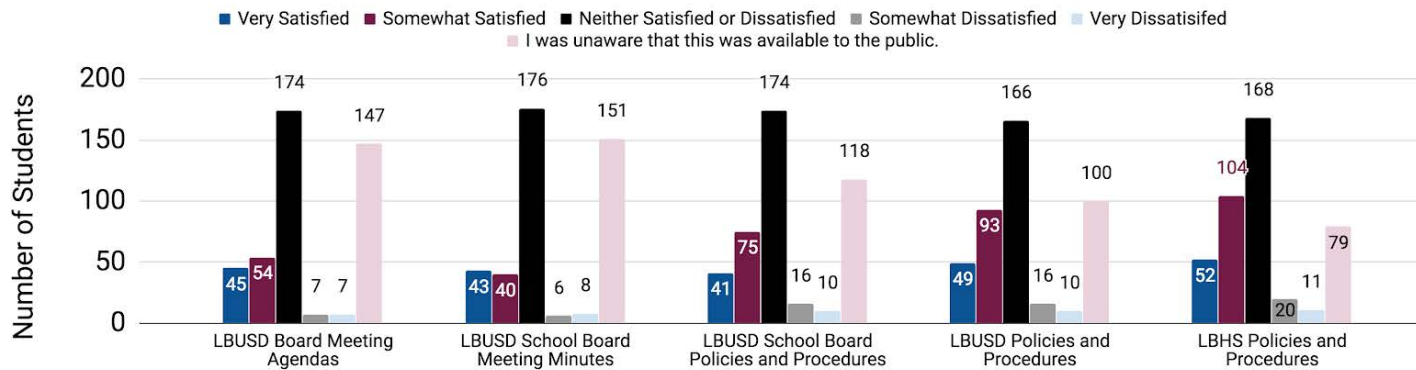
Findings: LBHS students are generally indifferent to the relevance of communication between themselves and various departments. If anything, there is a significant amount of students who are more satisfied than dissatisfied. They are the most satisfied with the relevance of teacher communication.

What is your overall satisfaction with the TIMELINESS of:



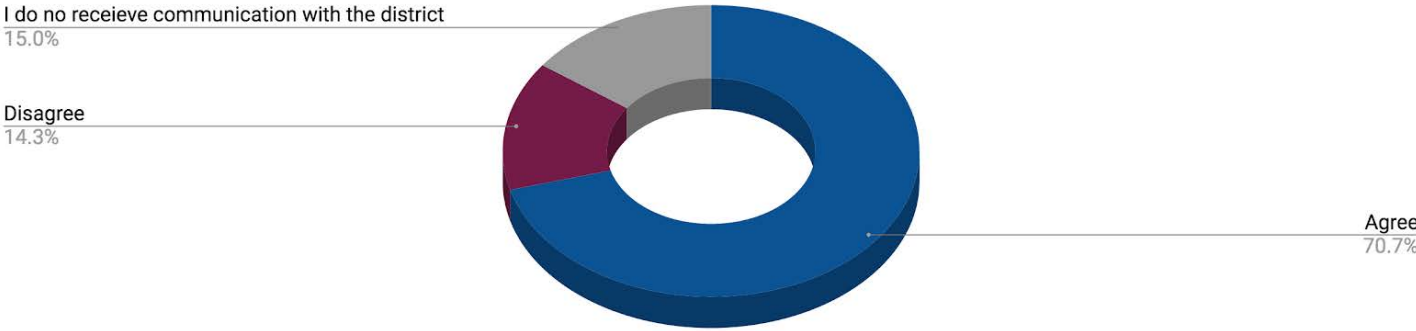
Findings: LBHS students are generally indifferent to the timeliness of communication between themselves and various departments. If anything, there is a significant amount of students who are more satisfied than dissatisfied. They are the most satisfied with the timeliness of teacher communication.

What is your overall satisfaction with the accessibility of:



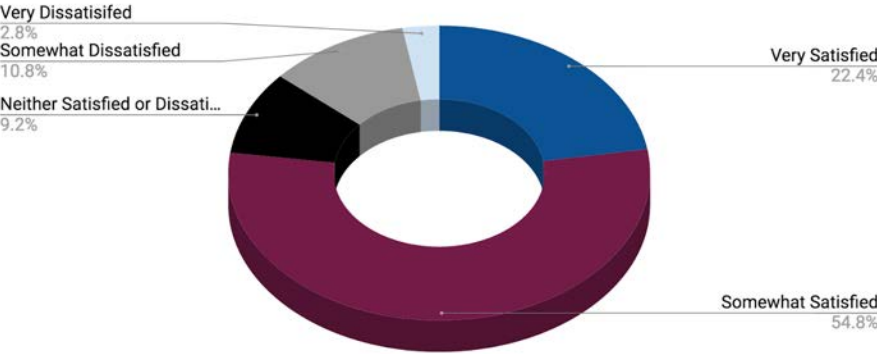
Findings: LBHS students are generally indifferent to the accessibility of Agendas, Policies, and Procedures. LBHS students are the most satisfied with LBHS Policies and Procedures.

The LBUSD District Office/LBHS utilizes modes of communication that allow me to receive information in a timely manner.



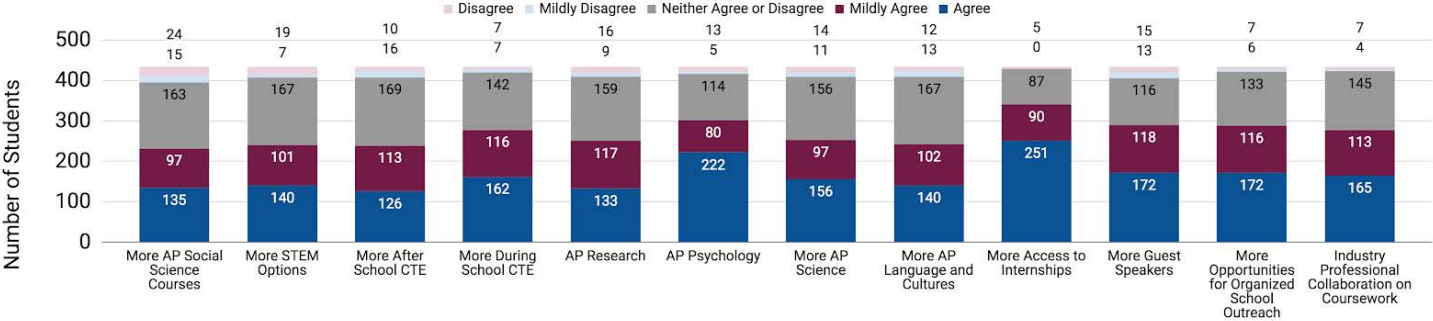
Findings: LBHS students believe that the District and LBHS use modes of communication that allows them to receive information in a timely manner

How satisfied are you with how often your teachers update Aeries? (Please note... teachers are allowed up to 2 weeks to input major assignments).



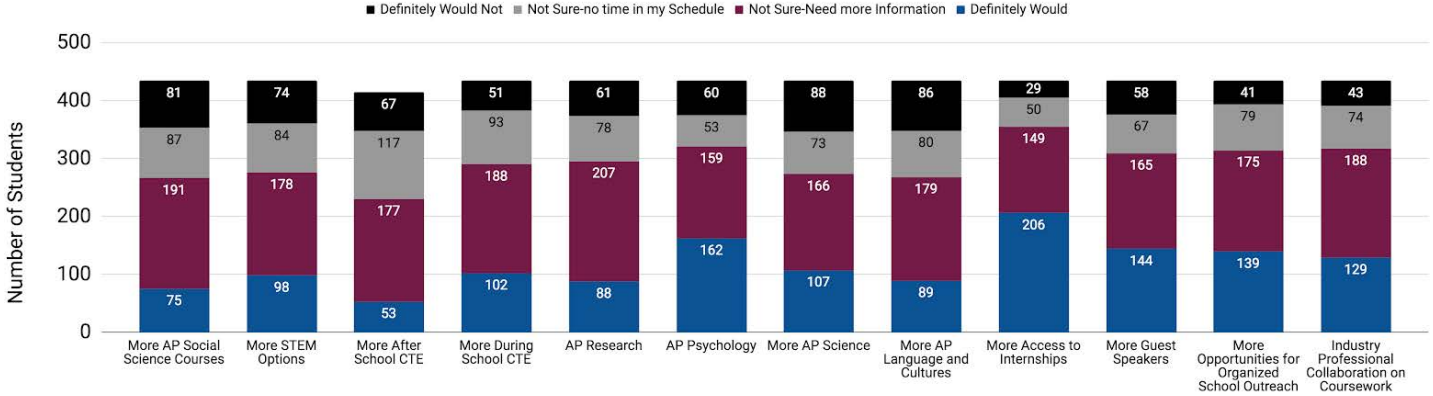
Findings: LBHS students would like teachers to update Aeries more frequently.

I think the school should provide...



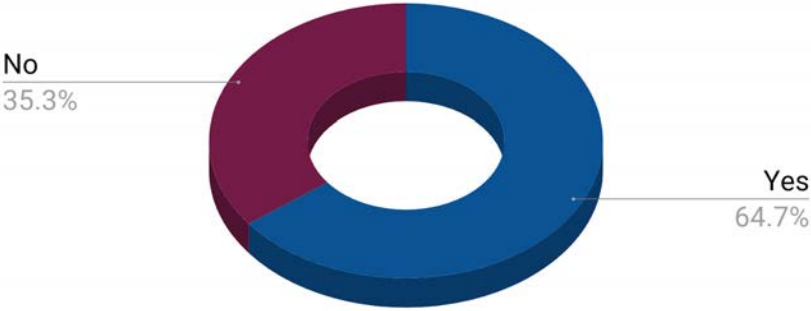
Findings: LBHS students have a strong interest in AP Psychology and increased access to internships. In general, they want more real world application of coursework.

I would enroll in the following:



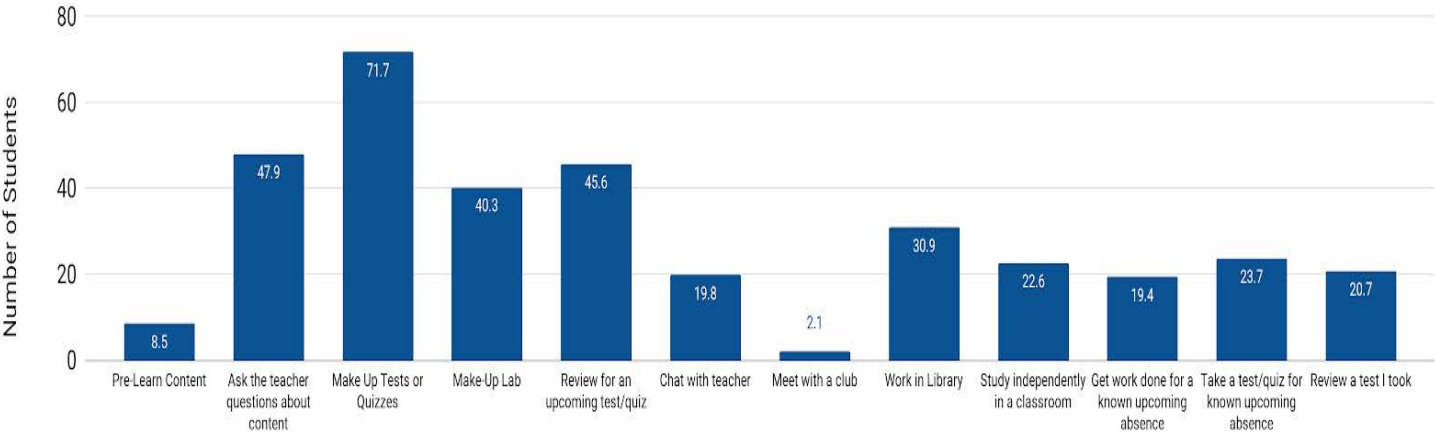
Findings: LBHS students are unsure if they would enroll for the proposed courses and desire more information.

If you had the choice, would you enroll in a semester long elective that is NOT an A-G course (preparation for a 4 year



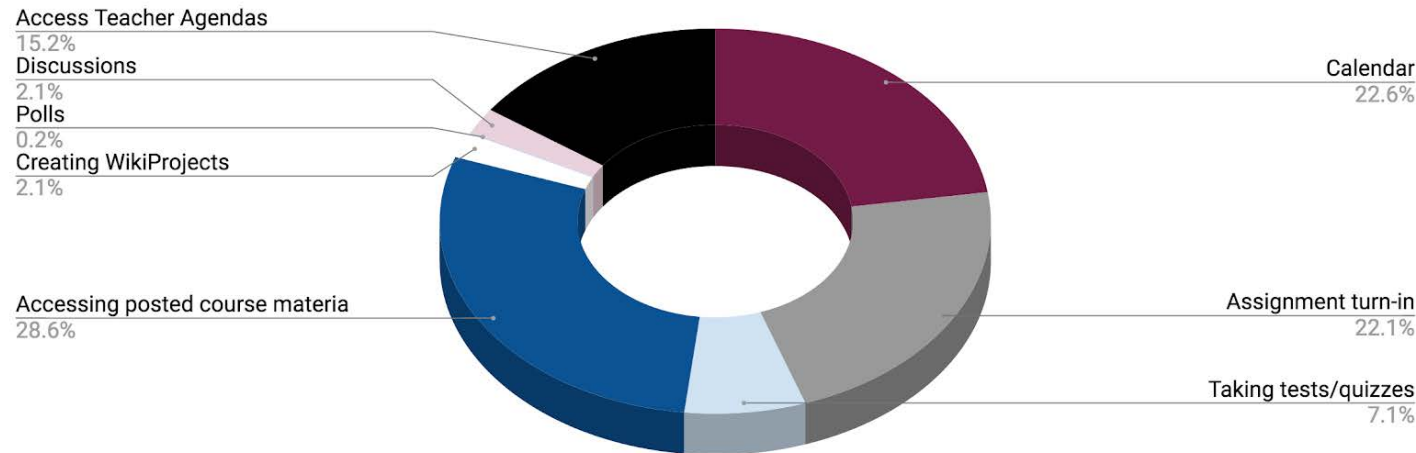
Findings: A majority of LBHS students would take a course even if it were not A-G approved.

Which describes how you have used SDL this school year? (choose all that apply)



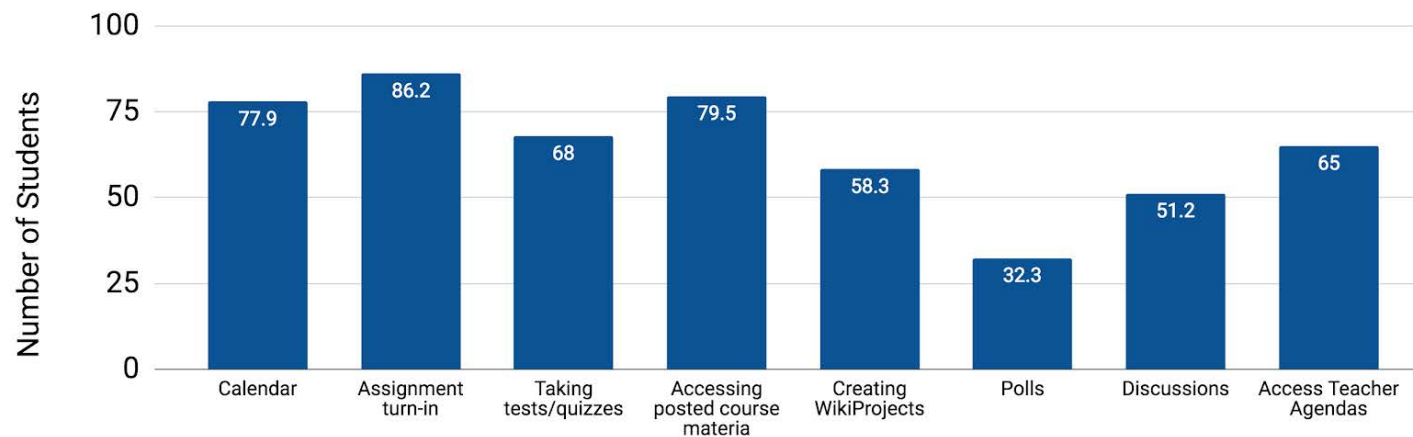
Findings: SDL is used mostly for making up tests/quizzes/labs, asking the teacher questions, and reviewing for an upcoming assessment.

Thinking about this school year, which of the following features of haiku do you use the MOST? (choose only 1)



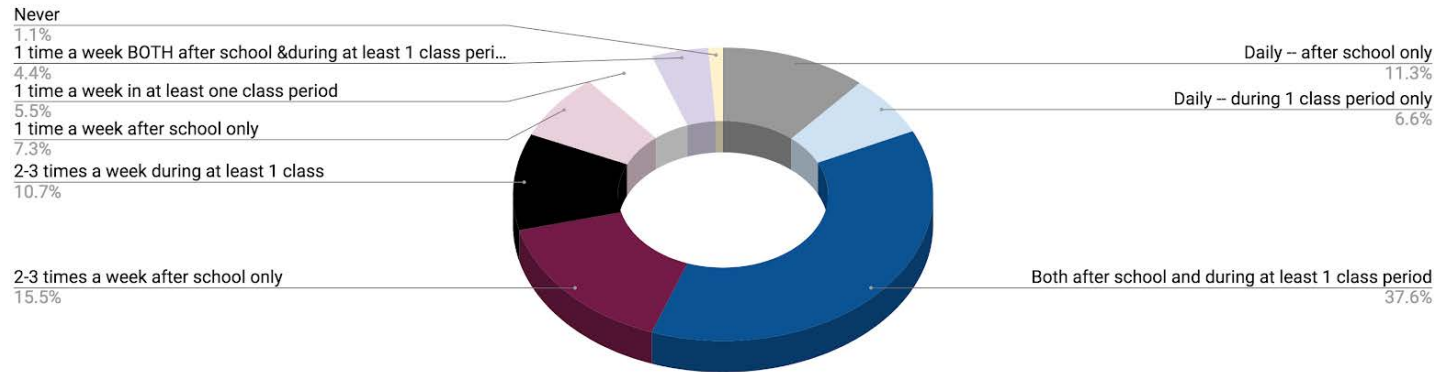
Findings: Haiku is mostly used by students to access posted course materials, turn in assignments, and access the calendar.

Which of the following features of haiku have you used (choose all that apply)?



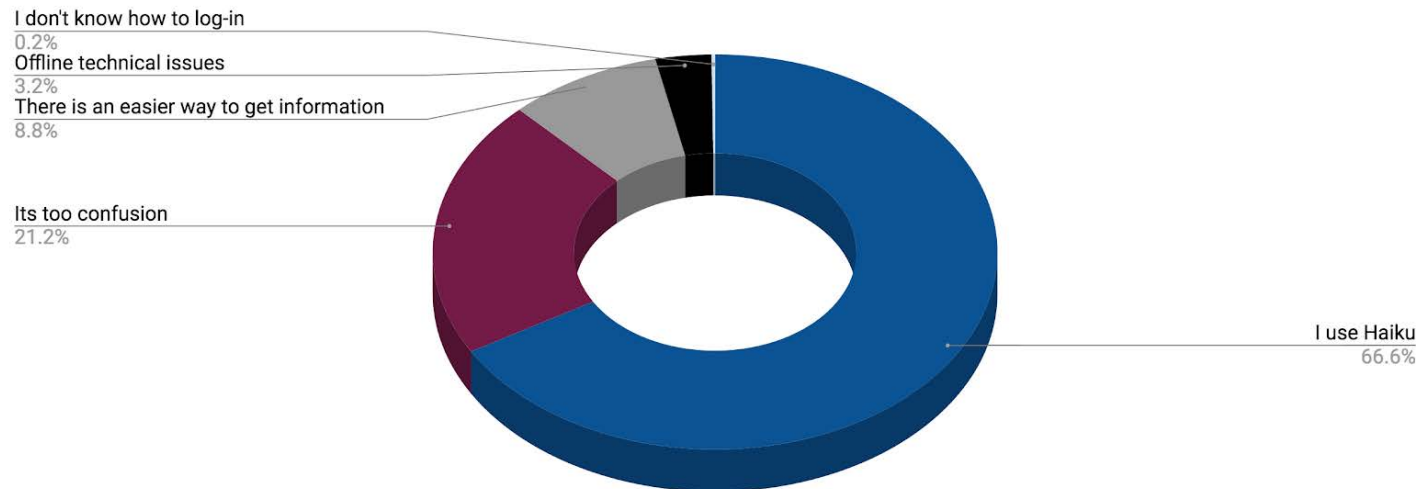
Findings: A myriad of Haiku features are used by both students and teachers.

Which of the following best describes how often you use haiku?



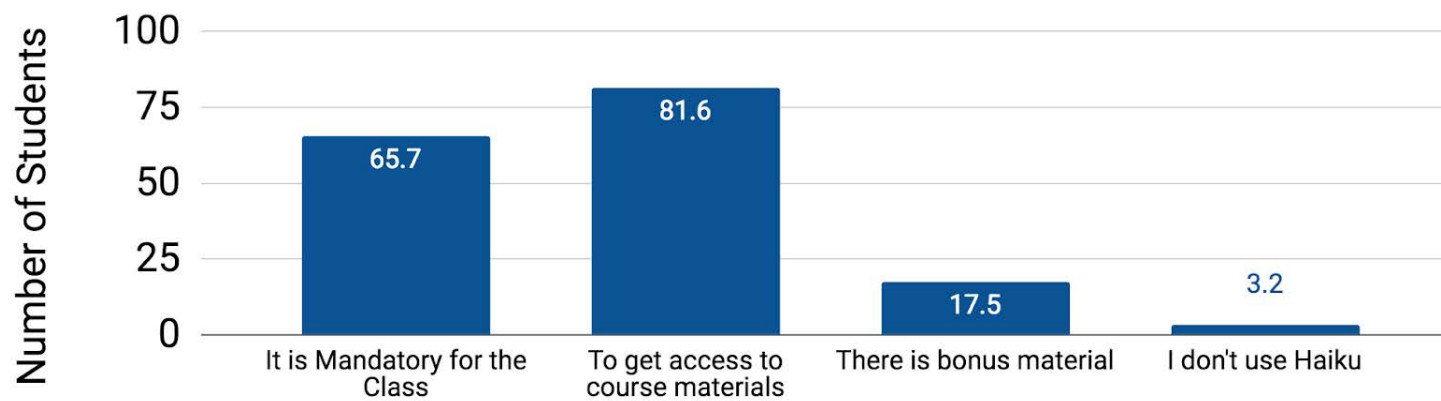
Findings: Most students access Haiku both after school and during school during at least 1 class period. After school is a popular time for Haiku use.

Which of the following reasons best describes why you DO NOT use Haiku.



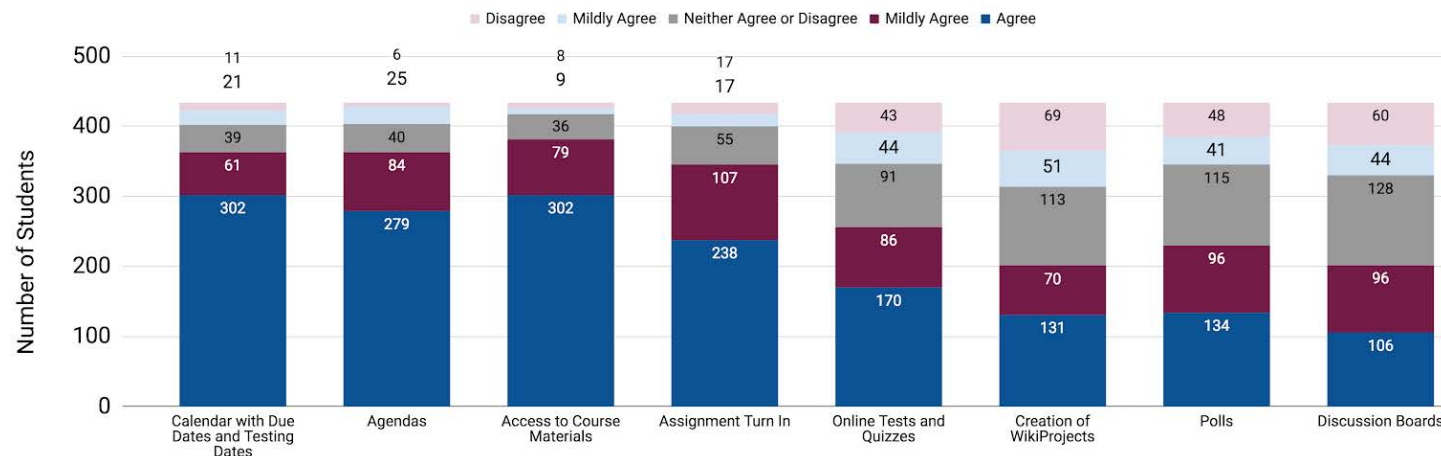
Findings: Most students use Haiku, but if they do not, it is because it is confusing because every teacher uses it differently. In addition, they feel that there is an easier way to get information.

Which of the following describes why you use haiku (choose all that apply)?



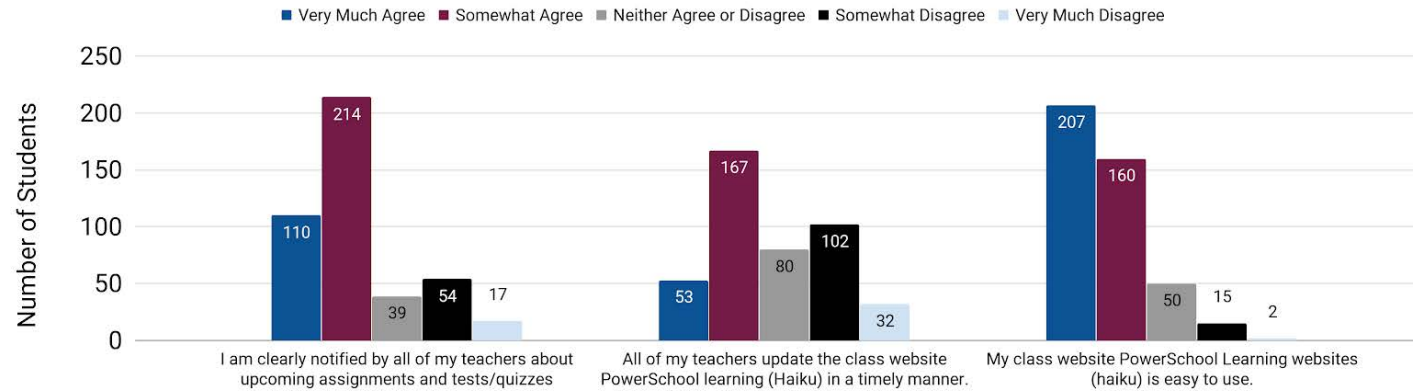
Findings: Most students use Haiku to access course materials.

All teachers should have the following on their Haiku...



Findings: Students believe that all teachers should have course materials posted on Haiku as well as calendars and agendas. Assignment turn-in is also an attractive feature to students.

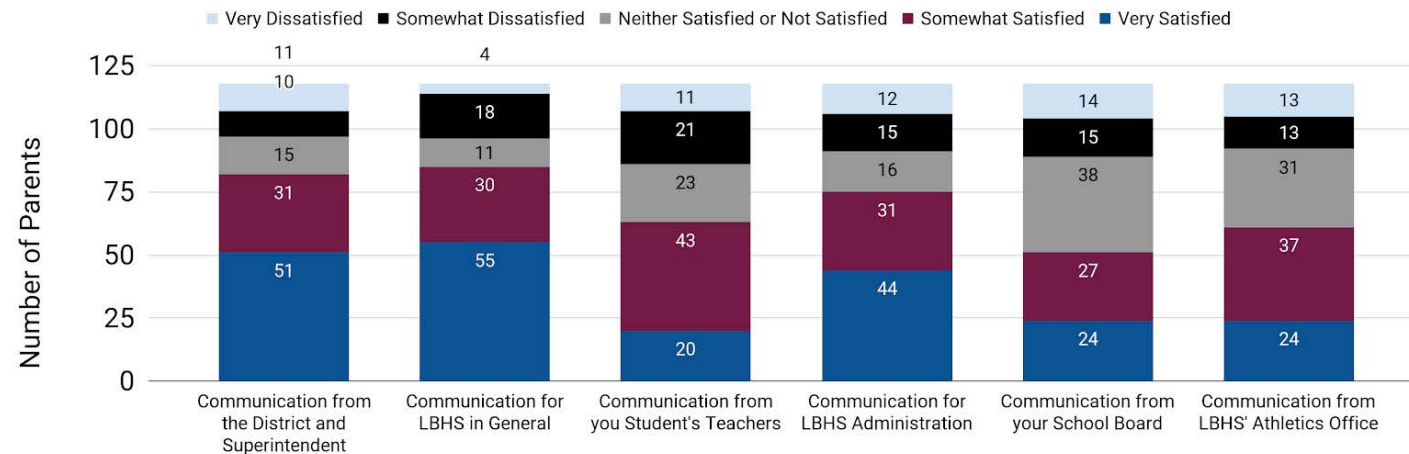
Student's Use of Haiku



Findings: Most students feel that they are clearly notified about upcoming assignments and assessments. Most of them feel that their teachers update Haiku in a timely manner and that the website is easy to use.

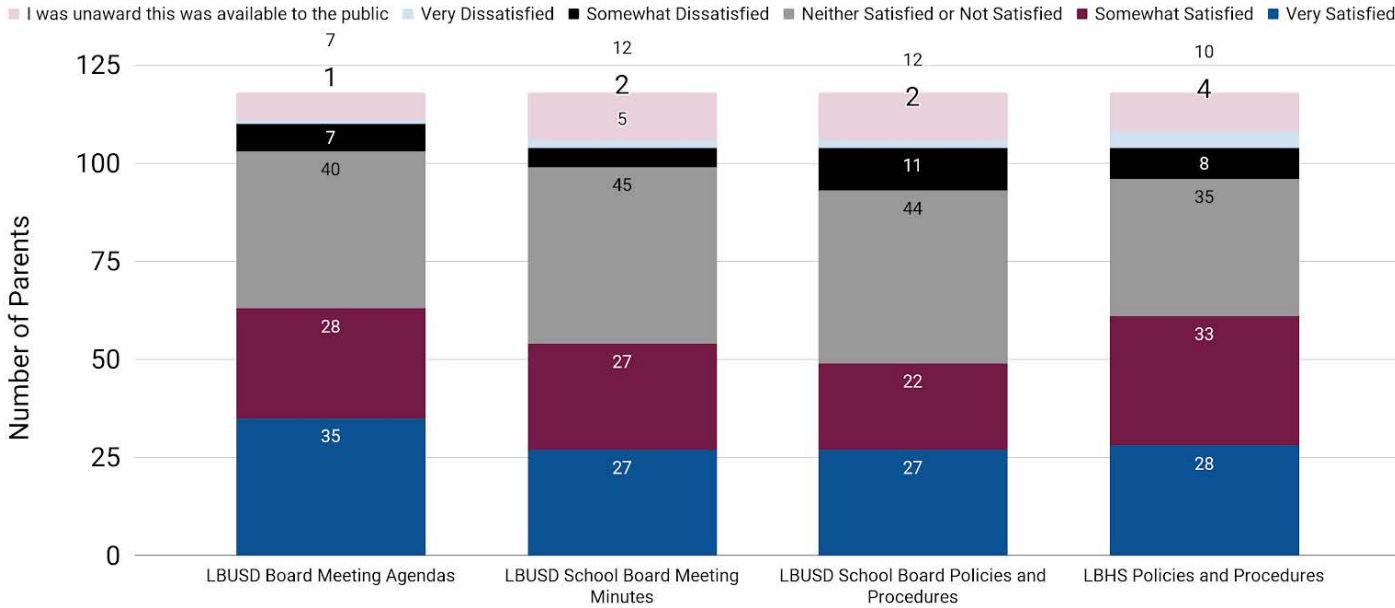
PARENT Responses (118 Participants)

When thinking about the different ways you receive information from us, what is your overall satisfaction with the efficiency of the:



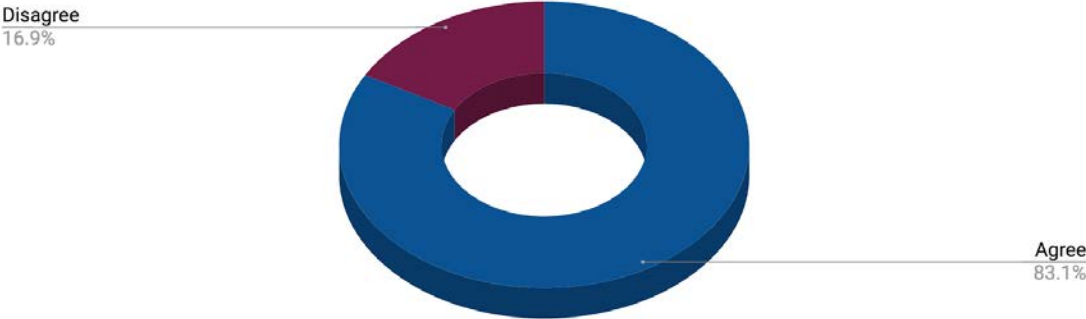
Findings: LBHS parents are the least satisfied with communication from teachers and the School Board.

What is your overall satisfaction with the accessibility of:



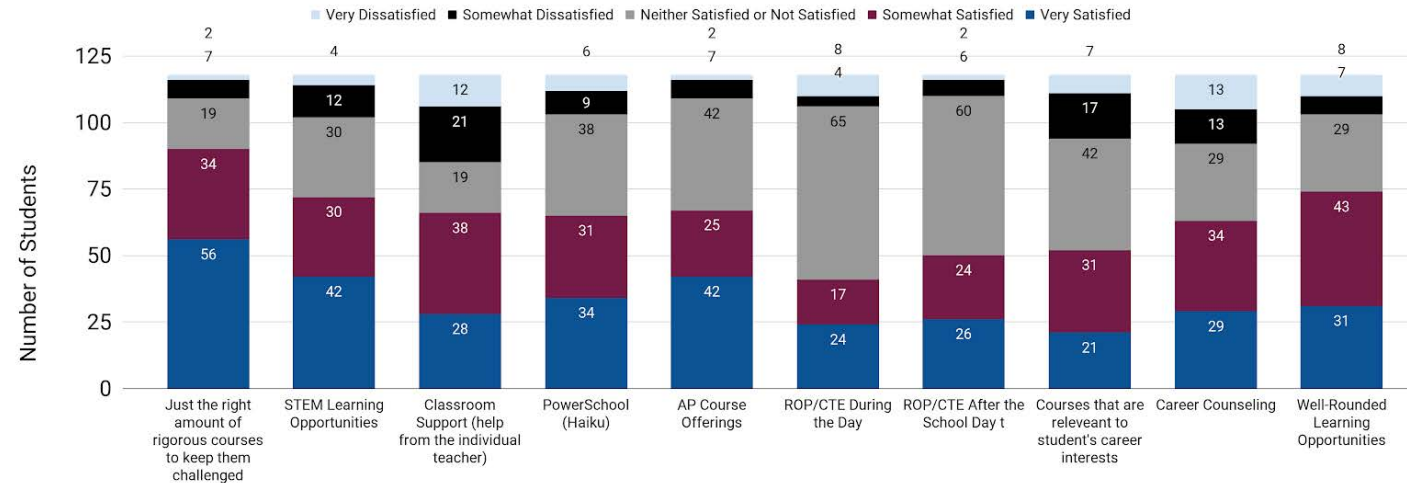
Findings: Most parents are indifferent to Board Agendas, Minutes, and Policies and Procedures. No glaring issues from this data, general satisfaction.

In general, LBUSD (district office and LBHS) utilizes modes of communication that allow me to receive information in a timely manner.



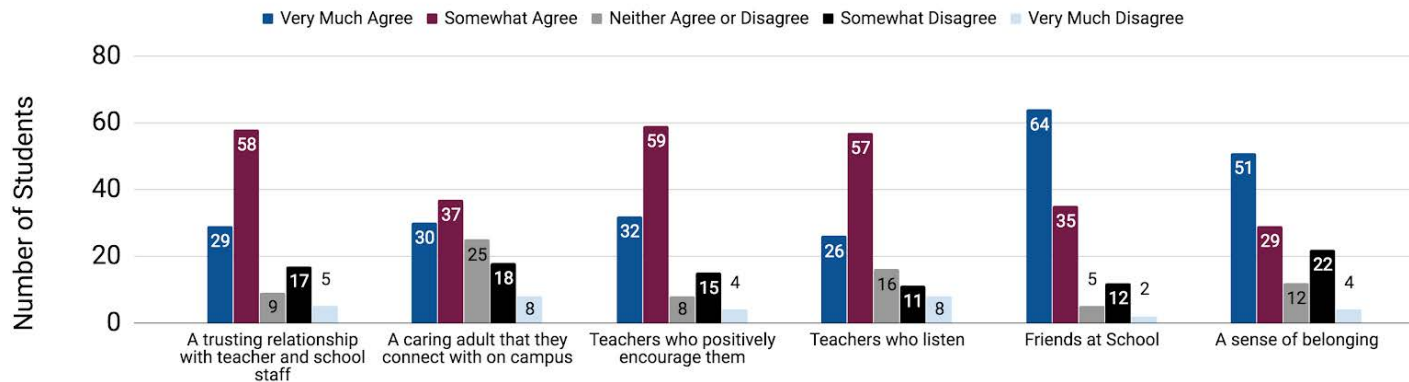
Findings: Timely communication is a strength of LBUSD>

What is your overall satisfaction of your student's access to:



Findings: Parents identified challenging courses as a strength at LBHS, however, they are somewhat dissatisfied with classroom supports and student's access to courses relevant to career interests. Other areas of strength include career counseling and access to well-rounded learning opportunities. LBHS always seeks to add more learning opportunities for students.

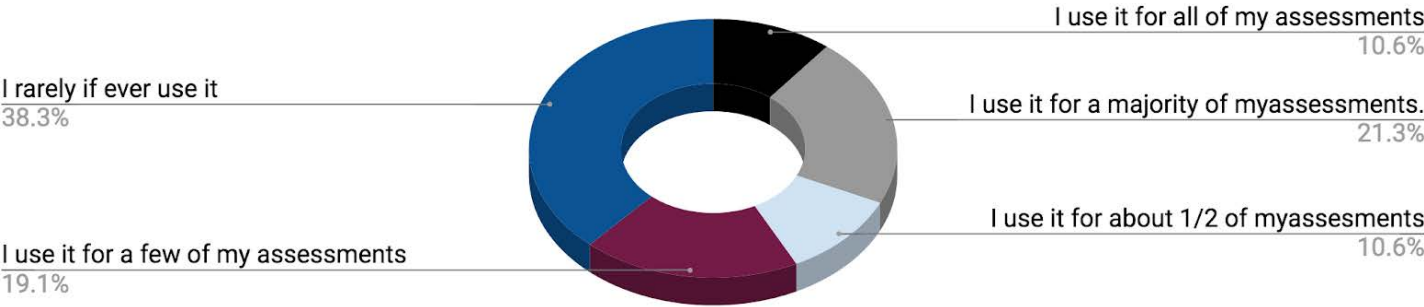
How strongly do you agree with the following statement: "My student has ..."



Findings: Many parents feel that their student has friends at school, however a sense of belonging appears to be an area of need. In addition, parents are generally happy with the relationship that students have with their teachers.

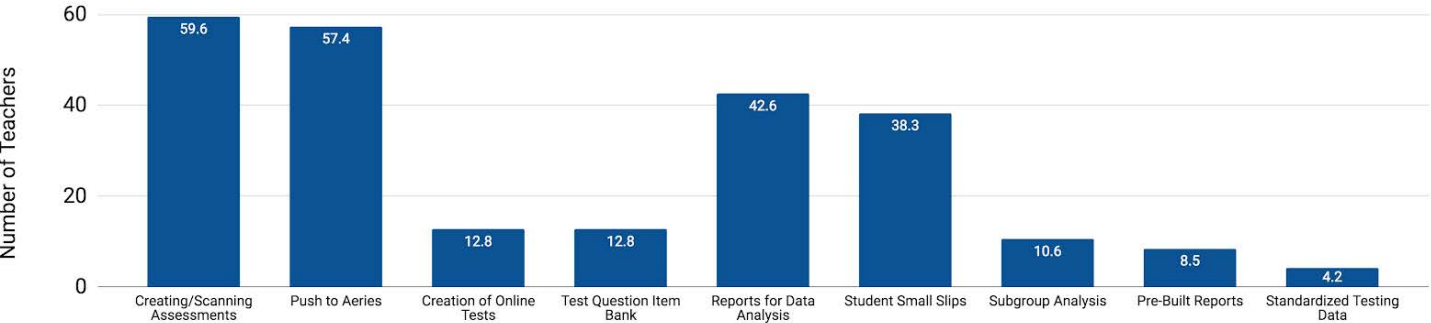
STAFF Responses (47 Participants)

How often do you use illuminate?



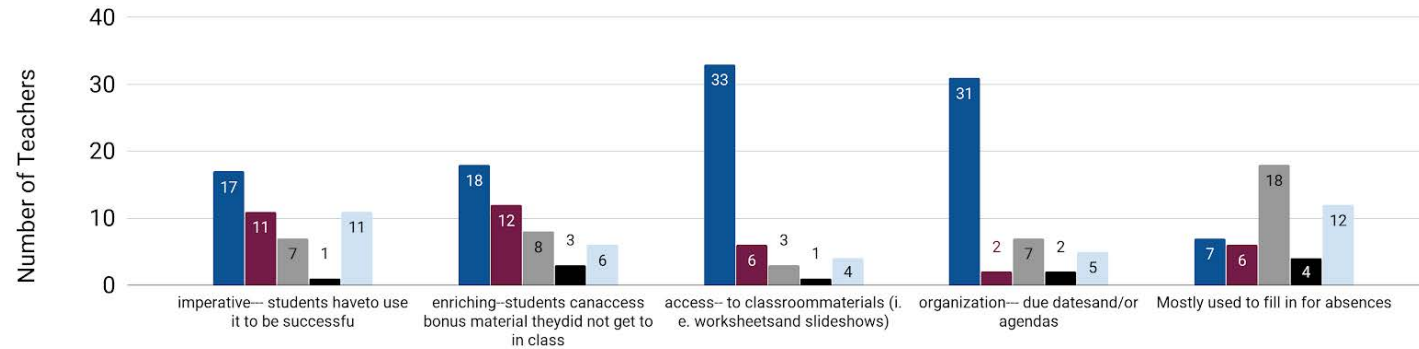
Findings: A majority of our staff uses Illuminate for 50% or less of their assessments. Additional training needs to be provided.

Which features do you use in illuminate? (choose all that apply)



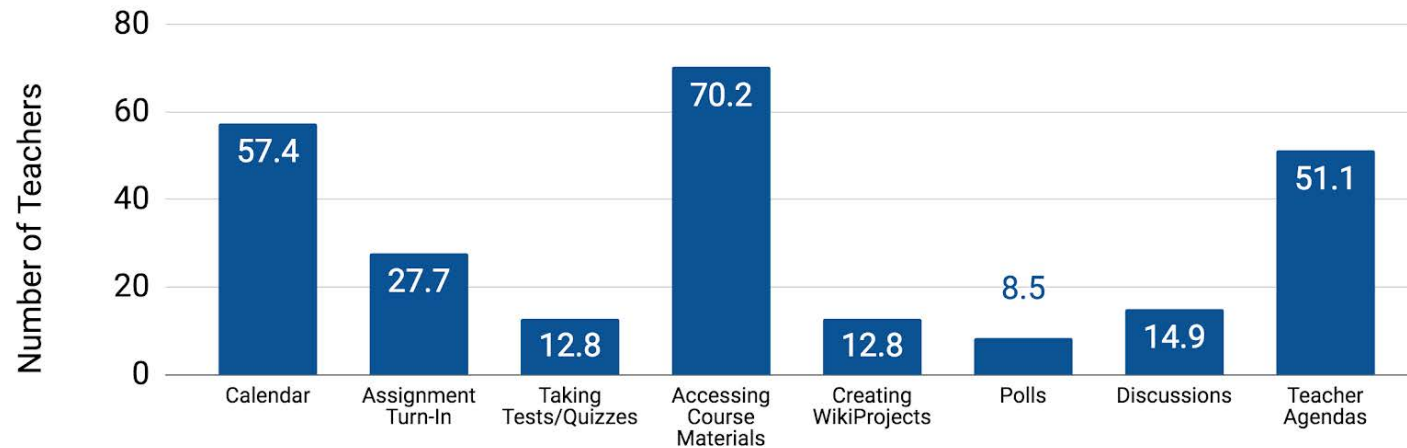
Findings: Popular Illuminate applications include Creating/Scanning Assessments and the pushing the scores to Aeries as well as generating reports for analysis and supplying students feedback with student small slips.

Rate the following statements about the structure of your haiku for your classes this school year...



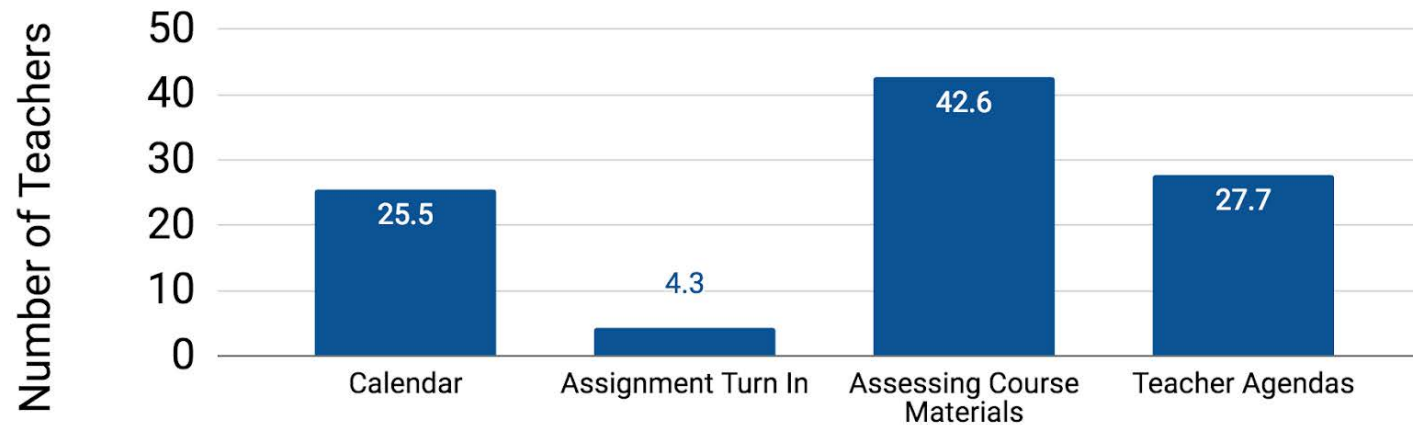
Findings: Teachers use Haiku mostly creating a common location for students to access course information as well as communicating about due dates and daily agendas.

Within the 17/18 school year, which of the following features of haiku do you use on a "regular" basis? (choose all that apply)



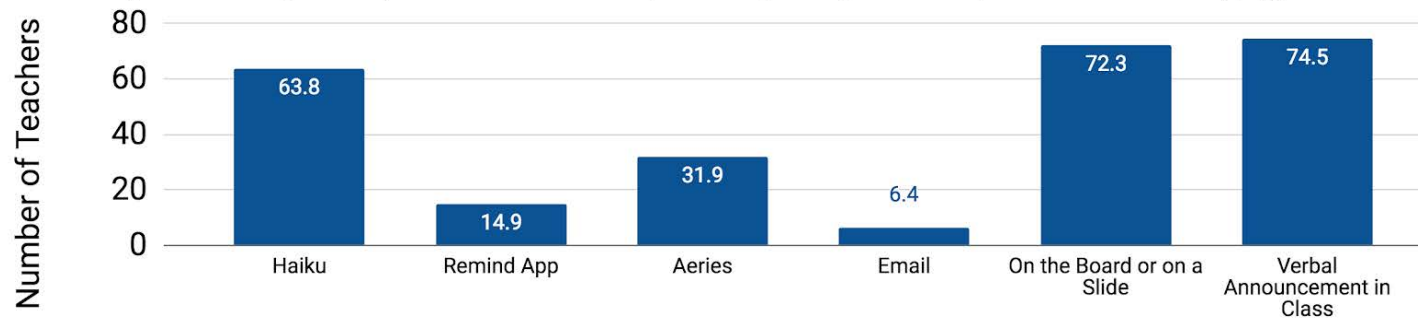
Findings: Again we see that accessing course content, calendars, and posting agenda are the most popular uses for Haiku.

Which of the following features of haiku do you use the MOST? (choose...



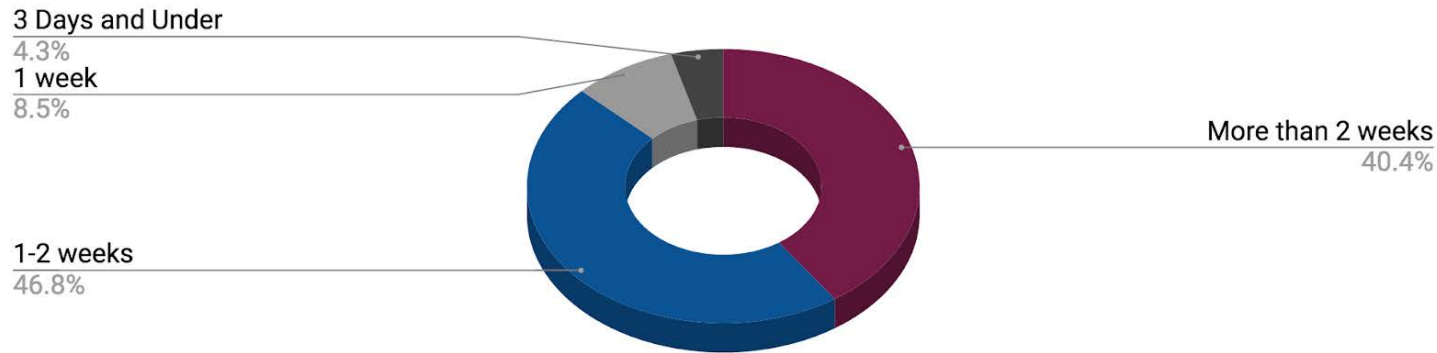
Findings: Accessing course materials is the most commonly used application of Haiku by teachers.

How do you "usually" notify students about upcoming assignments (choose all that apply)



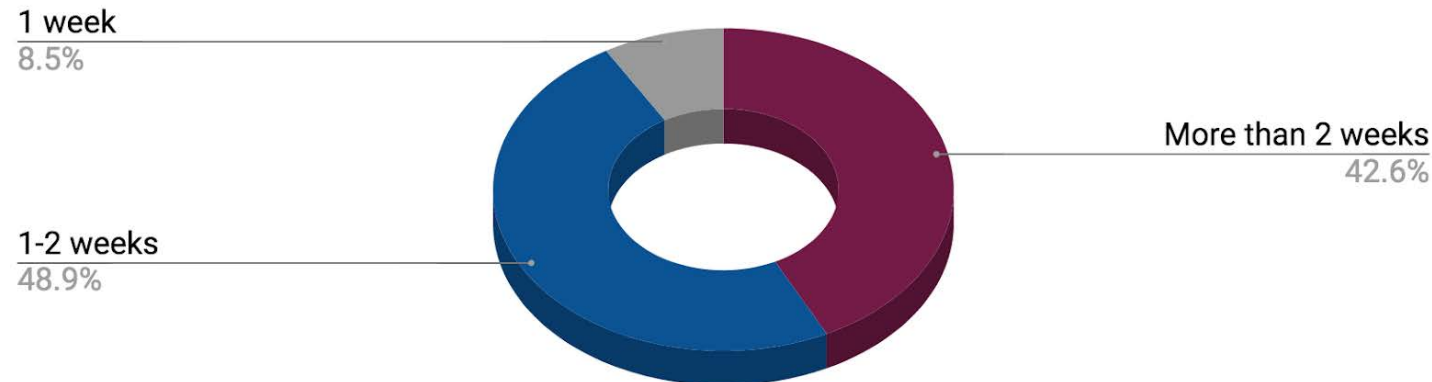
Findings: Teachers usually notify students about upcoming assignments using verbal announcements or announcements on the board or slide. These announcements cannot be accessed outside of the classroom, a potential area for growth for teachers.

How much lead time do you give on a major ASSIGNMENT?



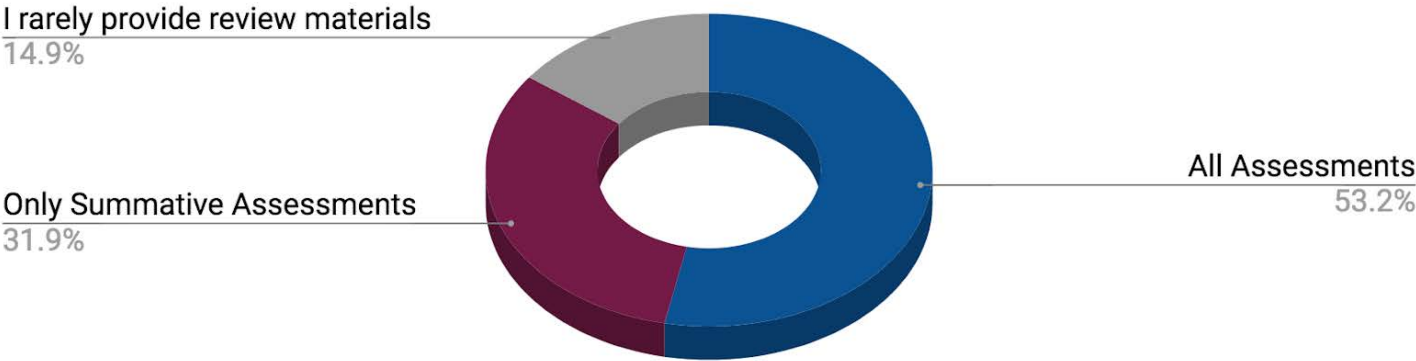
Findings: Students are given 1-2 weeks of lead time for major assignments.

How much lead time do you give for a major ASSESSMENT?



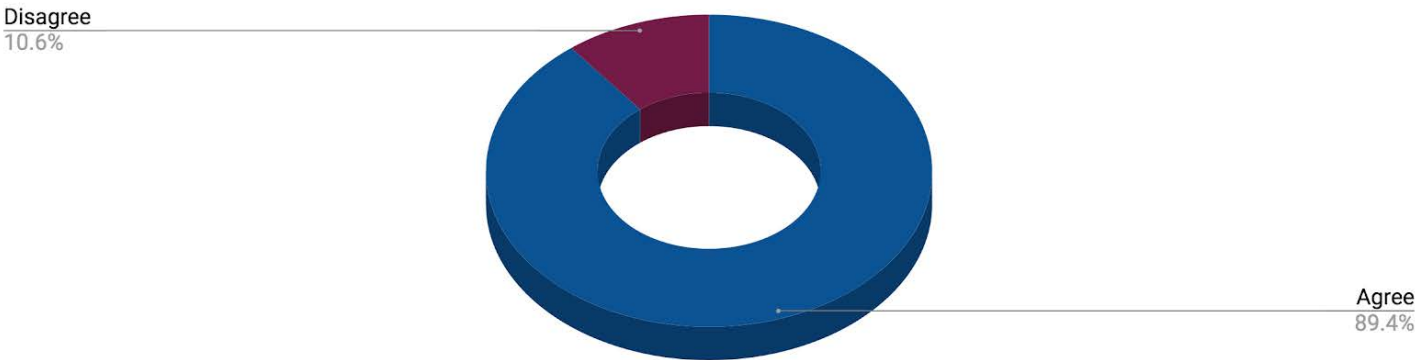
Findings: Students are given 1-2 weeks of lead time for major assessments.

Do you provide review materials for...



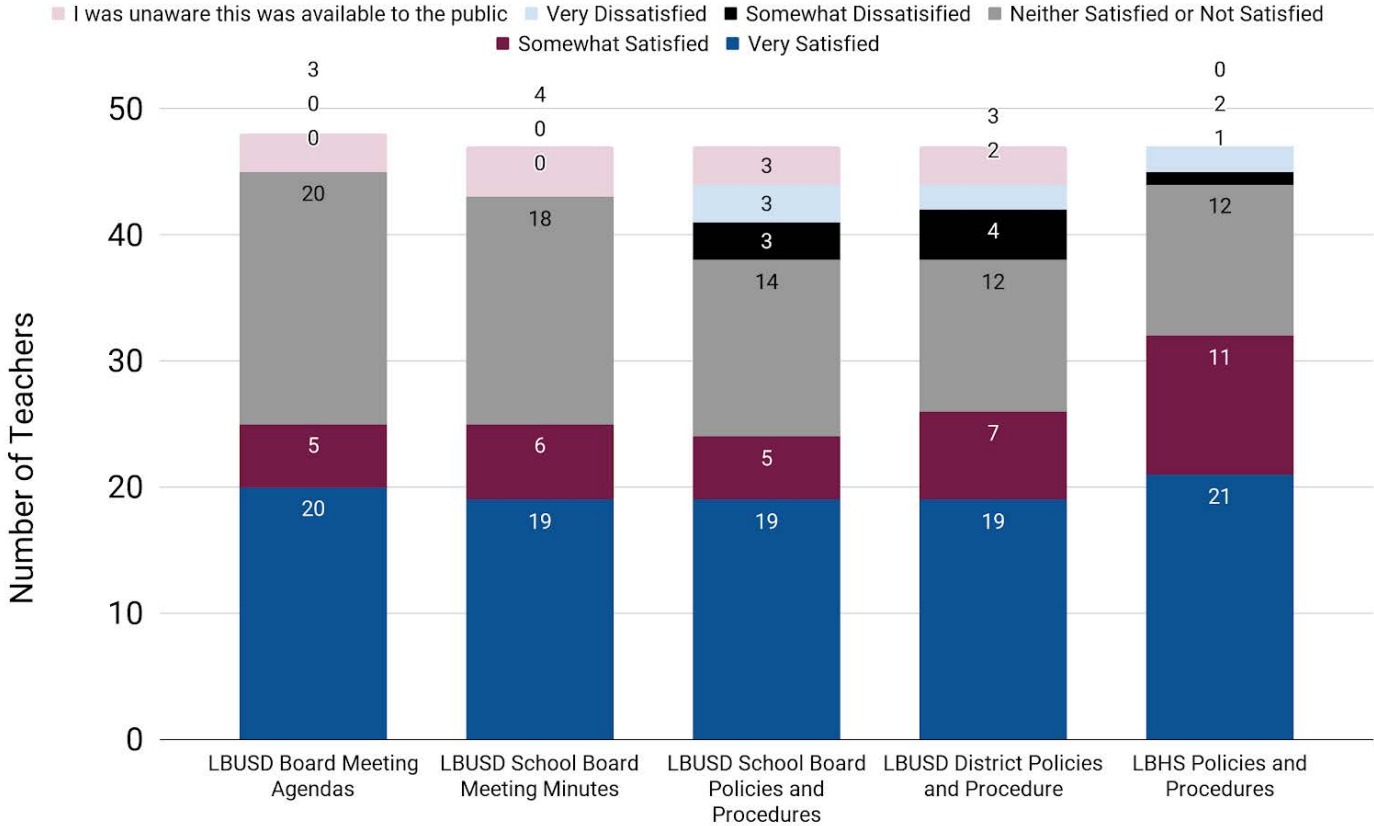
Findings: Most teachers provide review materials for at least a summative assessment, but usually for all assessments.

The district/LBHS utilizes modes of communication that allows me to receive information in a timely manner.



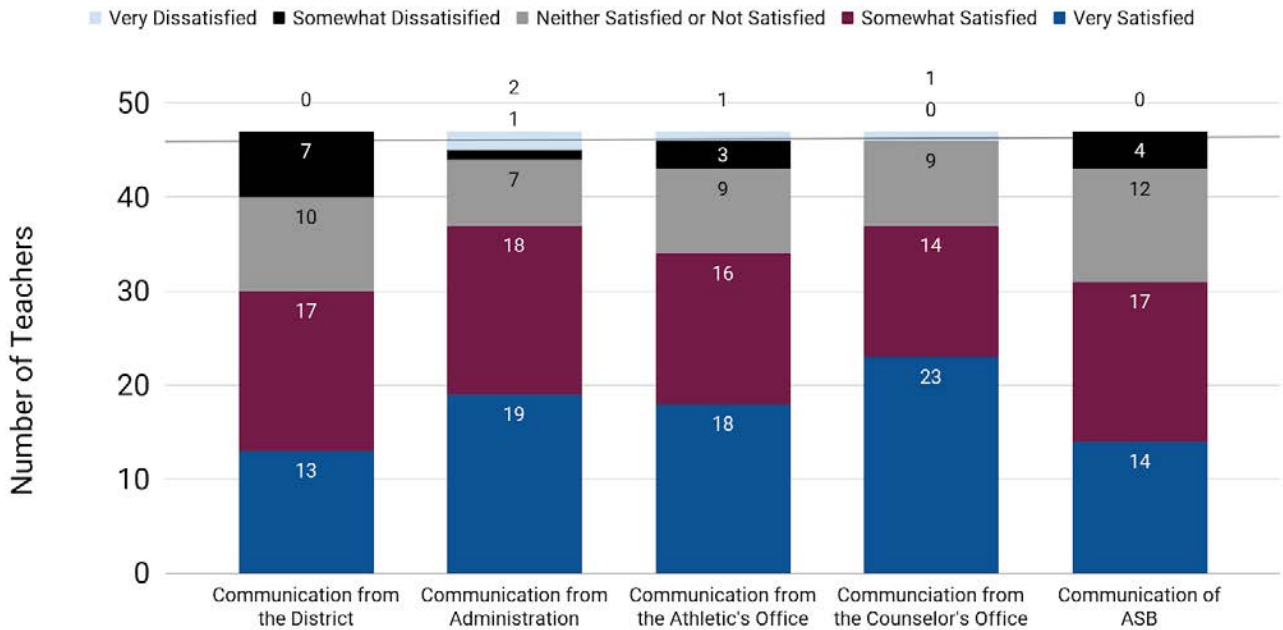
Findings: LBHS staff feels that the District and LBHS utilize timely modes of communication.

What is your overall satisfaction with the accessibility of:



Findings: LBHS Staff are the most satisfied with the accessibility of LBHS Policies and Procedures, we receive a handbook at the beginning of each semester. Other Policies and Procedures related to the Board are met with some indifference but mostly satisfaction.

What is your overall satisfaction with the TIMELINESS of:



Findings: Communication among departments within LBHS and among LBUSD is generally timely.

Summary

- 1. LBHS has experienced increased enrollment in the past 5 years, especially in the Special Education Education Department.
- 2. LBHS is head and shoulders above the State in terms of high stakes testing such as the ACT and SAT.
- 3. LBHS has a very high pass rate on AP Exams; however we have an achievement gap in terms of the types of students who are accessing these courses.
- 4. Many of our EL students are IFEP or RFEP. Other students who are EL are largely LTELs with a special set of needs that need to be accommodated for in the classroom.

5. We have a highly qualified and well-trained teaching staff.
6. The professional development offerings meet the needs of the teachers and are helping to assist faculty as they transition to their department's versions of Common Core State Standards.
7. LBHS' facilities are in good repair and are in the process of 4CLE modernization to encourage 21st Century Skill building in our students.
8. Education at LBHS is customized, counselors meet with students at minimum yearly and there are many opportunities for parent education.
9. On the ELA CAASPP assessment, students struggle the most with the listening section and there is a high achievement gap between all students and ELL and Students with Disabilities. Males struggle more on this assessment compared to females. Black/African American, American Indian/Alaskan Native, and Hispanic/Latino also struggle compared to all students.
10. Students struggle more on the Math CAASPP compared to the ELA CAASPP. Similar achievement gaps exist.
11. Support classes at LBHS are being evaluated for their effectiveness and will no longer be offered during the 18/19 school year. LBHS Administration wants teachers to use best first instruction to support students instead of placing them in an elective-consuming support class.
12. LBHS has a very high graduation rate, but the district would like to see our A-G completion numbers increase from 65%. They are working to eliminate non A-G courses.
13. Students at LBHS struggle with absenteeism and tardiness, however, new measures have been taken by the administration to hold students more accountable for their truancies, we have seen improvements in student attendance as a result.
14. According to perception data, we need to increase students connectivity on campus and increase the amount of social/emotional supports that they are receiving. We have hired a new full time Student Support Specialist who assists students who are struggling.
15. Students indicate a desire for more meaningful application of coursework in and out of the classroom (i.e. CTE and Electives) as evidenced by survey results.
16. Students who are socioeconomically disadvantaged, English language learners, and students with disabilities underperform on the CAASPP as well as on formative/summative assessments in the classroom.
17. Student athletic participation is high.
18. Teachers use multiple strategies to engage students during class, however, there is always room for improvement.

CHAPTER 3

Self-Study Findings



Western Association of Schools and Colleges *Full Self-Study Report*

November 5-7, 2018

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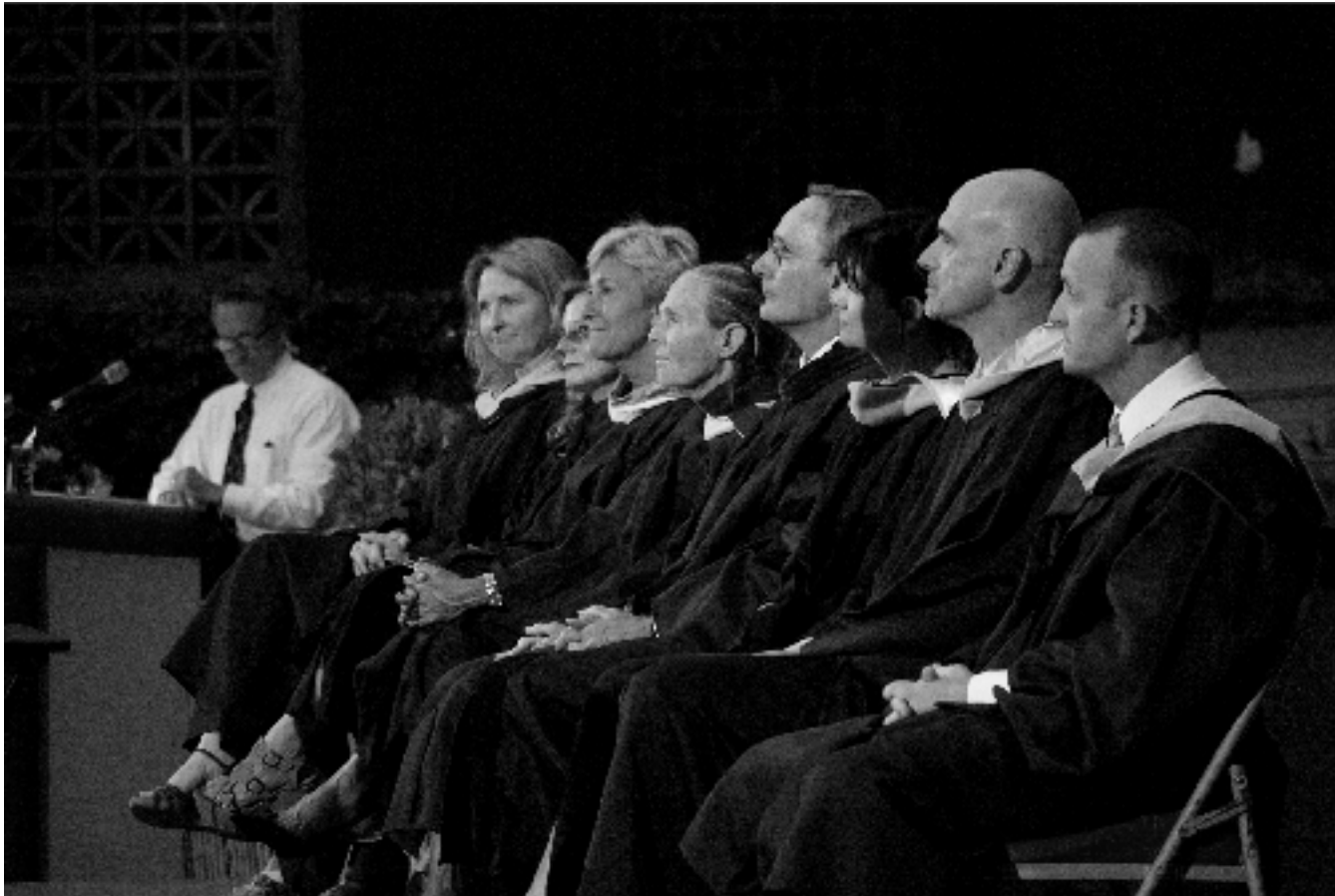
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ORGANIZATION



15/16 LBUSD Board Members, Superintendent, Director of Assessment, LBHS Principal, and student selected teacher speaker on the stage at Graduation.

Category A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

Vision – Mission – Schoolwide Learner Outcomes – Profile

A11 Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A11 Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

Maximizing learning for every student.

Findings	Supporting Evidence
<p>LBUSD VISION STATEMENT: <i>In the Laguna Beach Unified School District, each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.</i></p> <p>LBHS MISSION STATEMENT: <i>To maximise learning for every student in a supportive and caring environment to insure that, upon graduation, all students are ready for college, career and global citizenship</i></p> <p>LBHS vision and mission were developed with standards set forth from input from staff, community, students and the District including the School Board. Stakeholders are consistent with revisiting and revising based on learning outcomes, achievement data, common core standards, etc.</p> <p>Progress indicators: goals align with the 8 state priorities, student engagement, student achievement, school climate, course access, parent involvement and other student outcomes.</p>	<p>A. LCAP Meetings</p> <p>B. Department Chair Meetings</p> <p>C. Staff Meetings and Surveys</p>

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A12 Indicator: We make sure everyone is working to develop our vision, mission, and student goals.

A12 Prompt: How well are we engaging everyone (students, teachers, district, parents, community) in achieving our vision, mission, and student goals.

Findings	Supporting Evidence
<p>On site we have many avenues for students to engage in both student leadership activities and decision making. Examples are ASB/Leadership, Student Senate (formerly called House of Reps), WASC focus groups, Link Crew, School Site Council and clubs. Students take part in School Climate Surveys, Healthy Schools Surveys, etc.</p>	<p>A. House of Reps</p> <p>B. School Site Council School Climate Surveys</p>

At the site level teachers are provided time to meet with their department 1 hour per week, known as PLC. Department Chairs meet twice a month and staff as a whole meet once a month. The district also provides professional development opportunities throughout the school year.

Parents are encouraged to participate in PTA, School Site Council, LCAP and various other committees. Our site provides various parent information nights presented by counseling and college/career offices. Our district provides parenting classes, coffee break – guest speakers, and parent mentor programs. Schoolpower provides parents with a social avenue which includes fundraising for the district. Our Alumni is a large and strong group that hosts annual reunions and participates in Homecoming and other school activities.

Community involvement is wide spread, from college roundup, career mentors, police/fire partners and City programs. Attendance at Board Meetings and Performing Arts Performances.

C	Clubs
D	PLC
E	CCC
F	Dept Chair Meetings
G	Professional Development
H	District Professional Development Website
I	District Trainings
J	Staff Meetings
K	PTA
L	SSC
M	School Site Council & SPSA
N	LCAP
O	Parent Events – Counseling
P	Academic Planning Presentations
Q	Coffee Break
R	Parenting Classes
S	District Presentations
T	SchoolPower Laguna Beach Education Foundation
U	Alumni
V	College Round-Up
W	College & Career Center Haiku
X	Career Mentors
Y	Evac Drills and Training
Z	Board Meetings
AA	Performing Arts
BB	Adult Education
CC	Academic Support

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A13. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP

A13. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
LBHS's mission, vision and student learning outcomes are posted on the District and school website, printed in our Student Handbook, printed on posters for each classroom and office, presented at the opening of school year meetings with staff and parents. They are shared and discussed in depth in committee meetings involving parents, staff and students such as the SSC, LCAP, PTA and Student ASB. The mission and vision are in alignment with our Single Plan for Student Achievement (SPSA) and District LCAP goals.	<p>A. LBUSD Website</p> <p>B. LBHS Website</p> <p>C. LCAP</p> <p>D. Minutes from PTA Meetings</p> <p>E. Posters</p> <p>F. SPSA</p>

A2. Governance Criterion

Governing Board and District Administration

A21. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A21. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The LBUSD Governing Board is composed of five board members elected by the community. The Board meets twice a month with additional special meetings as needed. The Board has clear policies and regulations that are accessible to the public on the LBUSD website. The Board meetings are streamed live and the agendas are posted under the "board documents" section of the district website. The board allows for public, including students, to speak at board meetings.</p> <p>The board approves new courses for students to increase academic growth (AP Art History, Financial Literacy, and AP Computer Science A for the 18/19 school year)</p>	<p>A. LBUSD Website (Board)</p>

A21 Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
Currently we do not have a Board Policy that addresses online instruction. We are currently piloting a program with "Pearson Connexus" for remediation and in rare circumstances alternative course enrollment.	A. Pearson Connexus Course Remediation Enrollment Plan.
Online classes are managed by a full-time LBHS teacher on site. Weekly in-person class attendance is required by the student.	B. Pearson Connexus Online Alternative Course Enrollment Plan
	C. Pearson Connexus Course Catalog

Understanding the Role of the Governing Board

A22. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A22. Prompt: Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Findings	Supporting Evidence
There are many avenues that are used to provide information to staff, students and the community. Email is used quite often for the District to inform Administration of current events and the same for site Administration communicating with staff. A brief weekly "Beach Bulletin" is sent to all staff to keep them up to date on the various happenings around the school. Students and parents are also sent emails, callouts and postings on the district and school site website.	A. LBHS Beach Bulletin
Site administrators host regular set meetings throughout the year: Staff Meetings, Department Chair Meetings, School Site Council Meeting, Administration Team Meetings, Counseling and MTSS, etc.	B. District It's A Wrap
Numerous site personnel represent the high school at district-wide meetings: LCAP, School Safety Committee, Professional Development, Principals Meetings, etc.	C. Weekly Counselor Meetings- Tuesdays from 9:00-10:00am
School Board meetings agendas are posted at each site, posted on the district website and the meetings are streamed live.	
District and Board members commonly make site visits and attend special events and are always happy to visit with staff, students and parents.	

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
<p>Students are informed about how to participate in school's governance through ASB, advisory, daily announcements, and opportunities in Student Senate (formerly House of Representatives).</p> <p>Parents are informed how to participate through emails, callouts, mail-outs and the district and site websites.</p> <p>Staff are informed how to participate through staff meetings, department meetings, PLC, and daily announcements.</p> <p>Students are engaged in school governance through ASB, participation in Student Senate (formerly House of Representatives), Athletic-Student Leadership Council, LCAP, WASC focus groups and surveys.</p> <p>Parents are engaged in school governance through PTA involvement, LBUSD board meetings, LCAP, and WASC focus group meetings.</p> <p>Staff are engaged in school governance through PLC, surveys, department meetings "share outs" and WASC focus groups.</p>	<p>A. Daily Announcements</p> <p>B. House of Reps</p>

Board's Evaluation/Monitoring Procedures

A24. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A24. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>Using the LCAP surveys we can understand that most of our evaluation is carried out by the governing board and then carried out by the district administration.</p> <p>Our AP data shows in the last three years we have more than 88% passing rate of the AP testing. Our testing averages are above the state level for all different kinds of classes. Of our graduates, 70 percent automatically move on to a university.</p> <p>The District Business Office under the directions of the School Board and Orange County Department of Education follow strict fiscal practices and are overseen and audited annually.</p>	<p>A. LCAP Goals & Surveys</p> <p>B. School Profile</p> <p>C. AP Data</p> <p>D. AP Testing</p> <p>E. District Financial Reports</p>

Complaint and Conflict Resolution Procedures

A25. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A25. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>The LBUSD governing board has defined policies regarding Uniform Complaint procedures and conflict resolution that are posted on the District website. These policies are published and electronically distributed to each family during Data Confirmation every August. Parents must initial a form indicating that they have read and understood the policies. Single page flyers are posted in all offices and classrooms and forms are available upon request or can be downloaded from the website. Policies are listed in the Student School Policies and Procedures & Student Planner given to each student at Breaker Day.</p> <p>Both certificated and classified staff members have site representative from their respective unions in addition to the District Human Resources Department. Both unions have complaint policies outlined in their contract.</p> <p>If conflicts and/or complaints with staff are not resolved at the site level, the HR department is contacted to assist. Parent or students conflicts and/or complaints not resolved at the site level are referred to Instructional Services at the District.</p>	<p>A. LBUSD Board Policies/Bylaws</p> <p>B. Williams Complaint Notice</p> <p>C. Sexual Harassment</p> <p>D. Uniform Complaint</p> <p>E. Uniform Complaint Procedures</p> <p>F. Non-Discrimination/Harassment</p>

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
LBHS Administrators obtain and analyze data from standardized testing and AP testing score reports. This information is discussed at department chair meetings for strategies for improvement where needed. School Site Council reviews and updates our SPSA on monthly basis to make recommendations to site administrators when needed and ensures that we are in compliance with District and LCAP (Local Control Accountability Plan) goals.	A. SPSA School Plan B. SPSA Information C. LCAP D. LBUSD Website

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
LBHS staff do this both formally and informally. The School Site Council will meet and review student achievement data. Specifically they would review SBAC results and take a look at AP pass rates too. We also take time to look at student sub-groups and see if their academic gains are consistently improving. As a school and a district, the metrics we use to measure academic readiness and career readiness would be graduation rates, assessing where students are ending up after HS (colleges, universities, military, trade services, etc). We get the life after high school data informally through student reporting. Formal time is dedicated for staff to meet, discuss, and refine how we work towards these achievement targets.	A. School Site Council Meeting Agendas B. School Profile

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>LBHS Department Chair participate in meetings on a bi-weekly basis where information from administration is disseminated. These meetings are an open forum for staff members to communicate with each other and provide input to administration. In turn, Department Chairs provide information and feedback to their department staff at their weekly PLC meetings.</p> <ul style="list-style-type: none"> • Department staff discuss the vertical and horizontal alignment of classes and common core • Teachers and administration work together to develop curriculum or change curriculum or textbooks • Staff present ideas and successes to the Board and community. • Monthly athletic meetings for coaches and staff to discuss student athlete achievement and to reflect on the athletic program. • Weekly administration and counseling meetings to discuss class schedules, CTE, sports, core curriculum classes and student attendance. • Weekly MTSS meetings to discuss the social emotions of students. <p>The information, reflection and feedback provided at these meetings provides avenues for improvement and accountability.</p>	<p>A. Department chair meetings</p> <p>B. Weekly PLC department meetings</p> <p>C. School Site Council Staff athletic program</p> <p>D. Weekly Administration meeting</p> <p>E. Weekly Counselor Meetings Agenda</p> <p>F. Weekly Counselor Meetings- Tuesdays from 9:00-10:00am</p> <p>G. Weekly MTSS Meetings</p>

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>LBUSD and LBHS emails allow for consistent and accessible communication to all staff members. The District provides an online tool called “Beachport” where all staff members can access calendar, bell schedule, professional development and useful applications. The staff and administration have access to communicate and plan via a shared Google calendar and Google docs.</p> <p>On the LBUSD website there is a “Resource” tab that contains employee, payroll and health insurance forms.</p>	<p>A. Beachport</p> <p>B. LBUSD “It’s a Wrap” Email</p> <p>C. LBUSD website</p> <p>D. LBHS ASB Weekly Newsletter</p>

Callout system at the District and site levels to inform parents and staff of upcoming events. In addition, our student ASB provides a student composed weekly email newsletter to parents and staff as well. We also have a weekly principal newsletter for staff members to notify of them of upcoming events.

Resolving differences among the staff are handled at a site level. Both classified and certificated personnel may seek advice and ask for support from their respective union representation. LBUSD has established a uniform complaint procedure for the staff, parents and community members. Complaints shall be processed according to this procedure (Board Policy 1312.3).

- E. Phone system
- F. [Monday Morning Memo](#)
- G. Shared Google calendar
- H. [Union Representatives](#)
- I. [Union Contract – process outlined](#)
- J. [Uniform Complaint Form](#)
- K. [LBUSD Board Policies](#)

A4. Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff

A4.1 Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1 Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.

Findings	Supporting Evidence
<p>LBUSD and LBHS have employment policies and practices in place to ensure that staff members are qualified for their prospective positions. Certificated staff members must have the California State credential(s) to teach their assigned subject. LBUSD utilizes EDJOIN as a way to post and screen for potential candidates for employment. The LBUSD Human Resources Department communicates with each school site to coordinate the screening and interviewing of qualified candidates. Once a qualified candidate is hired, both LBUSD and LBHS provides an orientation and other trainings to the new employee. New teachers are expected to participate in a two year Induction (formerly called BTSA) program.</p> <p>Classified staff members must meet posted qualifications and have to pass a district exam in order to qualify for a position. All candidates must apply via EDJOIN and be paper screened before they are contacted to participate in the interview process.</p>	<ul style="list-style-type: none"> A. EDJOIN link is posted on the LBUSD website B. Position descriptions are posted on the LBUSD website C. LBUSD Board Policies 4000 Series

Staff Assignment and Preparation

A4.2 Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning

A4.2 Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>All employees are invited to LBUSD sponsored orientation trainings prior to the start of each school year. Newly credentialed teachers must attend two years of BTSA. The certificate and classified unions invite new members to attend union meetings.</p> <p>The LBHS principal connects all new certificated hires directly to their department chairperson for support and all classified new hires to the principal's secretary. The District Administration Team introduces new staff at the Welcome Back Breakfast and the site administrator introduces new staff at the first staff meeting.</p> <p>Departments meet weekly on Friday mornings (PLC) for curricular and instructional orientation. All staff members receive emails from various District departments inviting them to participate in training opportunities throughout the school year. Professional Development for classified staff is called "Launchpad" and for certificated staff is "Rocket Ready".</p>	<p>A. Launchpad</p> <p>B. Rocket Ready</p> <p>C. Teacher Induction Program (Formerly BTSA)</p> <p>D. LBUSD Teacher/Staff Resources</p>

Defining and Understanding Practices/Relationships

A4.3 Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3 Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p>The LBHS Student Handbook, which is given to all staff members and is available online, provides a breakdown of key site policies and procedures, including bell schedules, calendars and a site map. At this time, we do not have a staff handbook. Information is shared at staff meetings, via weekly bulletins, emails, and minutes from committee meetings.</p> <p>Employee procedures are outlined in the certificated and classified contracts.</p> <p>LBUSD Safety Committee is currently updating a unified emergency procedure plan for all sites. Currently, our site has a site specific emergency plan in place which includes emergency drills.</p>	<p>A. LBHS Student Handbook online</p> <p>B. Site Welcome Back Packet</p> <p>C. Certificated and Classified contracts</p> <p>D. Weekly site bulletin</p> <p>E. Site Emergency Plan</p>

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>LBUSD is financially sound and able to provide both onsite and offsite trainings to all LBHS staff members.</p> <p>Onsite:</p> <ul style="list-style-type: none"> • Rocket Ready (Certificated Staff) • Launch Pad (Classified Staff) • Technology PD • Mandatory Reporter Training • NGSS PD • IMP (Irvine Math Project) • Teacher Walks • Department Planning Days (2 per year) • In-house Guest Speakers <p>Offsite:</p> <ul style="list-style-type: none"> • CODE ORG • AP by the Sea • Summer Counselor Inservice at OCDE • UC Counselors Conference • College Counselor Visits • Red Cross Annual Disaster Preparedness Academy • CASC Conference • Aeries Training • STEM Symposium • Governor's Budget Workshop • CATE (California Association of Teachers of English Conference) • California Council for the Social Studies Annual Conference 	<p>A. College and Career Readiness Budget</p> <p>B. SchoolPower Grants</p> <p>C. General Budget</p>

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
N/A	N/A

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
N/A	N/A

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
N/A	N/A

A5. Resources Criterion

Allocation Decisions and Their Impact

A5.1 Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1 Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The allocation of resources is aligned to the school's mission, vision and student learning outcomes which are aligned with the District's LCAP goals. Feedback and contributions to the SPSA action plan are shared with staff at staff meetings, department chair meetings and teacher PLCs. Staff are directly involved in the allocation of resources in conjunction with District administration regarding 4CLE classroom renovations, including but not limited to decisions on furniture, color schemes and technology. These decisions help teachers to create a customized learning environment. Site Administrators meet regularly with District Facilities Manager regarding the allocation of resources for on-site repairs and renovations.	<p>A. SPSA Action Plan</p> <p>B. SchoolPower Grants (4CLE)</p>

Instructional Services utilizes staff feedback to help decide where funds should be allocated to for specialized trainings (teaching and instructional assistants)

The impact of the allocated resources has provided students with alternative, innovative instruction and materials including the increased use of technology in the classroom, increased collaborative learning opportunities in alignment with Common Core Standards; additional personal for social emotional support, and increased opportunities for students in the area of college and career readiness.

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. **(Note:** Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>The District annual budget is a constant work in progress that changes throughout the school year as more current information is obtained by the business office. The budget is driven based on the goals and priorities set forth in the Local Control Accountability Plan (LCAP), which is established through numerous stakeholder meetings throughout the year. The most significant revenue source for our district is our local property taxes, which makes up over 80% of our total revenue. As such, our local property tax receipts are closely monitored by the business office to ensure our projections are in alignment with actual receipts as they come in. The education budget allocations from the State of California and Federal Government are also monitored by business staff as they are essential for identifying specialized program funding and accountability standards related to expenditures. Maintaining an accurate budget is the top priority for the business office so that our Superintendent and School Board have a clear picture of where our resources are being directed in support of the organization's goals and priorities.</p> <p>An independent auditing firm annually provides a financial audit report. This report can be found on the District website.</p> <p>Each school site and department holds regular meetings beginning in late February or early March with the Assistant Superintendents of Business and HR to discuss program and staffing needs. In the meetings, we review a large number of variables that affect the budget including, revenue projections, enrollment projections, historical expenditure data, grant awards, professional development needs, etc.. The Principal is provided a print out of historical expenditures by major object code with a column added for next school year. They are asked to enter in their forecasted expenditures by major object code for the next school year, working within the total budget allocated to them. The revenue provided to each site to cover their services, materials, and supplies are based on</p>	<p>A. District Operating Budget (District Website - Business)</p> <p>B. Financial Audit Report (District Website - Business)</p> <p>C. LBUSD General Budget</p> <p>D. Purchase Requisition Form</p> <p>E. Board Agenda</p> <p>F. (District Website - Board)</p>

the total enrollment projected for the next school year. Staffing budgets are pre-entered for everyone and the sites/departments focus in on contracted services, materials and supplies. Once the sites and departments complete their proposed budget allocations it is reviewed by the cabinet to ensure it aligns with LCAP goals and district priorities before being presented to the Board of Education for their review and approval.

The Principal oversees all purchases from the general budget. The district does not have a Purchasing Department therefore, purchasing is processed through the Principal's administrative assistant. In order to conduct best practices there are a series of approvals needed before purchases can be made. Principal's approval, District Business office approval and in some instances the Superintendents approval. Accounts Payable Department insures all items have been received (signed packing slip) prior to the invoice being paid. The Board Agenda reflects all purchasing activity.

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
LBHS Administrators work closely with the district facilities manager to insure that our facilities are well maintained and updated as needed for safety and educational health. A District facilities master plan was developed from a facilities condition assessment, online community survey (on-going) and Principal feedback (on-going). Most recently our football field artificial turf and track were replaced, roofing and HVAC work was done in some of our classroom buildings with more slated over the upcoming summers. The District has regular scheduled vendors who on weekly, monthly or as needed basis provide landscape, pest control and cleaning product services. In addition, our Director of IT works closely with our staff informing and providing some of the most up to-date classroom furniture and technology setups. Also known as 4CLE. These classroom updates allow our teachers to instruct students using many different methods of both computer technology and physical interactions. Students thrive in an environment that best suits them with options of seating, desks and distance to large screen TV monitors. There is routine maintenance/replacement of sporting equipment, science lab equipment, musical instruments and specialized equipment for our CTE pathway classes.	<p>A. Facilities Master Plan [10 year projection]</p> <p>B. 4CLE</p> <p>C. Schoolpower</p>

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online

Findings	Supporting Evidence
LBHS relies on funding for instructional materials, equipment, supplies and conferences/workshops from the district provided site general fund. We do not allocate funds to each department; requests for items are done so using a purchase requisition form directed to the Principal for approval. In addition, we receive funding from donations, primarily from SchoolPower Endowment. Schoolpower provides every teacher an automatic allocation of about \$200 annually to use at their discretion (following the guidelines for purchasing or reimbursements. In addition, Schoolpower provides funding for specific items or programs for the district through their capital campaign, dinner dances and other fundraisers throughout the year. Staff can apply for grants for specific classroom needs, specialized equipment and field trips. Textbooks are funded by the district based on sufficiency and adoption cycle (BP 61611 and Ed Codes 1240.3 & 60119) and the Curriculum Council process. Library resources are funded by both site and district. Technology and software is routinely funded by the District based on need or by IT scheduled cycles.	<p>A. Purchase Requisition Form</p> <p>B. Schoolpower Grant Information</p> <p>C. Schoolpower Awards</p> <p>D. Curriculum Council Form</p> <p>E. Board Policy 61611</p>

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB and/or college and career preparation programs are in place.

Findings	Supporting Evidence
<p>The District is constantly striving to provide resources for ongoing training for all staff through paid workshops and conferences, on-site trainings and professional development for both certificated and classified staff (Rocket Ready and Launch Pad). Certificated staff have the opportunity to increase their salary by earning Professional Growth Points for furthering their education.</p> <p>Counselors and College/Career staff are afforded the time to visit colleges, attend workshops for college admissions, scholarships and career pathways.</p> <p>New teachers participate in the two year Induction (formerly known as BTSA) Program where they receive coaching and support from experienced teachers in their subject.</p>	<p>A. Launch Pad</p> <p>B. Rocket Ready</p> <p>C. Professional Growth Points Application</p> <p>D. Conference Logs</p>

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The Laguna Beach Unified School District strives to ensure that each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.</p> <p>The Local Control Accountability Plan (LCAP) is the touchstone by which LBUSD guides and executes its efforts to educate students. It is comprised of goals that focus on District practices and resources to ensure students are college and career ready upon graduation. Laguna Beach High School requests input from all stakeholder groups in the development of the Single Plan for Student Achievement (SPSA) action plan. The SPSA is analyzed each year by the site School Site Council.</p> <p>Throughout the year, LBUSD utilizes multiple measures to collect data to determine areas of strength and need including: Achievement Data - CAASPP, ELPAC, interim assessments, benchmarks, ACT, AP, SAT, college and career readiness; Engagement Data - attendance, suspension, expulsion; Social and Emotional - CA Healthy Kids Survey, School Climate Survey, Social/Emotional Universal Screeners; Facilities/Resources - BrightBytes, FIT, technology inventory; Stakeholder Feedback LCAP Survey, California Parent Survey, CA Healthy Kids Survey</p> <p>LBUSD has established protocols, procedures and checks and balances to ensure school sites are in alignment with conditions of learning, student outcomes and engagement, the Eight State Priorities, LCAP, LEA, LCFF and Funding, California Common Core State Standards, District Board policies and administrative regulations.</p>	<p>A. 2016-2017 School Climate Survey Analysis completed by Hanover Research</p> <p>B. 2017-2018 LBUSD LCAP/LEA plan</p> <p>C. LBHS SPSA</p> <p>D. LBUSD Board Meeting Minutes</p> <p>E. LBUSD Board Policy and Administrative Regulations</p>

Summary

Laguna Beach High School's Mission Statement is to maximize learning for every student in a supportive and caring environment to insure that, upon graduation, all students are ready for college, career and global citizenship. The LBHS vision and mission is very clear in regards to who we are, what we want and where we are going in the future. It was developed with standards set forth from input from staff, community members, students and the District including the School Board. Stakeholders are consistent with revisiting and revising based on learning outcomes, achievement data and common core standards in order to continue high standards for our students. Our governance is visible and present in everything that we do as a school and as a district as we have a very engaged and active LCAP and Student Site Council committees and well attended Board Meetings. Students are a part of our governance and attend various meetings as representatives including Board meetings. In regards to leadership and staff, LBHS's administrative team, teachers and classified staff collaborate on a weekly basis in administration team meetings, counselor meetings, PLC's, MTSS meetings, principal meetings, staff meetings, department chair meetings, and district leadership meetings in addition to a plethora of other committee meetings. The Laguna Beach Unified School District and Laguna Beach High School have a generous financial reserve, including support from SchoolPower, to allocate funds for new technology, teacher grants to provide "out of the box" curriculum and 21st century designed classrooms to maximize students' learning potential.

Areas of Strength

VISION:

- Board Policies and AR's are consistently updated.
- Strong Mission Statement.
- Good communication with parents using "call out" system, written correspondence (US Mail and email), website and Aeries.

COMMUNICATION:

- Surveys are sent out to parents and students to assess that the school's vision and mission are being met. Survey information is disseminated, reviewed and revisited in order to insure and improve the service provided to students, parents, teachers and staff members at LBHS.
- The school utilizes the LBHS and LBUSD websites to communicate updated information in addition to email blasts, callouts, social media, posters, flyers and daily PA announcements during the school day to engage and inform parents, students and community members.

GOVERNANCE:

- LCAP process strong and consistent.

LEADERSHIP:

- Knowledgeable and educated leaders.
- Leaders are comfortable with communicating and collaborating with all staff.

STAFF:

- High percentage of long term staff members with the District.
- Collaboration: department chair meetings, PLC's, staff meetings and professional development sessions.

Areas of Growth

VISION:

- More communication would be beneficial between site administration and staff regarding new or updated policies and procedures.
- How do we get students connected with our mission statement?
- Need consistency with communication with parents and keeping the website up to date.
- More intentional and focused goals that fit into our vision and purpose.

GOVERNANCE:

- Site policies need to be implemented or changed if not feasible to manage.
- Need consistency among school sites for policies.
- Need to adhere to deadlines, policies and procedures.

LEADERSHIP:

- To keep our District and Site Administrators employed for longer periods of time. Less turnover.
- Need to host less committee and other meetings in order to provide time to implement and follow through.

STAFF:

- Need better collaboration among school sites. We all need to be on the same page District Policy wise.
- Too many teacher pullouts for meetings or trainings interrupts class instruction time.

CURRICULUM



15/16 LBHS Graduation

Category B

Standards-based Student Learning: Curriculum

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B1. RIGOROUS AND RELEVANT STANDARDS-BASED CURRICULUM CRITERION

Current Educational Research and Thinking

B11 Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B11 Prompt: Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
<p>A. The English Department attended professional development trainings on the StudySync curriculum. Using StudySync, the English Department researched ways to provide cross-curricular core literacy solution through multimedia resources.</p> <p>B. In Advanced Chemical Research, students read articles done by college professors and learn how to do the labs and what to use.</p> <p>C. The Rocket Ready program has provided teachers with the professional development in order to create world changing curriculum by using new technologies and educational strategies based in PBL. Using this research, teachers participating in rocket ready created lessons based on solving world issues.</p> <p>D. 4CLE, or 4Cs Learning Environment, was researched to show positive impacts on student achievement in a highly collaborative space. New furniture, technology, and decor has been used school wide as a result of this district led research to improve student learning.</p> <p>E. College and Career Specialist Attends CTE Conferences/Advisories and reports back information.</p> <ol style="list-style-type: none"> OC CTE Pathways Counselors Conference OC Vital Link Advisories CAROCPT CTE Conference <p>F. Implementation of additional mental health support for students (district level)</p> <ol style="list-style-type: none"> Guidance curriculum- CA Career zone- Use with all students and links to GSS capstone project. Mental health screener on Covitality. 	<p>A. Kaa -</p> <p>B. Sogo:</p> <p>C. Rocket Ready</p> <ol style="list-style-type: none"> Porter: Lessons and Tech research. Merritt: Applying Rocket Ready standards/aims to Solar Club <p>D. Mike Morrison</p> <p>E. Ann Bergen</p> <p>F. Nicole Rosa: mental health research</p> <p>G. Ann Bergen: LBUSD CA Career Zone account.</p> <p>H. Sogo: LBHS Science Pathways document; Alchemist's Cookbook + ACR weekly plans</p>

<p>G. LBHS uses CA Career Zone, an online college career and job state website that is specifically designed for the individualized public schools. In 9th Grade Global Studies, students used this site for research. Counselors used Career Zone research to make presentations for 10th grade students, and in the College and Career Center, individual student advisement sessions are based on research from this site.</p> <p>H. In 2016-17, the Science Department spent 35 hours in workshops investigating Next Generation Science Standards and the implementation of 3-dimensional learning with focus on Science and Engineering Practices (SEP). SEP are incorporated in a daily basis in Chemistry, Engineering, Physics, and ACR courses</p>	
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Academic and College- and Career-Readiness Standards for Each Area

B12 Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B12 Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-q" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>A. LBHS offers UC approved and College Board approved courses that are aligned with standard-based learning objectives. Science courses are aligned with Next Generation Science Standards, including science and engineering practices. Math, ELA, and VAPA departments provide students with curriculum that is aligned with CCSS which is evident in the learning objectives stated in syllabi and student work. HSS: The adoption of HSS has allowed Social Studies teachers to align their curriculum with these standards. The <u>Math</u> department closely aligns all curriculum content to the CCSS framework.</p> <p>B. The English and Math departments have closely aligned their curriculum with CCSS, including using board approved textbooks that are standards-based.</p> <p>a. Students have access to standards-based textbooks and curriculum through teacher haiku pages and the school library.</p> <p>C. The curriculum council that is composed of administrators, teachers, parents, and board members, meet to assess the addition of new standards-based courses and textbooks. The council determines the impact of new courses on student engagement and college and career readiness. Courses are reviewed to encourage vertical alignment and student need.</p>	<p>A. Percent of classes that are a-q approved/ NCAA approved and vertical alignment.</p> <p>a. Syllabi</p> <p>b. School Profile</p> <p>B. Jill Norris:</p> <p>a. Textbooks aligned with CCSS</p> <p>b. Student Sample of English essay</p> <p>C. Bridget Porter/Donna Todd: Curriculum Council data of courses that were adopted or rejected in the last six years</p> <p>a. List of newly adopted courses.</p> <p>D. Ann Bergen:</p> <p>a. LBHS CTE Pathway Video and CCA Advantage CTE</p>

<p>D. Career and Technical Education Pathways have been developed and aligned resulting in three CTE pathways at LBHS. The number of CTE pathways has increased, and students have the opportunity to learn from a variety of industry sectors. In some cases, students are able to receive college credit after completion of a CTE articulated course through Saddleback College.</p> <p>E. Mock Admissions Night is a bi-annual college admissions workshop for students and parents led by college admissions officers. It prepares students to meet the expectations of UC/CSU requirements for admissions.</p>	<p>Guide</p> <p>b CDE Model Curriculum Standards</p> <p>c Industry sectors- product development and arts, media, and entertainment</p> <p>d Articulation Agreements with Saddleback College</p> <p>e Mock College Admissions</p>
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B12. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>A. LBHS provides a variety of online intervention programs including the following:</p> <ul style="list-style-type: none"> a. The College and Career center assists students with dual enrollment by finding UC approved courses through local community colleges. b. Online Community college courses are made available for students that are a-g approved courses. c. Online programs like Pearson provide students with nearly all UC approved courses in order to fulfill graduation requirements. d. Students may take courses through outside online providers like Halstrom Academy and NUVHS, and these units can be placed on their transcripts for remediation. e. Pearson is a new onsite online program that is also being used for students with special health or circumstances. 	<p>A. Ann Bergen:</p> <ul style="list-style-type: none"> a. Nikol King: List of gradpoint courses that are UC approved.

Congruence

B13. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B13. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes*

Findings	Supporting Evidence
<p>A. During Advisory, students learn about schoolwide learner outcomes through class discussions and curriculum based on PRIDE. Students learn about how to be resilient in school activities and relationship building through directed research and discussions.</p>	<p>A. Nikol King</p> <p>B. Sogo:</p> <p>C. TODD</p>

<p>B. PBL and ACR: Advanced Chemical Research students (~24 seniors each year) engage in real-world problem-solving on a daily basis. Students are pursuing cutting-edge research projects, working in teams to extend the understanding of humanity. Examples of current projects include an electrochemical bacterial sensor and the construction of branched structures that can protect therapeutic peptides from proteolysis.</p> <p>C. Through research, debate and simulation, students learn international policy in Model United Nations. Students take part in authentic simulations of the UN General Assembly, UN Security Council and other multinational agencies. Simulations take place in class and at various conferences throughout the country. A typical simulation requires students to research a country as well as an issue currently on the United Nations' Agenda. Students then submit a position paper to the conference. At conferences, students assume roles of ambassadors of the country they are representing and debate and negotiate their country's position as it applies to the issue. Model United Nations develops the following skills: research, writing, public speaking, problem-solving, consensus building, conflict resolution, compromise and cooperation.</p> <p>D. The Math department has begun implementing Performance Tasks at the end of each unit. These are high level problems that tie together a variety of topics from the unit as well as from other areas. Students work collaboratively to problem solve, and most often the questions given to the kids involve real-life application.</p> <p>E. Global Studies and Skills is designed as a project-based learning transition course where students learn problem-solving, one of the SLOs. Students will be lead through in-depth inquiry, problem solving, critiquing and revision in order to create a final product. Students will have the opportunity for individual choice and voice when creating final products. The goal is for students to be prepared upon entering courses of higher rigor. This course will introduce students to major disciplines of the social sciences, giving special emphasis to critical thinking, collaboration and writing to prepare students for academic success in college.</p> <p>F. English-All English 9 students relate the SLOs of PRIDE to an essay associated with the literature <i>The Odyssey</i>. Students must analyze the main character and determine whether or not he could thrive at LBHS considering how well he exhibits the SLOs throughout his journey. Evidence is the assignment and two student samples.</p> <p>G. In Video Production, students are taught how to implement dependability and problem solving by promoting a positive school culture in short filmed student directed episodes.</p>	<p>D. Greco</p> <p>E. Lundblad Doc</p> <p>F. Kaa Student</p> <p>G. Shen</p> <p>H. Porter- Rubrics and Lessons</p> <p>I. Porter- Project and video</p> <p style="padding-left: 40px;">a. Artists' Website</p> <p>J. Graphics Pellow- Posters with Science</p> <p>K. Kristen Kaa</p> <p>L. Data corner- Wasc walk-in</p> <p>M. V. Quigley</p>
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<p>H. Visual and Performing Arts programs align curriculum with career and technical education curriculum standards and real world problems. Students must display the SLOs for each project based learning unit, and they are graded on problem solving and integrity. In the Visual Arts Department, students learn about academic integrity as it applies to copyright infringement and ethical violations. Students must meet standards of originality on each assignment based on a department adopted rubric as defined by National Core Art Standards and Career Technical Education Standards.</p> <p>I. Students in AP Studio Art 2D Design, Drawing, and Honors Art Studio learn about environmental sustainability and plastic waste. Students used problem solving skills to create sustainable installations and utilitarian uses for used plastic and created a website with tutorials.</p> <p>J. The ACR program and the Graphic Design Fundamentals students collaborate to design career infographic posters for past ACR students and show students. The posters are designed by graphic art students however all content information about the subject, their career progress and any research are gathered by the ACR students. The final posters include text and imagery showcasing the careers/ pathways/successes of Sogo's past ACR students. This collaboration has allowed students and staff from both departments to share knowledge, enhance friendships and solve real life design challenges in the process.</p> <p>K. English- Grammarly is an online grammar checking system that provides feedback to students in the form of immediate response and weekly emails that outline students' consistent errors. Evidence is the instruction sheet students use to enroll in the institutional account.</p> <p>L. According to teacher observations in 2017, 65.8% of students were observed engaged in problem solving, and 68.4% of students were observed asking teachers questions.</p> <p>M. The Math department uses resources, unit worksheets and teaching strategy, from the Irvine Math Project for 3 courses (Algebra 1, Geometry, Algebra 2.) Using the manipulatives from a company called "Think It By Hand," students build problem solving skills needed in careers in STEM.</p>	
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Integration Among Disciplines

B14. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B14. Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
A. Government and Econ work together in creating student films using curriculum from both courses. Students gain a broader sense of the influence government has on economics by creating group projects.	<p>A. Todd</p> <p>B. Rosa Rosa GSS</p> <p>C. Hunnicut</p>

<p>B Counseling and Global Studies</p> <p>a. Counselors complete four year plans with each freshman student. The students then use their four year course plans in conjunction with their capstone project in Global Studies. The capstone project backwards maps a college and career plan starting with career linking to college major then to high school course preparation. Students obtain an “end of the tunnel” perspective which lends to positive motivation to succeed in high school courses.</p> <p>C In Link Crew, Students meet at an orientation to assist with freshman transitioning to high school. Link Crew teachers select responsible leaders who work with administrators and freshman students with their high school pathway.</p> <p>D Through Workability the mock interviews and job fairs enhance curriculum with real world experiences to develop life long skills in self advocating. Also, they provide the opportunities for students in job fairs that pair their interests with paid work and possible career path.</p> <p>E Capstone Project- GSS 4 year plan</p> <p>F Collaborative model of inclusive practices with a special ed teacher and general education teacher enables all students access to rigorous grade level curriculum.</p> <p>G Video Production helps with the promotion of other department’s staff-Breaker Live does interviews of fellow teachers, staff, and students to promote other departments using current technology.</p> <p>H. Introduction to Art classes collaborate with Laguna Outreach Community Association Art in Schools program in a unit where students learn the trade of an experienced working artist in the community. Art Honors Studio and AP Studio Art classes work with the Cove Gallery on a mentorship program. The Laguna Art Museum works with the Visual Arts department in creating an end of the year art show and guided tours of art history which is integrated in the course curriculum.</p>	<p>D Dori/Cyndi Kimball</p> <p>E Lundblad</p> <p>Student sample</p> <p>F DoriData</p> <p>G Shen</p> <p>H. Porter</p>
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Articulation and Follow-up Studies

B15. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B15. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>A ELA and Math department coordinate for outgoing seniors to Saddleback and IVC matriculation.</p> <p>B K-12 VAPA teachers meet twice a year to create vertical articulation between courses and curriculum alignment.</p>	<p>A Kaa</p> <p>B Porter- VAPA PLC District Days Agenda</p> <p>C Pilon</p>

<p>C UC/CSU Approved Course List and matriculation with Saddleback.</p> <p>a. Students are able to take courses at local community colleges and “double dip” in high school and college credit. Upon application to UC or CSU colleges, the college will weigh the community college course completed as an AP course. This encourages students to seek additional major preparation courses which opens additional opportunities for college/career preparation.</p> <p>D. CATEMA- These articulation meetings and trainings at Saddleback Community College allow for instructors to meet and coordinate curriculum. Students can receive college credit for passing courses in a CTE pathway, or they are better prepared for college course material.</p> <p>E. TMS- Teachers participate in a Curricular PLC for 9th grade students transition to high school.</p> <p>F Solar Club- TOW and LBHS Installing solar panels on the garden shed to power small appliances. Solar Club installed a 300-watt solar panel on garden shed at TOW, for powering blenders, hot plates, etc TOW hopes to prepare food at garden (farm-to-table). Solar Club has been asked to draw simple diagrams of process of capturing solar energy, to teach TOW students.</p> <p>G. Survey data collected from ACR Alumni show that 78% of ACR graduates go on to major in STEM fields. ACR alumni are highly successful in college chemistry classes, with 88% reporting an A or B grade in General Chemistry and 86% reporting an A or B grade in Organic Chemistry.</p> <p>H. Special Ed- Implemented research based curriculum interventions to improve reading skills so that students can be enrolled in general education</p> <p>I. The curriculum at LBHS has allowed students to excel at college readiness which is evident through EAP data. 65.9% of students who graduated in 2016 were prepared and accepted to four-year colleges, and 26.9% of students were able to attend community college.</p> <p>J MUN students run the TMS MUN program, providing vertical alignment of the curriculum.</p> <p>K. Algebra class at TMS and LBHS are aligned. Algebra teachers from each school met and shared pacing guides and units for the algebra course given at each school.</p> <p>L. Saddleback College Transitions Committee- The career counselor participates in articulation agreements and student transitions with Saddleback College</p> <p>M. OC Pathways Consortium - OCDE - The career counselor serves on the Steering Committee since fall 2015 to provide individual assistance for students transitioning to community college.</p>	<p>D Bergen</p> <p>E. Rosa</p> <p>F Merritt</p> <p>G. Sogo</p> <p>H. Yaccino</p> <p>I. Data</p> <p>J Todd</p> <p>K. Rood/Jo:</p> <p>L Bergen</p> <p>M. Bergen</p>
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B2. ACCESS TO CURRICULUM CRITERION

Variety of Programs — Full Range of Choices

B21 Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B21 Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students

Findings	Supporting Evidence
<p>A. Teachers and administrators evaluate curriculum that provides preparation for postsecondary education, including new and current AP courses and curriculum mapping. From 2012-16, 1/3 of the student population attempted AP courses, and the percentage of students passing increased over the same period. Juniors tested 26% higher than state average scores for the 2016 EAP College Readiness for ELA and 11% higher in Math.</p> <p>B. Four Year Plans</p> <ol style="list-style-type: none"> Counselors meet one on one with every freshman each year in order to map out their course sequencing for their four years of high school in conjunction with college and career planning goals. <p>C. Junior Conferences</p> <ol style="list-style-type: none"> Counselors meet one on one with each junior student and parent to complete a college/career plan during the winter/spring months in order to map out their courses needed for senior year, research college options, outline testing preparation (ACT/SAT), backwards map career possibilities to link with college majors and high school course preparation, and identify resources for parents and students within the coming year in the areas of financial aid, college application workshops, college representative visits and scholarships. <p>D. Registration Presentations Yearly</p> <ol style="list-style-type: none"> Counselors present to each grade level prior to course registration and include requirements for all post secondary options (community college, four year college, technical/trade, etc). Students are guided on appropriate course planning to prepare them to meet the chosen post secondary goal. <p>E. College and Career Center Services/Advisement</p> <ol style="list-style-type: none"> Students meet one on one with our two full time College and Career Center staff members (Bergen and Gregory) in order to research college options, discuss financial aid and scholarship opportunities, and obtain career counseling. Services are available by appointment or on a drop in basis and work in tandem with counselors. 	<p>A. Data corner- Nikol King</p> <p>B. Rosa</p> <p>C. Rosa</p> <p>D. Rosa</p> <ol style="list-style-type: none"> 10th 11th 12th <p>E. Bergen</p>

Accessibility of All Students to Curriculum

B22. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B22. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>A. Rocket Ready trains and prepares teachers to provide students with the opportunity to fix real world issues using rigorous curriculum.</p> <p>B. Approximately 90% of LBHS students enroll in a Blended Chemistry program that integrates both high and low achieving students (Honors and CP levels). This course engages all students in a rigorous curriculum that emphasizes application of chemical concepts to real-world phenomena. Weekly lab activities emphasize hands-on problem-solving in teams. Teacher generated workbook The Alchemist's Cookbook includes 179 scaffolded assignments that challenge students of a variety of levels.</p> <p>C. In Art I, Multimedia Production, Ceramics I, and Graphic Arts Fundamentals, students are engaged by learning career applications within each unit. Students are exposed to a variety of hands on career applications like graphic design, photojournalism, product development, packaging, animation, and print publishing. The curriculum and projects engage students in real world scenarios that require hands on problem solving. Guest speakers and field trips educate students about career opportunities.</p> <p>D. Working with the Laguna Art Museum and the Laguna Beach's Environmental Sustainability Committee, AP Studio Art students are able to solve unique environmental and local issues through visual media, and using their technical skills, students show PRIDE by creating original artworks with a time sensitive restraint.</p> <p>E. Seniors complete email assignments that simulate real world problem solving by presenting a dilemma and proposing a probable solution.</p> <p>F. Students have to complete a resume assignment in English 11 and English 12.</p> <p>G. Mock Senior Interviews – all seniors are interviewed by a panel of volunteers made up faculty, staff, and community members to give them real world experience interviewing. Feedback is provided for the students when the interviews are completed.</p> <p>H. According to teacher observations, 22% of students were observed being engaged in real world connections.</p> <p>I. CTE pathway courses provide students with education directly relating to jobs in industry sectors. Students are engaged in units of study correlating to needed jobs skills in the following industry sectors: product development, dance production, drama production, and graphic design.</p>	<p>A. Denton/Merritt</p> <p>B. Sogo--</p> <p>C. Porter</p> <p>D. Porter</p> <p>E. Kaa - 2</p> <p>F. Benson- Resume assignment</p> <p>G. Kaa- Senior Mock Interview Rubric</p> <p>H. Data corner-wasc walk-ins</p> <p>I. https://youtu.be/TSzVdQsXwTQ</p> <p>J. LBHSLoves.org</p>

1	9th grade students from the class of 2021 created a support website for incoming students that went live in August 2018 to assist with the transition from Thurston Middle School to Laguna Beach High School. All content was student created during the 2017-18 school year.	
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>A. Pearson’s</p> <p>a. Students are able to remediate any D/F grades earned through Odysseyware/Pearson (the online program that we contract with). Pellow is the teacher who oversees the students in this program and serves as a guide and facilitator to the coursework. Students are able to remediate core coursework (excluding lab sciences) through Odysseyware/Pearson for high school and A-G approved credit.</p> <p>B. Outside Online Providers Accepted</p> <p>a. Students are able to remediate D/F grades though outside online providers (ex: Halstrom) as well as local community colleges in order to gain A-G and graduation credits. This includes lab sciences.</p> <p>C. Online courses accepted for foreign language, visual performing arts and electives not offered at LBHS</p> <p>a. The district allows students to take courses in the above mentioned areas for initial credit. (See contract from Rosa)</p>	<p>A Pellow</p> <p>B Rosa</p> <p>C Rosa</p>

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>A. Individual Education Plan</p> <p>a. Individual academic goals are made to master curriculum based grade level state standards. IEP team (parents, case carrier, service providers, and administration) meet yearly to address areas of need and report on student’s progress towards achieving individual goals.</p> <p>b. Annual review of student’s academic progress is made by general education teacher.</p> <p>c. Monitoring of students’ progress towards goals is made regularly via check-ins with students, regular communication with parents, and communication with teachers.</p> <p>B Individual Transition Plan</p> <p>a. Developed with goals to establish a pathway to college or career (self-determination).</p>	<p>A. Yaccino</p> <p>B. Yaccino/Costley - Copy of ITP</p>

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>A Link Crew is used to help freshman students transition to high school and build a college pathway.</p> <p>B Individual Transition Plan (ITP)- WorkAbility/TPP provides students with IEPs aged 15 years and up an annual transition plan with goals for post-secondary training or education, employment and independent living. These goals are reviewed with students throughout the year for their status.</p> <p>C Resume, Mock Interviews</p> <p>D The College and Career Centers works with students individually on post-secondary pathways. The center provides students with CTE courses and ROP courses and give them job ready skills, and students can apply for the Career Mentor Program to receive specialized assistance and learn social marketing skills. 12th grade students receive support in acquiring financial aid, scholarships, and college applications at the center as well.</p>	<p>A Hunnicut</p> <p>B Costley - Copy of ITP</p> <p>C Kaa - B22 same 2. Interview</p> <p>D Bergen- Courses Career Center</p>

Summary

Students are offered a variety of challenging courses that provide real world readiness preparation. Students learn career skills and college readiness to support critical learning needs by enriching outsourced curriculum that is aligned to state standards and aligned with feeder schools. Students are offered opportunities to remediate if they are not successful in order to narrow the achievement gap. Benchmarks and systematic rubrics designed by teachers who collaborate departmentally and cross-curricularly, ensure that students are provided vertically aligned curriculum that prepares them for post secondary education. Teachers at LBHS regularly participate in professional development to bring authentic career experience into the classroom.

Areas of Strength

1. Teachers practice a collaborative model with inclusive, 4CLE, and cross-curricular integration and prepare students with real world experiences through career research capstone projects.
2. LBHS students have access to a variety of programs and courses that are regularly articulated with feeder schools, local colleges and universities, and technical schools. LBHS counselors connect with each student yearly.
3. LBHS offers UC approved and College Board approved courses that are aligned with standard-based learning objectives.
 - a. All departments are aligned or are currently being aligned to CCSS
 - b. Teachers attend workshops and professional development in order to provide enriching curriculum.
4. Courses we offer provide real world readiness preparation. Students learn career skills, college readiness, and are connected to the heterogeneous representatives of community.
5. Students are offered opportunities to remediate if they are not successful.

Areas of Growth

1. We need more data from post-secondary student experiences.
2. Expand collaboration between departments regarding rubrics and benchmarks that are aligned with college preparedness and CCSS.
3. Increase CTE Pathways for elective courses and align more courses on campus with career based outcomes to support students in their post-high school career.
4. Advisory is not sufficient in exposing and teaching students the schoolwide learner outcomes.

INSTRUCTION



16/17 Mrs. Beaudry-Porter at Back-To-School Night

Category C

Standards-based Student Learning: Instruction

C1. CHALLENGING AND RELEVANT LEARNING EXPERIENCES CRITERION

Results of Student Observations and Examining Work

C11. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C11. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

C11. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>With regards to Part 1 of the question, students are engaged in higher level thinking in project based learning across the curriculum.</p> <p>80% of stakeholders agree that LBHS provides a sufficient number of AP courses.</p> <p>95% of stakeholders are confident that LBHS prepares students for college and the same percentage are confident that LBHS prepares students for career.</p> <p>Teachers utilize online tools such as turnitin.com to provide feedback for student work. Teachers also use instructional videos to support and enhance student understanding of content.</p> <p>LBHS offers a rigorous curriculum based on state standards with over 97.4% of students graduating in 2016, including, 84% of students with disabilities, 94% of hispanic students, and 92% of those who are socioeconomically disadvantaged</p>	<p>A. 9th Grade Biology Calorimetry Project</p> <p>B. 9th Grade Biology Calorimetry Slideshow</p> <p>C. PBL – Generation 1 Assignment Student Work</p> <p>D. AP European History PBL Salon Assignment</p> <p>E. 2016/2017 LCAP survey</p> <p>F. Turnitin.com 10th grade English Essay with analysis</p> <p>G. Turnitincom 10th grade World History paper with analysis</p> <p>H. ACR Youtube Channel</p> <p>I. Physics Instructional videos</p> <p>J. EdPuzzle video and analysis</p> <p>K. Course syllabi</p> <p>L. Haiku recorded instruction</p>

Student Understanding of Learning Expectations

CLICK to go to:

[General Info](#)[Preface](#)[Ch. 1](#)[Ch. 2](#)[Ch. 3](#)[Ch. 4](#)[Ch. 5](#)[Appendix](#)

C12 Indicator: The students understand the standards/expected performance levels for each area of study.

C12 Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
62% of students claim they are clearly notified by teachers about upcoming assignments and assessments.	A. Parent/Student/Staff WASC Survey 2017-2018
84% of parents and students believe that LBUUSD and LBHS utilize modes of communication that allow for receiving information in a timely manner	B. 2017-2018 Course Catalogue
Most teachers post the daily objective or agenda.	C. Health Syllabus
Teachers use various modes of communication to send out important reminders to students	D. Directed Studies Syllabus
74% of teachers use verbal announcements to remind of students of upcoming assignments	E. AP Lit Syllabus
Teachers use syllabi and pacing guides to make sure students are aware of the expectations and curriculum of the classroom	F. AP Spanish Syllabus
	G. Remind App 10th grade English Class reminders
	H. AP Euro Reading Guide
	I. Biology Final Exam Review

Differentiation of Instruction

C13. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C13. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>According to WASC Walk-In data, teachers use a variety of strategies to differentiate instruction, such as Google Slides, video tutorials, small and large group discussions, and individual activities.</p> <p>In the English department, teachers use StudySync, a multimedia resource that allows students to make cross-curricular connections. This program provides designated English language development readings to differentiate instruction. Teachers integrate technology with this program by using video blasts, online texts, and online writing assignments.</p> <p>There are multiple modes of instruction delivery like using computers to learn foreign language as well as face to face learning. In our honors/AP Spanish and French classes we utilize the College Board's AP central website, e-books as well as Kahoot and Quizlet Live to practice and reinforce the linguistic and cultural concepts. This includes online assessments, listening, reading and speaking activities. The tutorial videos are assigned as additional reinforcement of what is taught in class. This is an extremely helpful tool for absent students and students who might have learning difficulties. In addition, Special Ed also offers modified text and notebooks.</p> <p>Many teachers and students take advantage of Youtube crash-courses as an additional support for student learning.</p> <p>Edpuzzle is also used by many teachers to engage and differentiate instruction.</p> <p>Teachers lecture and model, as well as engage the students in debates about controversial topics as well as literary analysis. This is done both in pairs, small and large groups.</p> <p>In addition, teachers give students choices of a variety of projects for research and presentation.</p>	<p>A. Parent/Student WASC Survey 2017-2018</p> <p>B. Blended Chemistry Curriculum (ATP)</p> <p>C. Linking and Action Verbs</p> <p>D. Embedded Quotations</p> <p>E. Spanish Grammar Tutorial Videos</p> <p>F. Crash course Studysync</p>

C2. STUDENT ENGAGEMENT CRITERION

Current Knowledge

C21 Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C21 Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
<p>Teachers use a variety of technological resources to deliver instruction. For example, English teachers use StudySync to engage students in the curriculum through an online forum. This provides students with the opportunity to participate in reading, listening and writing activities that align with the curriculum. Most teachers use resources such as iPads, Apple TVs, Kahoot, Google Docs, and EdPuzzles to engage students in the curriculum.</p> <p>On teachers' Haiku pages students can see teachers' powerpoint presentations as well as additional resources from which students can benefit. In addition, some teachers also use Haiku to assess their students with online tests and for handing in assignments to the Drop Box.</p>	<p>A Study Sync</p> <p>B School-wide Haiku pages</p> <p>C Desmos.com</p> <p>D AP CSP Haiku page with videos and Power Point presentations</p>

C21 Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction

Findings	Supporting Evidence
<p>Students use Grammarly as a tool to edit their writing. Additionally, many teacher use Turnitin.com to check for plagiarism and provide online feedback for students.</p>	<p>A Production.pearsonapi.com</p> <p>B https://www.grammarly.com</p> <p>C Turnitin.com</p>

Teachers as Coaches

C22 Indicator: Teachers facilitate learning as coaches to engage all students.

C22 Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
<p>Spanish teachers use online sites, such as Albert.io, NotesinSpanish.com, Radioambulante.org, TedTalks, and VHLCENTRALORG for practicing listening and reading comprehension and culture.</p> <p>AP Spanish flashcards with thematic questions and vocabulary are an additional resource that teachers encourage the students to use.</p>	<p>A TEDTalks in Spanish:</p> <p>B Cultural hispanic reading comprehension Spanish Education</p> <p>C listening comprehension in spanish</p>

<p>Teachers use a variety of techniques to engage all students and facilitate learning as coaches. Project based learning is evident in classrooms through performance tasks, PBL units and discovery learning. For example, in math classes, implementation of the Irvine Math Project allows students to work together in groups to learn core math principles. Additionally, students work in groups of performance tasks to apply their knowledge to a real-life situation that extends beyond one particular unit of study. In foreign language classes, students apply what they have learned in class to various listening comprehension exercises. Finally, teachers give all students opportunities to demonstrate understanding by using random questioning techniques and group activities.</p>	<p>various levels</p> <p>D Podcasts in spanish:</p> <p>E. Albert.io</p> <p>F Support Class Data</p> <p>G. Irvine Math Project Unit Plan</p> <p>H. Tongue depressors with student names that teachers use to call on students at random.</p> <p>I. Math Performance Task</p> <p>J Math Performance Task (2)</p>
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Examination of Student Work

C23. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C23. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this*

Findings	Supporting Evidence
<p>Students are encouraged to use prior knowledge and make connections when analyzing documents. For example, in World History, students connect Dickens' <i>A Christmas Carol</i> to historical concepts such as Industrialization, Social Darwinism, and Realism.</p> <p>Students also have the tools to create knowledge and apply them. For example, The Math department uses Desmos, an online application in which students create innovative activities using higher level math formulae. Also in Government and Economics, students must create a Newsbrief Video in which they must take and defend a position on a current Social/Civic issue.</p> <p>Finally, students are taught the research skills to use primary source documents in support of claims. For example, Model UN research requires students to find evidence of countries' positions on various global topics using historical documents, primary sources, and vetted news sources. Students then communicate their countries' positions in live committee simulations in which they must debate and negotiate with each other. Also in Multimedia Production, students compete in a local makers' competition in which they produce a tangible product in their lab and submit a video to the judges.</p>	<p>A. World History Argumentative Writing Assignment</p> <p>B. Google Folder of Desmos Classroom Activities</p> <p>C. MUN Position Paper Research Guide</p>

C23. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Many teachers use Illuminate for creation and grading of assessments. This program allows teachers to see areas of strengths and weaknesses immediately. Math classes use Desmos class activities to reinforce content topics as well as build a foundation for future topics. Teachers can monitor student progress, either individually, or as a whole class.	<p>A. Google Folder of Desmos Classroom Activities</p> <p>B. Kahoot</p> <p>C. Turnitin.com</p> <p>D. Illuminate</p>

C24. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C24. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students at LBHS engage in inquiry based learning in most classes. Teachers provide opportunities for students to gather information and analyze it using critical thinking and problem solving skills. Students work through primary sources and data, problem solving and justifying conclusions. Students are given the opportunity to complete this work individually, in small groups, and as a whole class group. They utilize a variety of tools to complete and share their work, from research papers, write ups, and essays, to the utilization of technology in online discussions, presentations, and simulations.	<p>A. Stanford History Education Group Inquiry Lessons</p> <p>B. Brown University Choices Lessons</p> <p>C. Jacksonian Era Game</p> <p>D. Antebellum Reformers Speed Dating</p> <p>E. Google Folder for Math Performance Task & Irvine Math Project</p>

C25. Indicator: Students use technology to support their learning.

C25. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>In addition to the use of technology by teachers in the presentation of curricula, students are provided with many opportunities to acquire, interact, and present information using technology. As a 1:1 school using personal devices or school provided Chromebooks, students engage in the use of technology in most classes.</p> <p>Students take virtual field trips using Google Cardboard goggles, giving them the opportunity to view places and information that would not otherwise be available.</p> <p>Students view and interact with videos using the EDpuzzle application, turning videos from a passive into an active learning activity.</p> <p>3D printers are used in Multimedia Production and Science classes to bring student designs to life.</p> <p>Students utilize the MyAccess editing program to revise drafts of essays. This program permits students to receive immediate critical feedback for both mechanics and content, prior to submitting their final drafts to the instructor. Depending on the parameters set up by the instructor, students may have access to an unlimited number of submissions prior to the final due date.</p> <p>Turnitin.com affords the students an opportunity to see teacher comments in real time, so that they might implement editing corrections. The program also assists students in avoiding plagiarism.</p> <p>Merriam-Webster online provides students access to a college level online dictionary, including: definitions, part-of-speech, synonyms, antonyms, and sample contextual sentences.</p> <p>Instructors post both Daily Agenda and Homework on Haiku for students to review, or for students to access during absences.</p> <p>Instructors post curriculum text, documents, and Youtube instructional video links.</p>	<p>A. Aeries Student Screenshot</p> <p>B. Turnitin.com</p> <p>C. Merriam-webster</p> <p>D. EDpuzzle screenshot</p> <p>E. Desmos</p> <p>F. Quizlet</p> <p>G. Desmos - 2</p> <p>H. PearDeck</p> <p>I. Google Cardboard Field Trip to explore the ratification of the Constitution (one) (two)</p> <p>J. Chemistry ip sims</p> <p>K. Laser Fusion</p> <p>L. Production Lab Machines</p> <p>M. Hapara</p> <p>N. My Access</p> <p>O. Wikiprojects</p> <p>P. Study Sync (connectedED)</p> <p>Q. Wix Berlin Project</p>

<p>Students collaborate using Google Drive on various projects,often managed by the teacher using Hapara</p> <p>MyAccess is an online essay tool used by the English classes in which AI algorithms provide feedback on students' essays</p> <p>PowerSchool LMS has a WikiProjects feature in which students can collaborate</p> <p>ConnectEDcom- Used in English class to help understand stories, and to test your knowledge of the story. You can write short essay/paragraphs on the assignment and is later graded by the teacher.</p> <p>StudySync provides non-fiction, supplemental reading material aligned with Common Core. It also provides short videos relevant to the piece of literature that helps clarify complex themes</p> <p>Students construct websites on free platforms such as Wix or Weebly as a means of summative assessment</p> <p>Science technology - probes and measurement attachments connected to computing devices for labs</p> <p>Grammarly is an AI that detects grammatical errors in student papers, and will suggest replacements to strengthen the paper.</p>	<p>R. Gel Electrophoresis Analysis and Labs</p> <p>S. Grammarly</p>
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C26. Indicator: Students use a variety of materials and resources beyond the textbook.

C26. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
<p>Through assignments and activities, students are required to use a variety of sources to access materials beyond the text. Students are taught to search primary source databases to find evidence to support a claim. Guest speakers and field trips provide students with engaging information with more detail and hands on opportunities than could be proved from a text and the opportunity to connect the information in their textbooks to those people, places, and concepts in the real world. Laboratory experiments and the Applied Chemical Resource class allow students to problem solve using the skills and materials employed by scientists in the field. In economics, students buy and sell stocks in the stock market game, putting them in the role of a stockbroker. All of these experiences give students real world information and application of knowledge beyond the textbook.</p> <ul style="list-style-type: none"> - Orange County Public Library - Google Scholar - National Archives - Social Studies Primary Source Document databases - UNBISNET - ROP - Khan Academy + Desmos in math - Art + Science Field Trips - PALS initiatives - Science Labs - ACR - Guest Speakers - Public Speaking - Stock Market Game - Field Trips - Online programs (ex: infographic designers) - Google Hangouts 	<p>A. World History & US History Research Papers</p> <p>B. Study for Marine Ecology tests with powerpoint</p> <p>C. Screenshot of teacher haiku page with links to primary sources</p> <p>D. APUSH students attend a presentation by Karen Korematsu on Japanese Internment</p> <p>E. Guest speaker presentation on Constitutional Law & appeals process</p> <p>F. Stock Market Game</p> <p>G. Ted Talks</p> <p>H. ACR</p>

Real World Experiences

C27. Indicator: All students have access to and are engaged in career preparation activities.

C27. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications

Findings	Supporting Evidence
<p>Students are afforded a myriad of opportunities to explore, build on an areas of interest, gain hands-on experience, and develop work to world skills that allow students to jump right into the competitive job market as well as to be college to career ready. With direct connections to industry professionals, internships/research opportunities in which students transfer knowledge acquired in the classroom and apply it to real-life setting, students are afforded opportunities to learn material through multiple measures, and transfer knowledge to real-life application. By sitting down with students and providing constructive criticism/feedback, they are able to take in suggestions, reflect on their performance, and refine their skills in order to confidently and naturally perform in real-life situations.</p> <p>With approximately 100 college representatives visiting our site each year, our students are afforded the opportunity to make personal connections with admission officers from the individual universities regarding specifics pertaining to their application, major, and ask campus/major specific questions. Identifying a list of colleges that are appropriate fits based on needs, wants, and profile, are critically important for students within the application process.</p> <p>Mock admissions night allows students to gain first hand experience on what it is like to review college applications as they take on the role of an admissions officer. Laguna Beach High School invites admission officers from a versatile group of schools to advise students on what an exceptional application would look like. This provides students with information not administered in textbooks and enables them to gain perspective on what the schools they wish to attend are seeking in a competitive applicant.</p> <p>MUN Foundation</p>	<p>A. Mock Admissions College Night</p> <p>B. Breakers Advance</p> <p>C. College & Career-</p> <p>D. Enrollment Data - Amount of Students taking ROP/CCA</p> <p>E. Senior Mock Interview Rubric</p> <p>F. Breakers Advance Survey</p> <p>G. Breakers Advance Photos</p> <p>H. 100 College Rep Visits & Career Fair</p> <p>I. Career Mentor Program</p> <p>J. Job/CTE Fair</p> <p>K. www.lagunamaasai.org</p>

C27. Additional Online Instruction Prompt: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students

Findings	Supporting Evidence
N/A - we do not offer online courses that are not for remediation.	N/A

Summary

Overall, LBHS provides a wide range of challenging and relevant forms of instruction. Teachers are open to learning and implementing various instructional strategies with the support of new technologies to allow more access to the curriculum for students of a wide range of learning abilities. However, there is room for growth in terms of consistency in use among staff, this is addressed Critical Learner Need #2.

The effectiveness of support classes needs to be evaluated and resources allocated efficiently to provide an effective system of supports for students. The ELL, Special Ed, and At Risk population and other students can use an effective system of supports to help them achieve at higher levels in college prep and advanced courses. The addresses Critical Need #3.

Areas of Strength

1. A wide range of challenging and relevant forms of instruction are provided at this school.
2. Teachers employ a variety of technology resources to make learning engaging and applicable to students interests and goals.
3. There are a wide variety/opportunities for students to explore fields of interest and academic growth outside of the traditional classroom setting.
4. Teachers use a variety of instructional techniques to reach a large population of students
5. A wide range of challenging and relevant forms of instruction are provided at this school.

Areas of Growth

1. Provide opportunities for a greater degree of involvement in challenging and relevant work for students from diverse backgrounds
2. More teacher use of Haiku/Powerschool for consistency and a more consistent layout of Teacher Haiku pages/student
3. The effectiveness of support classes

ASSESSMENT



LBHS Dancer at an Annual Performance

Category D

Standards-based Student Learning: Assessment

D1. USING ASSESSMENT TO ANALYZE AND REPORT STUDENT PROGRESS CRITERION

Professionally Acceptable Assessment Process

D11 Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D11 Prompt: Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Findings	Supporting Evidence
<ol style="list-style-type: none"> 1. Individual teachers perform item analysis of teacher-created tests using Illuminate within department. 2. Percent of AP Passing Rate may influence course selection. 3. All teachers receive a packet of IEPs that correspond to the students in their classes at the beginning of the school year. Depending on the number of students with IEPs in class, aides may be allocated accordingly to assist with formal and informal assessments. 4. Students with Disabilities: 504s are emailed at beginning of year, to each teacher from the counselors, and throughout as student needs change; teachers alter classroom set-up, function and assessment delivery based on student needs. 	<ol style="list-style-type: none"> 1. Copy of an item analysis from illuminate 2. CA Department of Education AP report 3. Copy of student IEP: <ol style="list-style-type: none"> a. schedule indicating aid assignment based IEP needs (Special Ed dept.) 4. Copy of a student 504 plan; <ol style="list-style-type: none"> a. Video of one-to-one electronic devices

Monitoring and Reporting Student Progress

D12 Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D12 Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<ol style="list-style-type: none"> 1. Teachers update aeries gradebook every two weeks or less to keep students and parents notified of current grades. 2. Teachers notify parents through email or phone calls of students who are struggling. 	<ol style="list-style-type: none"> 1. Frequent assignment entries into Aeries 2. Text message correspondence with parent/teacher

<p>3. Teachers recognize students who exhibit a PRIDE characteristic by rewarding them with an award card redeemable for a prize.</p> <p>4. Individual teachers require students to come in for help during Student Directed Learning (SDL) if their grade falls below a C</p> <p>5. The school newspaper posts information regarding honors awards, sports commitments to colleges, and special recognitions for events.</p> <p>6. During staff meetings and PLC, staff are informed of school-wide grade achievements or concerns.</p> <p>7. Staff recognize high achieving students and/or those who exhibit pride at the annual Students Excellent Awards</p> <p>8. The school district website posts an annual report for the community which includes information regarding new education programs, overall CAASPP results, and overall ACT and SAT scores in comparison to state and national scores.</p> <p>9. The school district website posts a letter, available to the community, stating a summary of how the students' CAASPP scores compared to other schools in the county.</p> <p>10. The school district holds monthly Board Meetings to notify the public of information or have a discussion regarding a topic.</p>	<p>3. PRIDE reward card / list of students receiving</p> <p>4. Mandatory SDL summons call slip</p> <p>5. Digital copy of "Brush and Palette"</p> <p>6. Staff Meeting Agenda</p> <p>7. Blank copy of the form the teacher fill in</p> <p>8. Website location of report (snapshot in a. School Performance Dashboard from State shared in Press Release:</p> <p>9. Copy of CAASPP letter</p> <p>10. Board meeting monthly (January 2018) record</p>
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Monitoring of Student Growth

D13. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D13. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
<p>Meeting Academic Standards</p> <ol style="list-style-type: none"> The school site uses a student information system called Aeries. Features of the system allow various grade analysis reports to monitor the student's academic growth. Grade reports are produced and provided to Administration, Department Chair representatives, Counselors and Students. In addition, Aeries has features to assist the Instructors to monitor the student's performance in the class through the use of the trending reports. Interpretation of student data is available through illuminate. LBUSD rolled out illuminate on 8/15/2015 to help instructors quickly analyse how their students are performing on specific questions. PLearning or powerschool learning is a learning management system (previously called Haiku) used to monitor progress on assignments. Instructors are able to collaborate with students, create lessons, and review formative, and summative lessons. The class view dashboard utilize a color code system to easily review progress and gives information on individual students. Teachers adjust benchmark assessments based on student data. Laguna Beach High School works with the College Board and the California Department of Education to provide standardized tests and scores. Annual results for the ACT and SAT taken through a test center. Scores are available on the school profile, College Board, and the Department of Education through Data Quest. 	<ol style="list-style-type: none"> Grades Analysis through Aeries. <ol style="list-style-type: none"> Department Chair Meetings Grade Reports for school site Counselor Reports Student Progress Reports Instructors - Grade trending reports Interpretation of grades through Illuminate <ol style="list-style-type: none"> Assessments Monitoring progress through PLearning. <ol style="list-style-type: none"> Dashboard Color View Early warning Student exam data for government class on PLearning site Score Analysis through Standardized Tests <ol style="list-style-type: none"> ACT- DOE SAT - DOE School Profile Scores back presentation.

<p>Meeting College and Career Readiness Standards</p> <ul style="list-style-type: none"> 6. Students have access to rigorous course curriculum 7. Student's have the opportunity to utilize the Math Lab and Writing Lab services gaining college ready skills 8. Students have multiple resources through the College and Career center on campus. <p>Meeting Schoolwide Learner Outcomes</p> <ul style="list-style-type: none"> 9. LBUSD participates in various surveys and stakeholder input to monitor SLO's. Assemblies are held based upon need. 10. Students receiving a D or F are given mandatory SDL notices. 11. English language acquisition status enrollment and reclassification status stakes place on a yearly basis. 	<ul style="list-style-type: none"> 6. Course Catalog 7. Math Lab & Writing lab <ul style="list-style-type: none"> a. Math Lab Flyer b. Writing Lab Flyer 8. https://lbUSD.learningpowerschool.com/abergen/collegeandcareercenter/cms_page/view 9. Survey Monitoring/Assem <ul style="list-style-type: none"> a. Pride program b. Healthy Kids <ul style="list-style-type: none"> i. Annette Craig c. Culture <ul style="list-style-type: none"> i. Keith Hawkins 10. Mandatory SDL call slip notice 11. EL Data 2017-2018 report
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D13. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<ul style="list-style-type: none"> 1. Individual students create and use a rubric to grade student work. 2. Teachers communicate through their Haiku site what plagiarism is and what the consequences of academic dishonesty are. 	<ul style="list-style-type: none"> 1. The rubric used to grade a science project shows the grading criteria, a description of good quality work, and the point values 2. A handout containing information about academic integrity is posted on Haiku site

<p>3. Students are also made aware of academic integrity and consequences and subsequent disciplinary actions through the student handbook. All students are given the student handbook and there is an electronic version made available on the school website</p> <p>4. Teachers use the <i>Turn It In</i> website as a way of keeping students accountable and honest about their own work.</p>	<p>3. Student handbook pg 43</p> <p>4. Screenshot showing authenticity of writing</p>
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D2. USING ASSESSMENT TO MONITOR AND MODIFY LEARNING IN THE CLASSROOM CRITERION

Appropriate Assessment Strategies

D21 Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D21 Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>1. Quizzes are given on a regular basis, sometimes weekly (like math or English) and sometimes every two - three in other subject areas to gauge the depth of understanding on basic facts and definitions</p> <p>2. Summative project assessments have built in formative assessments (checkpoints) to ensure that students are meeting the goals and standards for achievement</p> <p>3. Teachers of similar discipline use the same data gathering strategies and rubrics to assess students</p> <p>4. The course catalog is updated with both the administration and the teaching staff to ensure course descriptions are accurate and meet the department teaching standards.</p>	<p>1. Math calendar (Oct 2017) Social Studies calendar showing a unit quiz every few weeks</p> <p>2. Global studies Haiku pages shows the various steps (checkpoints) involved in reaching the final goal.</p> <p>3. Teachers in the social studies department us the 6Cs document for gathering data to be used in an essay and then score the essays off the same rubric</p> <p>4. Course Catalog Course Description</p>

<p>5. Course syllabi detail the frequency of formative assessments given to students.</p> <p>6. Syllabi are reviewed to align assessments within departments that are given to students. There is a common final and common weight to categories for grades.</p> <p>7. Department meetings are held twice per month with the Principal and each Department Chair member. Professional learning communities (PLCs) are held every Friday within each Department to share out information. These meetings allow the departments to align their assignments, adjust and/or improve their curriculum, and communicate on an ongoing basis.</p> <p>8. Students may prep for what is coming ahead by attending SDL. This allows students the opportunity to to frontload with information or review skills and concepts that may be needed again.</p> <p>9. Learning walks provide opportunities for the instructor to view another colleagues classroom teaching environment and consider individual changes within their own teaching style. Various student seating and technology used to engage students to achieve the best learning environment are viewable in person.</p> <p>10. The appropriateness of assessments and reviews in departments are evaluated to see if student's success is reflective and accurate.</p>	<p>5. Assessment portion of Syllabi</p> <p>6. Course Syllabi, same dept. compared Honors English 10 -- Hunnicutt , Honors English 10 , Geometry -- Tu , Geometry -- Rood</p> <p>7. DC Agenda, DC notes, DC action plan, PLC notes, pacing guides</p> <p>8. Sign in sheet verifying teacher availability during the SDL hour.</p> <p>9. Learning Walk Notices Data Collection form</p> <p>10. Blended Chemistry SS Testing Agreements for common assessments</p>
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D21 Additional Online Instruction Prompts: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>1. Illuminate is used to demonstrate student achievement and compare data. Teachers are able to run reports and see which questions/standards student were effective and/or ineffective.</p>	<p>1. Illuminate Data</p>

2. MY Access is used as an online tool for English teachers. Students submit essays and get immediate feedback based on a six point rubric. Students are able to submit multiple times and fix their mistakes before the teacher looks over their essay and gives them a final grade.

2. [My Access Data](#)

3. iLit is an online program used in Modified English classes as well as English Language Development. Students are able to log in and complete their assignments. The program grades their most of their work and gives them immediate feedback. The teachers also are able to log in and track their progress.

3. [iLit Data](#)

Demonstration of Student Achievement

D22. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D22. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
1. There is a variety of courses that students can take for math, which allows each student to be placed in a math path that's best suited for their abilities and needs.	1. district-provided handouts of math pathway Math Pathways
2. Chemistry offers a blended course of CP (college prep) chemistry and honors chemistry. Students in honors chemistry have a 4 page test (2 pages of MC and 2 pages of free response), while CP chemistry has a 3 page test (2 pages of MC and 1 page of free response).	2. Blended Chemistry choice description
3. Department Chair meetings provide the opportunity to discuss current curriculum and suggestions for changes.	3. Department Chair meeting notes (item #6)
4. Students and teachers can view a trend graph based on the students assignments for each class, to see what they have struggled on.	4. Aeries "trend" performance line/graph
5. Teachers will review student's formative and summative assessment data to determine future	5. teacher pre-population criteria
	6. team pretest groupings
	7. The Hapara window showing all students in the class and the assessments they are working on.

<p>course recommendations.</p> <p>6. Some courses give “Team” tests, allowing students in groups of four to work on a practice test the day before the official test.</p> <p>7. Through Hapara, teachers can quickly peek into the activity of a student in realtime. This provides teachers with timely feedback on the understanding and mastery of the students.</p> <p>8. Students are given the opportunity to scan in their own assessment results with Illuminate. This provides students and teachers with immediate feedback. Students can self assess and teachers can use the data moving forward.</p> <p>9. Illuminate provides data that will show which questions were more frequently missed. This allows teachers to adjust teaching practices.</p>	<p>8. Visual of student scanning in their own assessment</p> <p>9. The response frequency report.</p>
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Student Feedback

D23. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D23. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>1. College and Career Center provides students with one on one dialogue to discuss future plans. Students may review information on their own, drop in during office hours or schedule an appointment to meet with the college and career center advisors.</p> <p>2. Capstone Program in 9th grade Global Studies, allows students to plan and think about their high school, college and career plans.</p> <p>3. Senior Interviews allow students to simulate college and job interviews to prepare them for future interviews.</p>	<p>1. Haiku page for college and career center</p> <p>2. GSS college and career capstone project</p> <p>3. Senior mock interview assignment rubric/guidelines</p>

4. Writing Lab allows students to proofread their essays for any subject or grade/ability level as well as college entrance and scholarship essays with a professional teacher 5. Math Lab allows students to come in for extra help from a professional teacher everyday 6. SDL is every Thursday from 7:30 to 8:25, allowing for students to meet with teachers for any extra help Sometimes teachers hold study sessions before tests to prepare. 7. Counselor 4 Year Plan allows students to gain knowledge about the requirements they should meet before graduating, and take assessments to see what career to pursue. 8. CTE Courses provide students experiences in the job they want to pursue and gain college credit. 9. Peer Tutoring (alternatives being discussed) 10. Former students return for an event known as College Unplugged (alumni panel). Students are given true insight on how to prepare and what's to come from trusted alumni sources. 11. The Student Senate is a group of students from every class that meet every two weeks to discuss the wants, needs, and concerns of the broader population. 12. Students can choose to meet with teachers before/after school or during lunch to go over tests and get one-one-one feedback individually 13. Lots of opportunity in student choice when it comes to project research topics 14. End of semester class feedback from students	4. Writing Lab Haiku Page 5. Math Lab Haiku Page 6. SDL sign in sheets 7. Counselor 4 Year Plan 8. CTE Course Offerings 9. Peer tutoring sign in sheet 10. Video of College Unplugged 11. Student Senate bylaws (Article III, section 3-6)and first meeting notes 12. Posting of teacher hours 13. GSS Projects i.e. globalization 14. GSS essay
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D3. USING ASSESSMENT TO MODIFY AND MODIFY THE PROGRAM SCHOOLWIDE CRITERION

Schoolwide Assessment and Monitoring Process

D3.1 Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1 Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings	Supporting Evidence
1 Kahoot evidence: see screenshot in D3 google doc from history teacher 2. Quizlet screenshot from US history Jrs. use to study for tests, accessible to all stakeholders	1. District on line tools ie new apps like Kahoot 2. Quizlet app

<p>3. Link to board meetings that are live streamed and available online.</p> <p>4. School Power trustees assess the needs of the district as a whole and help to provide funding to teachers through a grant process. Teachers have to show in their application process how the money will impact in the learning outcomes of the students.</p> <p>5. Teachers email parents when there is a concern with a student. Teacher will provide input and offer advice. Teachers make themselves available for a face-to-face meeting if needed.</p> <p>6. Communication with students about upcoming assignments and/or test can go out over text messages.</p> <p>7. PTA</p> <p>8. ROP</p> <p>9. Specific events are held to review test results and provide input and advice for future test prep</p> <p>10. Student News will report out to the community of various assessments that are taking place at the school. (The live performance of a play is the final assessment for drama students.)</p>	<p>3. Board meetings televised, public forum, board notes published</p> <p>4. School Power website</p> <p>5. copy of Parent - teacher email.</p> <p>6. Copy of text message</p> <p>7. PTA (agenda/minutes) (parents)</p> <p>8. ROP programs (business and industry community)</p> <p>9. Flyer of "Scores Back Night"</p>
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D3.1 Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders*

Findings	Supporting Evidence
<p>1. We do not currently have a population of students defined as "online students". Online courses are offered for recovery but we have no full time online students. These students will take the state mandated tests with the rest of the student population.</p>	<p>1. Course offering showing recovery courses</p>

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

Findings	Supporting Evidence
<p>1. How we evaluate the effectiveness of our SAT, ACT, EAP, and others is we find out the data of how many students were present during the test taking schedule and after the tests are graded we average out every score for every section (English, Math, Etc...).</p> <p>2. This plan is shared with the community and district so we could provide a full analysis of how we are testing what scores we get and how many students attend the tests.</p> <p>3. These tests will help the students be college and career ready for future tests and readiness programs. We make sure that the student gets full understanding and help before and after the tests so they can understand fully.</p> <p>4. English classes use the Word Smart vocabulary choices from their novels to prepare for state-wide, high-stakes exams</p>	<p>1. This link takes you to our SPSA School Plan which explains all the Data for the tests that students take.</p> <p>2. This is the link to the annual report that goes out to the community.</p> <p>3. Examples of prep test, i.e. PSAT; testing dates to help students plan accordingly; "Scores Back Night"</p> <p>4. Built in vocabulary as part of the regular curriculum</p>

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
<p>1. LBHS did not have an ELD specific class for the past two years. However, an ELD class was re-added to improve assessment results; help specific students with written expression and reading comprehension as well as improvement in vocabulary.</p>	<p>1. Course description</p> <p>2. Illuminate Screen Shot</p>

<p>2. Teachers needed a grading program that broke down student responses by standards and questions. This allows the teachers to determine if a question was too tough or not covered properly. Teachers can also reteach these concepts. Illuminate was bought by the district and teachers were trained and use this to determine student effectiveness within each class and department.</p> <p>3. Teachers and students found that they needed help with grammar during the writing process. After assessing a few programs, grammarly proved to be effective and cost efficient. Grammarly was added and students were given access to help the writing process.</p> <p>4. ELA was asked to adopt an online curriculum and piloted three different programs. Study Sync proved to be the most effective and the ELA teachers were able to blend the Study Sync curriculum into what they had already developed. Study Sync was adopted by ELA to enhance student learning and provide supplemental online materials to increase the amount of writing and coincide with 1:1 technology.</p> <p>5. Teachers were invited to participate over the summer in a 3 day unconscious bias training to understand the meaning of unconscious bias, the power of privilege, the faults of stereotyping, and how to de-bias to be a better teacher and create positive learning environments for students to perform better. Unconscious Bias training was offered to staff in the summer August 22-24. Implicit Bias training was offered to the Social Studies Department on Oct. 25. More departments are being offered this training in the future.</p>	<p>3. Screen shot of grammarly in action</p> <p>4. Study Sync Screen Shot</p> <p>5. Documentation of training</p>
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D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<ol style="list-style-type: none"> 1. The school and the individual teachers review and analyze the AP test results to evaluate the effectiveness of the AP curriculum and to make future improvements. 2. Implementation of uniform grading scales 3. The school surveyed the summer assignment requirements for all departments to ensure equity and uniformity. 4. Each department meets each week to collaborate and evaluate the effectiveness of their curriculum. 	<ol style="list-style-type: none"> 1. Review of AP results 2. Social Studies department grading scale 3. LBHS summer work slides 4. SS weekly meeting calendar 5. NGSS Science Department Vision

<p>5. The science department had multiple department meetings with an outside consultant to review all requirements of the new NGSS curriculum and design a new freshman physics class.</p> <p>6. The district organizes professional development days that are specific to department/curriculum needs</p> <p>7. Teachers submit their course syllabi to administration at the beginning of the school year to ensure equity among departments and disciplines</p> <p>8. Counselors meet with every freshman during their Global Studies class to assess the effectiveness of the current schedule and prepare a plan for the remainder of their high school years (4-year plan)</p> <p>9. Counselors meet with every junior during second semester to assess the effectiveness of the current schedule and prepare for the remaining year at high school (junior conferences)</p> <p>10. The math department has a department wide policy on late work and extra credit.</p> <p>11. At each grading period counselors run a D-F report as an indicator of effectiveness and student need.</p>	<p>6. Social Studies calendar</p> <p>7. English syllabus</p> <p>8. Calendar showing the scheduling of the 4 year plan</p> <p>9. Letter that goes out for setting up conference</p> <p>10. Math dept latework/extra credit policy (found in syllabus)</p> <p>11. D/F report</p>
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D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments

Findings	Supporting Evidence
<p>1. Staff is trained through meetings; directions for administration (DFA) are provided and explained</p> <p>2. Administrative directives are provided to staff as a guide</p> <p>3. Hired substitute teachers are provided training and the directions for administration</p>	<p>1. Directions for Administrators (proctor instruction booklet)</p> <p>2. Administrative directive</p>

<p>4. Number of students taking assessment is compiled. This will determine the number of classrooms needed. Classrooms are chosen based on appropriate furniture layout based on requirements of the test</p> <p>5. When tests are delivered to the school they are placed inside a locked cabinet in the vice principal's office, which remains locked during the testing window. There is a special key for the office and the cabinet and the only two people that have the key are the vice principal and her secretary.</p> <p>6. Immediately after tests are taken (same day), the tests are accounted for, packaged up and shipped out.</p> <p>7. Many teachers will provide a separate assessment for students who take the assessment on the assigned date and those who take it at an alternate date.</p> <p>8. Online assessments given through PLearning allow for questions and answers to be scrambled and the page locked so that students cannot link to other internet pages.</p> <p>9. Substitutes are provided technology training so they can effectively administer assessments.</p> <p>10. Many teachers provide multiple versions of a test to maintain the integrity of the test.</p>	<p>3. Same as #1 and #2</p> <p>4. Testing room assignment map</p> <p>5. Picture of secure cabinet with key</p> <p>6. Confirmation of shipping on test date</p> <p>7. Alternate tests of a single assessment.</p> <p>8. Screenshot of PLearning (Haiku) assessment</p> <p>9. Email of an upcoming sub training</p> <p>10. Same as #7</p>
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Summary

Although the following is a summary of what we currently do, there is a need for more consistent implementation schoolwide.

Assessment and Critical Learner Need #1:

Administration and staff regularly review data generated from online testing and yearly review statewide testing in order to drive decisions made in the classroom. Reports generated from IEP/504 meetings are reviewed and accommodations/modifications are made.

Assessment and Critical Learner Need #2:

Parents are informed through aeries, phone calls, email and/or text regarding the achievements or struggles of their child. District administration informs all stakeholders through emails, letters, and the district's website regarding the achievements and ongoings of the district. Staff uses a a varied of formative assessments to check for understanding and monitor the projected goals and objectives. Teachers of the same discipline have common rubrics for grading summative assessments. Data gathered from both of these forms of assessments is used to future lessons and discussions. All these measuring tools, monitoring strategies and collaborative meetings allow teachers the opportunity to reflect on outcomes and instructional strategies. Therefore, adjustments can be made where needed to create the opportunity for ultimate success. We currently do not have students solely identified as online. Instead, we have 1-to-1 device instruction where students either bring their own device or the school provides one.

Assessment and Critical Learner Need #3:

School periodically assesses its curriculum and instruction review and evaluation processes. School treats assessments seriously and makes modifications based on assessment results.

Statewide tests are protected in secure location until test date. They are immediately packaged and shipped out the same day to ensure authenticity. Proctors, as well as substitutes, are trained in distribution, instruction and collection of statewide tests. Assessments given across curriculum are protected through multiple versions, scrambled versions and locked windows when testing online. Additionally, we now provide opportunities during the day for students to take the PTSA and PACT rather than the option to come in on a Saturday.

Areas of Strength

1. Coordination between SPED and Gen. Ed. teachers
2. Coordination between counselors and Gen. Ed. teachers
3. Counseling Department
 - a. Counselors check in with every kid who has a D or an F after every progress report
 - b. The counselor 4-year plan helps student plan their classes for the next 3 years of highschool
 - c. Counselors run various reports and assess the effectiveness of student schedules.
4. Students are given various opportunities to prepare themselves for college and careers in the future
5. Students can choose from a variety of different courses based on their preferences, assessment scores, and prior grades
6. All stakeholders are involved in monitoring student progress via Aeries, board meetings, links to PTA meetings, ROP programs, Breaker Live, Brush and Palette, Rotary Club, LBHSSF Parents and community can access website, ASB newsletter of the week, teacher/parent weekly email newsletter, and Haiku/PLearning
7. We provide opportunities during the day for students to take the PTSA and PACT at no cost to students.
8. LBHS has created new courses designed for ELD students
9. Illuminate is utilized to provide score break down data correlated to standards
10. LBHS provides quality online resources to support student learning through Haiku and Google Drive.
11. Unconscious Bias training is offered to staff members and all Social Science teachers have been trained in Implicit Bias.
12. LBHS provides opportunities for teachers to collaborate within their departments to create equitable curriculum and uniform grading policy.
13. The district organizes professional development days that are specific to department/curriculum needs
14. 90% + of our Junior Class participates in CAASPP testing
15. We are in the early stages of preparing training for substitutes in technology.
16. SDL, student directed learning, students can come into teachers classes an hour before school one day a week to get extra help if they need it

Areas of Growth

1. The LBHS teaching staff needs to spend more time evaluating past assessment results and make progress towards developing new assessments appropriate to updated curriculum.
2. Teachers should spend more PLC time analyzing assessment data in order to identify areas where students lack understanding and then develop plans to teach the content or skill more effectively.
3. More consistency among departments with similar benchmarks and feedback.
4. Teachers need to be notified about which classes their current students were recommended for by their previous year's teachers.
5. Although there is a strong effort in reviewing the various academic programs, there often lacks an assessment of effectiveness.
6. Create a parent tutorial video on the District Office (DO) website for parents to use the systems.
7. There seems to be a need to re-evaluate our online grading system.
8. There needs to be a consistent and enforced standard for updating grades.
9. All teachers need to be trained in Implicit Bias.
10. Need to generate a supply of laptops for substitutes to use.

CULTURE



LBHS Surfer

Category E

School Culture and Support for Student Personal and Academic Growth

E1. PARENT AND COMMUNITY ENGAGEMENT CRITERION

Regular Parent Involvement

E1.1 Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1 Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Laguna Beach High School employs a variety of strategies to encourage the involvement of parents, students and the community. Teachers, parents and students work together to create a culture that upholds the opportunities for students to learn. Opportunities begin the week before school starts in August when counselors run a 9th grade parent meeting that consists of school personnel community members that also coincides with our Freshman Link Crew. Parents are introduced to the structure and requirements of high school, graduation requirements, ways students can get involved in clubs, activities, athletics, community service as well as school safety and mental health concerns.</p> <p>LBHS has a proactive PTA. Meetings are held one time a month. The PTA plays an active role and works with school staff on campus to create an atmosphere of cordiality amongst teachers, students, and parents. Teacher grants are awarded to teachers for programs, projects, activities, and/or equipment for instructional use in the classroom. We have a LCAP Advisory Committee, School Site Council, School Power along with Booster clubs and parents who interview for our Mock Interviews. LBHS also hosts Back to School Night, numerous parents nights presented by counselors, ESL parent nights with translation, social/emotional parent nights, interviews for stakeholders, annual student scholarships called the Laguna Beach Scholarship Foundation that includes many stakeholders.</p> <p>Parent Advisory Committees and School Site Council offer invaluable feedback about school vision and events. Special education parents are encouraged to take an active role in their student's education by attending IEP meetings as well as participate in the Parent Mentor Program and Parent nights. Parent booster clubs for sports, co-curricular programs, and visual arts host meetings and fundraisers to help support the campus.</p> <p>Our school hosts several award nights to honor students who are exceeding the expectations.</p>	<ul style="list-style-type: none"> A. Link Crew B. 9th grade parent orientation C. Back to School Night D. School Website E. PTA <ul style="list-style-type: none"> a. Teacher grants F. Clubs <ul style="list-style-type: none"> a. Evidence 1 and 2 G. Special Education Parent Mentor Program H. Special Education Parent Nights I. Career Mentor Program J. Juntos After School Program K. Translation services

Our Special Education department has created a parent mentor group to help support and navigate students and parents going through the IEP process as well as provide community within the subgroup. We have an ITP coordinator who helps special education students connect with community members and job placements as well as pair with LBHS College and Career center to host a job fair. LBHS also has a special education course called Vocational Education which helps students with everyday skills.

All LBHS parents receive information on graduation requirements, college entrance requirements, extracurricular programs, rules and regulations each year by the counselor parent meetings that coincide with the same information given to each and every student, each year. Parents are also given Financial Aid workshops, mock interviews for all senior students with community members, and other college nights such as college fairs and RACC Admissions Night.

Bilingual services are available for non-English speaking students through our Juntos programs that also provides high school students the ability to participate in community service.

Throughout Dance class, Drama class, journalism, and French class- LBHS pairs with community members to Guest Choreographers, Patriots Day Parade Performance, Football Game Halftime Performances, Festival of the Arts, Foundation Grant Workshops and Master Classes, costumes for our plays and musicals as well as interviews for our newspaper. Our counselors also connect with outside organizations such as AR Academics to help with test prep.

LBHS has a career mentor program to connects students with community members to explore career interests.

We utilize multiple communication techniques to provide information to the parents/guardians and community. We have an active school website that hosts a school calendar, contact pages for teachers and administrators, and overall school event information. There are links to district hosted learning management systems, like Haiku, Aeries, and Google Apps, Powerschool, Breaker Live and other resources. Our school policies and bell schedules are posted online. The Accountability Report for our school is also linked to our website. We use Informational nights to disseminate information.

Our district has a 40-hour community service requirement for graduation.

- L. [Parent Communication](#)
- M. [School Site Council](#)
- N. [School Power](#)
- O. [LCAP Advisory Committee](#)
- P. Booster Club- [Performing Arts](#) and [Sports](#)
- Q. Parent involvement
 - a. [Parent participation for stakeholder interviews](#)
 - b. [Wasc](#)
- R. [College counseling nights](#)
- S. [Parent nights given by counselors](#)
- T. [LBHS Scholarship Foundation](#)
- U. [Senior Mock Interviews](#)
- V. [Pancake Breakfast](#)
- W. [Voc Ed class](#)
- X. [Economics class interviews](#)
 - a. [Midterm paper](#)
- Y. [ITP Coordinator](#)
- Z. Community partnerships- [VAPA](#) and [French class](#)

	AA. Student Job Fair BB. Dance, journalism, and Drama- community partnerships CC. AR Academics ACT/SAT DD. Patriots Day Parade EE. Social/Emotional Parent Education FF. Learning Management Systems GG. School Policies HH. Community Service II. Student awards night/day
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Use of Community Resources

E12 Indicator: The school uses community resources to support student learning.

E12 Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentation outcomes, provide real world applications of the learning standards and schoolwide learning*

Findings	Supporting Evidence
Various pathway programs (CTE), supported learning in our core curriculum and the SPED Transitional Program (workability) provide student opportunities to interact with professional and members in local business industries both on and off campus.	A. School Power B. Breakfast with the Breakers C. College Round Up

Laguna Beach strives to cultivate business partnerships to sponsor event for students. The Transition Office partners with local employers to participate in a campus wide job fair once a year to recruit students for summer employment. Job applications are made available to students prior to the job fair so they can be ready to submit them on the day of the event. On average over 100 jobs are filled from this single event. We also provide students with an IEP the option of taking a Vocational Education course. In this course students engage in vocational opportunities to promote life skills, pre employment interview and application skills, vocational hygiene, transportation, and consumer math applications. The students work in the community at restaurant locations, on campus in clerical/ office/janitorial duties, and running our own "Breakers Lunch Express". We are privileged to have a working relationship with the Assistance League of Laguna Beach (ALLB). They will be planning, shopping, and cooking there twice a month. Additionally the students complete vocational tasks for ALLB on a biweekly basis.

The Athletic Department hosts an annual breakfast that utilizes the services of community doctors and nurses who volunteer their time to provide athletic screenings, including EKGs. They are also able to address other teen health issues during these physicals as well.

The Music Department, Dance Department, and Drama uses community resources in several ways. Professional musicians and college professors teach lessons and lead rehearsals, giving real-world background in the performing arts. Professional artists perform with LBHS ensembles at concert events, demonstrating to students the high demands that the real world expects from professional musicians. Laguna Dance Festival hosts master classes in the dance studio throughout the year and offers scholarships for our dancers to attend the classes for free.

Our Economics class pairs with local community members for students to interview.

Our AP French class made a documentary in English and French on Ocean Pollution that will be viewed by the president of the UN Branch of San Diego and may be used for educational purposes with the UN Local and International participants will be interviewed by the students.

CTE teachers partner with local businesses and business leaders to provide tours and employment opportunities to LBHS students. Local professionals also work with CTE students in class through lessons that challenge students and give them experience with real world problems and diagnostic practices.

- D. [Mock Admissions Night](#)
- E. [College Admissions Testing](#)
- F. [College Breakout Sessions](#)
- G. [LBHS Scholarship Foundation](#)
- H. [WorkAbility](#)
- I. [Voc Ed Lunches](#)
- J. [Job Fair](#)
- K. [Rocket Ready](#)
- L. [CCA/CTE Courses](#)
- M. [CTE Video](#)
- N. Curricular partnerships: [French](#), [Economics](#), [Fine 1](#), [2](#) and [performing arts](#)
- O. [Career Mentor Program](#)

The LBHS College and Career center plans the annual College Round Up and Mock Admissions Night. In addition to providing all juniors with the opportunity to take the PSAT free of charge, 10th graders Pre-ACT and 9th graders PSAT 8/9 as well as seniors to have a few college breakout information sessions sponsored by a local business and LBHS parent- Collegewise, the community support is utilized through professionals invited to campus to talk with students about career opportunities and training.

In 1947, the Ebell Club, a prominent women's community service organization, initiated post-graduate support at Laguna Beach High School. Since then, the scholarship program has grown through the combined efforts of community volunteers who serve on the Board of Directors of the Laguna Beach High School Scholarship Foundation. The LBHSSF works diligently with LBHS staff, past and present, to support the scholarship process.

In the Spring of 1988, it was determined the program could function more efficiently and flourish financially structured as a foundation and supported by a volunteer Board of Directors. Thus, the Laguna Beach High School Scholarship Foundation was born, helmed by founding President, Hiroko Falkenstein.

In the beginning, the Foundation was worked jointly with LBHS staff, operating under a national organization which provided the tax exempt status permitting the Foundation to prosper and grow. During the 2013-2014 term, the LBHSSF became an independent organization with a 501(c)(3) tax exempt status.

The Laguna Beach High School Scholarship Foundation:

- Provides a liaison between scholarship donors, LBHS and students
- Assists the community in the establishment of new awards
- Encourages development of endowment funds to perpetuate existing awards
- Establishes policies relating to the administration of the scholarship program
- Provides oversight of managed funds
- Manages the scholarship application process for LBHS graduating seniors
- Hosts annual donor reception
- Hosts annual Honors Convocation

The oldest non-profit education foundation in Orange County, SchoolPower has raised money for Laguna Beach public schools since 1981. The Laguna Beach Education Foundation ("SchoolPower"), is governed by a board of trustees, most of whom are parents of LBUSD students. The success depends on a multitude of hard-working volunteers, a small, dedicated staff and a generous community. Each year, they fundraise through their annual [Community Campaign](#) and several [Events](#) and Sponsorship Programs. Their goal is to bring the entire community together in support of local public schools.

The money raised by SchoolPower provides the four Laguna Beach public schools—El Morro Elementary, Top of the World Elementary, Thurston Middle School and Laguna Beach High School—with valued educational programs and resources. A percentage of the annual money raised also sustains the [SchoolPower Endowment Foundation](#), which in turn supports the [Teacher Grant Program](#) and Large Endowment Grants. Examples of programs currently receiving funding from SchoolPower and SchoolPower Endowment are: district-wide advancements in wireless infrastructure and educational technology, an expansion of the strings program and high school athletics.

Designed by the [LAGUNA BEACH UNIFIED SCHOOL DISTRICT](#), Rocket Ready creates a unique and innovative approach to professional development. The goal of Rocket Ready is to fuel [MOONSHOT THINKING](#) among our staff members. The approach is unique in that LBUSD started at the end and backward mapped staff development in the hopes of making the process meaningful, engaging, and immediately useful to teachers working with students in the classrooms. Throughout the process, teachers earn micro-credentials, with one of the culminating credentials being a "World Changer". This credential requires teachers and students to research a real-world problem and apply curriculum related strategies to solve the problem. Teachers earn the micro-credentials by working through classes, online videos, or other activities...then show evidence of their learning through screenshots, reflections, activities, or student work examples. The focus is always on how teachers are engaging with students, not on "attending a class". Each year, the project culminates with a 2-minute video that teachers and students create to describe the problem they worked on solving.

The Career Mentor Program is open to all Junior level LBHS students with a minimum GPA of 2.0. Students participating in the Career Mentor Program are required to meet with their mentor a minimum of 4 times and spend a minimum of 10 hours together over the course of the school year. All meetings will take place off campus at the mentor's place of work and/or mutually agreed upon public places within the community. The first meeting will be an interview, followed later in the school year with two 2-4 hour job shadows, and one social/casual meeting. Summary reports are written after each meeting along with a personal reflection paper. Students will also submit two photos with each report. Each meeting must be summarized in a 1 page typed report and submitted through Haiku or handed in to the College and Career Center by the due date.

E2. SCHOOL ENVIRONMENT CRITERION

Safe, Clean, and Orderly Environment

E2.1 Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1 Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning*

Findings	Supporting Evidence
<p>Laguna Beach High School is committed to a clean, safe and orderly learning environment. Emergency plans for LBHS are developed and rehearsed during the month of October every school year including an active shooter training and lockdown drill. Students, teachers, staff, and administration have specific roles assigned by the school-site disaster plan.</p> <p>In addition, there is a district-wide safety plan that provides explicit instructions for safety. Two separate copies are located in our assistant principal's office.</p> <p>In November, LBHS participates in the annual statewide earthquake preparedness drill, "The Great Shake-Out" where faculty, general staff, and students reheard safety measures that would be in place during an actual earthquake.</p> <p>At the beginning of each school year, a handbook entitled "Student Handbook" is sent home to be acknowledged and reviewed by parents and students. The assistant principals go to each English room to speak about the handbook and outline its content. The handbook covers expected student behavior and consequences as defined as well as all other policies that ensure student safety. The handbook is also posted on our website.</p> <p>The buildings on campus are maintained regularly. For the purpose of the daily room repairs, work orders are submitted to the principal's administrative assistant. There are two custodians in the morning and four custodians in the afternoon/evening. When notified, repairs are completed. Through School Power, classrooms modernized with 21st century furniture and state of the art technology.</p>	<p>A. LBHS Handbook</p> <p>B. Disaster Protocol</p> <p>C. Disaster Plan</p> <p>D. Lockdown Protocol</p> <p>E. District-wide safety plan</p> <p>F. Great Shakeout</p> <p>G. Lock down drills</p> <p>H. Room Repairs</p> <p>I. Work Orders</p> <p>J. 4 CLE Classrooms</p> <p>K. Visitor Check in (Raptor)</p> <p>L. ID Badges</p> <p>M. Off Campus Passes</p>

The principal and assistant principals maintain an open-door policy, making themselves available for concerns and school related issues. There is an emphasis to work collaboratively in faculty and departments meeting on issues related to the school. The administration provide ways to communicate effectively within department meetings, analysis, technology training and procedural information.

Laguna Beach High School is a closed campus for most for the day. Visitors are required to check in at the front office and ID protocols are in place. Visitors are issued official passes that must be displayed while they are on campus. Entrance to the front of the school is easily monitored. The supervision staff is a visible, positive presence at all times. Halls, fields and campus entrances and exits are regularly monitored to ensure students are safe and focused on their learning.

Since LBHS is a closed campus for students as well. Students who need to leave during the school day are required to check out through the attendance office or health office. Juniors and seniors with lunch passes may leave campus at lunch or during their free period. Supervision staff monitors all school exits to ensure that only students with passes are able to leave.

LBHS also uses 34 recently upgraded security cameras to monitor and record campus activities, ensuring that students and staff work and learn in a safe, orderly environment.

Laguna beach enforces a zero tolerance policy for destructive behavior, violence and bullying. This policy is outlined in the the student handbook starting on page 44. District policies regarding prohibitions against alcohol and drug abuse are intended to convey a no-use philosophy; address the risk factors to students of such abuse identified through research and promote a student-school-community partnership and non-punitive alternative for self-referral, staff training, parent education, the proper involvement of law enforcement personnel, student assistance programs, and a healthy exchange of information between students, parents, school personnel and other supporting agencies while protecting confidentiality at all times. The District Governing Board believes that prevention and early intervention efforts are critical factors in the District's efforts to help students to avoid disruptive effects of suspension and expulsion for drug and alcohol related offenses and drug/alcohol abuse.

The District also recognizes its obligations to students with alcohol or drug related disabilities. The District is committed to making reasonable efforts at early intervention in cases in which a student has violated this policy or the same provisions contained in Board Policy 5144.1 (Student Discipline: Suspension and Expulsion). However, in cases in which expulsion is required by law for certain drug/alcohol offenses, or in cases in which there has been a second drug/alcohol offense, early intervention efforts are not feasible. In order to prevent drug use, the school offers parents private drug testing through California Youth Services if they wish to sign their students up

- N. [Security Cameras](#)
- O. [Custodians](#)
- P. [Campus Supervisors](#)
- Q. [Zero Tolerance for behavior- page 44](#)
- R. [Health Clerk](#)
- S. [District Nurse](#)
- T. [Health Plans](#)
- U. [CPR certification](#)
- V. [Referral form](#)
- W. [School Psychologist](#)
- X. [Drug testing](#)
- Y. [Board Policy 5144.1](#)
- Z. [Text a Tip](#)
- AA. [Internet Safety Security Dashboard](#)
- BB. [Health Curriculum](#)
- CC. [Board Policy No 51312](#)

Having a full time health clerk and school nurse that is district wide greatly adds to the health and wellness of students and staff. Having full time coverage allows students access to health care throughout the day. Those students with chronic health issues are monitored; some are seen daily as prescribed by their physicians; when additional support is needed, referrals are made to the school psychologists, including the student support specialist. Teachers are made aware of student health issues so they can intervene as appropriate. LBHS has a willing and pro-active staff that take on added responsibility to care for potential urgent and emergent health situations. As optimal learning requires good emotional and physical health, the Laguna Beach Unified School Health Services staff works together with families and the community to best meet our children's health care needs. Our District Nurse works closely with the Health Clerk assigned to the high school to provide an environment that promotes optimal wellness and safety. The District Nurse and site level health clerks provide individualized quality health care for students, emphasize health education, and utilize available community and school resources to promote an overall healthy lifestyle for students, staff, and families. Information regarding a variety of health-related issues and services can be found on our [website](#).

Teacher inservices have been offered to train for a certification for CPR. As the school continues to increase access to technology, the need for students to learn about internet safety has become a pressing need. The district has implemented secure browser, Securly. Securly filters web pages for all computers and devices on our network and checked out Chromebooks for our students and staff. Securly also scans emails and documents to look for self-harm or cyberbullying. This Audit is then sent to our administration and given to local school sites for immediate action. Health classes help students with the impact of social media.

The school also utilizes Text-a-tip to encourage technology with our zero-policy for destructive behavior, violence and bullying. As outlined in the Student Handbook based on the LBUSD Board Policy No 51312, the Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and/or assuming that person's identity in order to damage that person's reputation.

High Expectations/Concern for Students

E22. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E22. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Laguna Beach High School staff demonstrates a high level of care and concern for the learning and the well-being of all students.</p> <p>The counseling team is comprised of three counselors who provide services to students and their families with course programming and social, emotional, academic and behavioral support. The counselors divide the caseload by alphabet to ensure consistent services to all students. This also creates an opportunity for continuing in counseling services provided to students throughout their four years as well as to families with multiple students attending the high school.</p> <p>Laguna Beach High School offers a comprehensive guidance program that recognizes each student is unique. Counselors are available to offer direction as students plan their academic futures. Starting in ninth grade, students work with their counselors to create a four-year academic plan that will lead to a career or to the university or college of the student's choice. Each year, the counselors help students continue to achieve their short-term goals, so they can ultimately meet their long-term aspirations. Counselors also provide confidential and supportive counseling and intervention as they foster independence and help students face emotional challenges.</p>	<ul style="list-style-type: none"> A. Student Handbook B. Counseling Staff <ul style="list-style-type: none"> a. Counselor Job Description C. Four year plans D. Registration Presentations E. Registration materials F. IEP Transition Meetings G. A-G Course List H. Honors, AP, Accelerated Courses and CCA courses. I. SDL J. Advisory K. Breaker Live L. GradeSlam

The three-member Guidance Department values personal counseling and frequent contact with students. It is the desire of our counselors to personally connect with each student throughout the year. Students are encouraged to meet counselors before school, during break, at lunch, after school or to schedule an appointment during the day. Communication with students and parents is highly valued; and phone calls and e-mails will be returned within two work days. As students progress toward adulthood, students are strongly encouraged to become actively involved in all aspects of their high school career. Counselors help teach our students how to celebrate their successes and effectively deal with their disappointments,

Counselor Commitments:

- Help students make healthy, independent decisions
- Create plans of action toward obtaining goals
- Encourage students through making personal contacts and demonstrating a vested interest in their strengths, talents, challenges and triumphs
- Facilitate relevant grade-level specific discussions in small group settings
- Ensure fundamental college preparation activities at each grade-level

Counseling Services Include:

- Help with a tough decision or personal problem
- Adjustment in classes and courses of study
- Advice regarding educational programs or honors and AP classes
- Assistance with improving grades or study habits
- Discussion of academic strengths and weaknesses or special aptitudes
- Information about college or university entrance requirements and applications
- Interpretation of test results
- Questions about graduation requirements, social events or school activities
- References for a job, college applications or scholarships

LBHS also has a new position to support mental health. Our Student Support Specialist works in individual and group based interventions addressing topics such as: depression, anxiety, communication problem solving, healthy coping skill, etc. She also participates in our high schools MTSS process. Another aspect of the position is mental health awareness and prevention activities on campus. This year was the first year of Mental Health Awareness Week in which students could participate in activities in an effort to better understand and be informed about mental illness. The addition of the Student Support Specialist is to provide students with the necessary skills for academic and life success.

- M. [Link Crew](#)
- N. [Freshman Parent Orientation](#)
- O. [Restorative Justice](#)
- P. [JADE](#)
- Q. Student Support Specialist
 - a. [Job Description](#)
- R. [SART](#)
- S. [SARB](#)
- T. [SST Meetings](#)
- U. [MTSS](#)
- V. [Mental Health Awareness Week Suicide Prevention Training](#)
- W. [Suicide prevention presentation](#)
- X. [Gratitude Lesson](#)
- Y. [Community Resource List](#)
- Z. [Western Youth](#)
- AA. [Teacher Referrals](#)
- BB. [Special Education IEP Meetings](#)
- CC. [504's](#)
 - a. [Information on 504's](#)
- DD. [Collab Classes](#)

The Student Support Specialist conducts many presentations to students discussing a variety of topics. In the Suicide Prevention presentation for all freshman, she provides statistics to students on the prevalence of suicide and some additional statistics in relation to mental health. She shows them that mental health does not discriminate based on sex, age, race, etc. and showed them celebrities who suffer from mental illness. They discuss risk factors, warning signs, and red flag behaviors for possible suicidal thinking. She touches on depression and provides information on DSM-5 Criteria as well as discusses the difference between general sadness and Major Depression. She includes healthy coping strategies, stress management techniques, and also protective factors for students and provides them with two different phone apps for healthy coping skills and also for an electronic version of a safety plan. She also provides the students resources for crisis hotlines.

She also attend classrooms based on teacher request when the subject matter might bring up concerns. This year (2017-2018) she attended an English teacher's classroom and presented a similar Suicide Prevention presentation to connect the student's readings to Hamlet and his suicidal thoughts. Students watched a video of a suicide survivor and had a discussion about risk factors, warning signs, and red flag behaviors for possible suicidal thinking. The presentation was connected to Hamlet and his internal struggles. They discussed the difference between general sadness and Major Depression.

In another English teacher's classroom, she presented a Gratitude Lesson. They discussed gratitude and students made a "care package" for themselves. Students were asked to identify a support person or support people who have been influential to them, a goal or multiple goals for their future, healthy coping strategies or what helps them 'recharge', and also what they are proud of themselves for. The lesson was based on Positive Psychology regarding Gratitude and Happiness.

The counselors and the Student Support Specialist also offers a Community Resource List to students and parents who are in need of outside assistance. In addition they also refer students and families to Western Youth Services for outside counseling assistance.

Care and concern for students starts the first time the high school counselors meet with the incoming 9th grade class during registration. They give small group instruction on course registration and then follow up with another presentation as well as a one-on-one meeting with each student and their counselor to review their course selections and answer any questions that may have.

EE. [Rotary Club](#)

FF. [Goldenseal](#)

GG. [Biliteracy Award](#)

HH. [Athletic Signing Day](#)

II. [API Report](#)

JJ. [LCAP Data](#)

KK. [PSAT/PreACT, PSAT 8/9](#)

LL. [College and Career Specialists](#)

a. [Job Descriptions](#)

b. [College representative meetings](#)

c. [Workshops/Presentations](#)

d. [Scholarship Foundation](#)

MM. [No Place For Hate](#)

NN. [College and Career Center offerings](#)

Care and concern continues when the high school counselors participate in incoming 9th grade IEP transition meetings for the Special Education students. Laguna Beach High School supports special education students' transition to high school by holding a transition IEP for every 8th grade student. This meeting includes the 8th grade team members of the IEP, as well as a high school educational specialist, and other required high school team members who could include the school psychologist, speech & language pathologist, or other required IEP team members. Prior to these meetings, there is a collaboration meeting between the high school and middle school special educators to review and discuss individual student's needs prior to holding the transition IEP meetings so that there is coordination between the current and future team members regarding the student's educational needs and appropriate services. Dependent on the individual student's needs, transition services can range from holding a transition IEP meeting, and participation in other orientation activities that are offered to all students (e.g., Link Crew, Breaker Day) to setting up an individual "meet & greet/campus tour" with the new case carrier, and other team members prior to the start of the school year. In the meeting parents and student also discuss concerns regarding academics as well as personal/social concerns. The counselors discuss courses and rigor as well as A-G requirements.

The care and concern continues on Freshman Orientation Day/Link Crew when 9th grade students are paired with a junior or senior mentor and made to feel welcomed and valued on their first day as a Breaker. Students are given a tour of the school using their schedules as well as participate in class bonding activities. During this time, the parents are given a presentation regarding the expectations of the school, school policy, as well as graduation requirements, A-G requirements, how to handle stress and other FAQs.

This year, Laguna Beach High School earned the designation as a No Place for Hate school. No Place for Hate is a program from the Anti-Defamation League that helps guide schools in developing activities which reach all students and help promote a culture of tolerance and inclusion. This is the first year that LBHS has sought the designation and we are proud to have earned it this year. We will continue to plan and implement activities and programs with students to help make LBHS No Place for Hate in following years.

LBHS offers a variety of honors, accelerated, and AP courses as well as CCA courses so that all students are challenged and can pursue their interests. Each week, built into the schedule, LBHS has an hour of Student-Directed Learning where all teachers are available for extra help. Also built into the schedule are two days a week of advisory where students hear announcements, watch Breaker Live (video of happenings of the high school), short guidance lessons as well as time to take surveys. Students who need additional support have the opportunity to also participate in AP study sessions held in the Spring as testing nears and GradeSlam, an online communication provides extended opportunities for student support.

Using Restorative Justice as a philosophy creates a positive focus for students with behavior problems. Using all of the health and wellness resources available, supervision staff and school psychologists are able to help students learn to correct and prevent problem behaviors by determining the nature of the issues leading to rule-breaking. Significant consideration goes into applying appropriate and measured natural consequences, while also attempting to provide the student with coping skills that will lead to improved decision making. Restorative Practices helps to build school community and relationships between peers, staff, and the overall community at large. This year the District utilized the Student Support Specialists to provide professional development to each school level (K-5 / 6-8 / 9-12) for participation in a Restorative Practices training. The SSS provided background on Restorative Practices and also worked with each site to create and implement community building activities for the classrooms in this two part Restorative Practices training.

Additionally, The Jade program is used as an intervention as well as referral to the Student Support Specialist. All students and parents have the ability to sign up for drug testing each year.

With continual collaboration with attendance, school psychologists, SART and SARB processing, administration, and the health office, students are able to receive intervention and support as needed.

Multi-Tiered System of Supports (MTSS) is conceptualized as a general framework for delivering academic and behavioral supports through two multi-tiered approaches: response to intervention (RTI) and positive behavior intervention supports (PBIS). The goal of the Multi-Tiered System of Supports (MTSS) Model is to provide a seamless process that delivers a continuum of interventions to students based on data and providing supports within a three-tiered model. There are three levels of intervention or support identified as part of the MTSS system. They are not categorizations of students, but rather are basic guidelines to define the amount of support that any given student may need: Tier 1: Universal - this level applies to ALL students and includes the high quality teaching and behavior support for all students in the school Tier 2: Targeted - this level applies to SOME students and includes additional interventions for students who need more help on specific skills Tier 3: Intensive - this level applies to FEW students and includes interventions designed to address the unique needs of an individual student.

Laguna Beach High School's MTSS Team is comprised of the school psychologist, three school counselors, assistant principal of instruction & curriculum, and the social emotional specialist. The Team reviews concerns identified by parents and/or staff about individual students on a weekly basis to recommend, coordinate, and monitor the implementation of interventions. Individual student data in the areas of academic performance, social-emotional functioning, attendance, and discipline are reviewed to develop individualized interventions.

Laguna Beach High School recognizes there is a direct correlation between regular attendance and success in high school. Excessive absences for any reason will impact student success and may result in failing grades and/or loss of credit due to deficiencies in class participation, quizzes, discussion, cooperative group projects, and lab assignments. Outlined on page 28 of the LBHS Student Handbook, the progressive discipline for attendance is explained in detail.

LBHS is committed to ensuring that all students learn in a supporting, caring environment. The staff is genuinely kind and dedicated to providing the best experience possible for all students. The Student Support Specialist provides the staff with regular updates and training about concerns. Recent training and updates have focused on suicide warning signs and procedure. Students are treated with respect and their individual needs are taken seriously. When students approach staff members, they are received in a welcoming, non-judgemental, and confidential manner. Students are directed to the staff professionals who can support them in matters of health, wellness, psychology, academic, and career counseling. Additionally, the staff communicate and cooperate with each other well. All departments, (teaching staff, administration, counselors, classified, student support specialists, and supervision) communicate and cooperate with each other with each student's well-being as a core focus. When a staff member is concerned about a student who is struggling with a problematic home life, mental or physical health issues, or academic struggles, those concerns are communicated in a confidential manner to those staff members who can best help the student.

LBHS's teaching staff supports the needs of all students. From high achieving and gifted students, to "middle" students, to students with special needs, the staff works to provide all students with a challenging educational experience within a supportive environment. Teachers work closely with case carriers to ensure that IEP goals, 504 goals and student needs are met; the value of collab classes demonstrates a strong commitment to high expectations for students.

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

LBHS is proud of its history of academic success; stakeholder and community expectations for strong API scores are high. The staff is dedicated to maintaining a rigorous, relevant, and supportive learning environment as seen in the LCAP data.

The courses of study available to LBHS students reflect a commitment to high expectations for students. Nearly all courses fulfill A-G requirements; AP courses are available in many areas, and students are encouraged to challenge themselves by taking AP courses. The LBHS staff is dedicated to ensuring that students perform at their highest levels and are well prepared for college and career success.

Providing information and support is essential to supporting a culture of high expectations. Freshman take the PSAT 8/9, Sophomores take the PreACT and Juniors take the PSAT free of charge, allowing them an early indication of their college readiness levels.

Our College and Career Center Specialists organize a variety of presentations and workshops to encourage students to set high expectations for themselves and keep options available by taking rigorous coursework that not only challenges them but prepares them for post secondary options. College representatives are invited for lunch presentations to help students understand their post-secondary options. College, scholarship, and FAFSA application support is available.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Laguna Beach High School's administration, certified staff, parents, and students consistently meet to discuss school events, policies, and procedures at meetings such as School Site Council, Coffee Break, board meetings with community access and opinion, and PTSA.</p> <p>The Weekly Memo is a communication to staff via email from the Principal.</p> <p>Freshman Orientation takes place before the beginning of each school year which is coordinated by our Link Crew Student leaders and Link Crew Advisors. Student participate in bonding activities, tours, and icebreakers.</p>	<p>A. Coffee Breaks</p> <p>B. Board Meetings</p> <p>C. PTA</p> <p>D. Weekly Memo</p> <p>E. Link Crew</p> <p>F. Football Events</p>

Laguna Beach High School staff is collegial and connected to one another. Staff attend events together and enjoy each other's company. Staff events include back-to school and Football staff get-togethers. This current year the staff participates in Camo-Friday where staff wears Camo clothing including administration.

The staff communicates and cooperates with each other well. Administration, certificated, and classified staff work respectfully and with dedication, always remaining focused on working as a team with student well-being and success as the primary goal. Examples of communication and cooperation include serving as department representatives on committees, attending IEP, 504, SST meetings, MTSS process, attendance meetings with students, and parent conferences, individual cooperation between staff members to problem solve student placement issues, technology questions, best practice ideas, etc. LBHS has a monthly department chair meeting to discuss information with administration where the information is then distributed to the rest of the staff. Counseling meeting with administration are scheduled weekly. The LBHS staff works together willingly in an effort to achieve excellence in all areas.

Collaboration and teacher leadership is common among Laguna teachers and their opinions are respected and valued by their colleagues. Planning days are valued and used to share information, offer input into school decisions, share ideas and best practices, and examine student work. In each department this is a group effort and staff opinions are valued by administration. Teachers meet weekly within departments on Friday mornings during their PLC time. Colleagues are eager to share ideas and the staff is eager to learn and grow. Teachers recognize the skill and professionalism of their colleagues, and welcome the chance to learn from them.

The collaborative effort of the WASC process is further indication of the professionalism of the LBHS staff. Each staff member contributed significantly to the writing of this year's report, and the tradition of continual improvement at LBHS drives conversations and decision making every year.

Respect, trust, and professionalism are also apparent in the student placement process. Staff honor student placement recommendations by teachers and give all students equal access to curriculum through course selection and petitions. Teachers and students work in an atmosphere of mutual respect. Student trust in staff is reinforced by a kind, empathetic, and genuinely professional staff.

The district and high school administrations value professional development and have implemented not only education scale for pay increases but Professional Growth points.

Faculty and administration respects classroom time and all staff members work to organize events, announcements, and schedules that maximize classroom time and limit disruptions and interruptions.

G. [Camo Friday](#)

H. [IEP](#)

I. [504's](#)

J. [SST](#)

K. [MTSS](#)

L. [PLC](#)

M. [Department Chair Meetings](#)

N. [Counselor/Admin Meetings](#)

O. [Planning days- page 16 of contract](#)

P. [WASC](#)

Q. [Course Placement Recommendations](#)

R. [Professional Growth Points](#)

E3. Personal and Academic Student Support Criterion

Adequate Personalized Support

E3.1 Indicator: The school has available and adequate services to support student's personal needs.

E3.1 Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Laguna Beach High School is a supportive and nurturing environment where students' needs are a top priority. All staff are genuinely concerned with helping students maximize their potential by being caring, effective, and very supportive.</p> <p>Providing access to adequate and diverse support services is a priority at LBHS. Students have access to a variety of counseling and support services. These services include school counselors, special presentations, school psychologist, mental health specialist (Alex Aronson), teachers, and college/career center specialists, support teachers, college & career guidance specialists, math lab instructor, and a writing lab instructor. In our College & Career center, students have access to two career and college specialists; Mrs. Gregory and Mrs. Bergen. They are available during and after school. According to the '16-'17 survey, approximately 68% of students expressed their satisfaction or extreme satisfaction with career and college guidance provided by the college and career center. These college and career specialists provide in a variety of ways: community college matriculation, college speakers and special presentations, college fairs, college visits, parent/student informational nights reviewing financial aid, college admissions, and guidance with regard to making college choices. The college and career center is an invaluable resource at LBHS and students receive strong guidance and support.</p>	<ul style="list-style-type: none"> A. LBHS Course Catalogue B. LBHS Student Handbook C. Staff Directory D. Student Support Specialist E. Math Lab F. Writing Lab G. Power-School Learning (Haiku) H. SSTs I. IEPs J. College and Career Center K. SDL L. Master Schedule M. Counseling office schedule of meetings N. Counselor junior conferences O. PLCs

For college counseling and a variety of other individual needs, students have access to their guidance counselors. LBHS guidance spend time in one on one and in group settings. LBHS guidance counselors provide support via individual meetings, specific and focused meeting with every junior student. Counselors also present in students' History and English classes on a variety of topics. LBHS also organize special guest speakers to address students regarding specific student needs. Students are able to make appointments with their guidance counselors and have their individual needs met. Our counselors are very involved with their students and make themselves as available as possible. Counselors and students meet regarding setting up and following through with four year plans to ensure students are not only following their desired path but meeting the necessary requirements. Guidance counselors also follow up with teachers frequently with regard to 504 plan updates and requirements and IEP updates and changes. Our special education team and counselors also organize and conduct regular meetings wherein teacher, counselor, parent and student input is provided with regard to students who are on 504 plans and students following IEPs. In order to provide timely support of struggling students, teachers may refer students to a Student Study Team (SST) so interventions can be implemented.

With regard to mental health services, LBUSD has created a new position at the district level to support mental health districtwide. Along with this new district level position, LBHS has created a new position as well to provide mental health support by hiring Alex Aronson, our mental health specialist just for our site. She is available to students the entire school day and has also trained our staff during PLC so as to provide more access and promote her services.

LBHS has a Multi-Tiered System of Support (MTSS). Although the best form of support is no support at all because teachers are differentiating instruction and supporting students individually with classroom practices, there are a variety of interventions available via MTSS. When students are referred for SSTs, MTSS interventions are discussed and implemented based on all participating parties.

School communication and online resources are critical in providing student support. Students have email access with all staff and to promote a supportive environment, it is a professional commitment to return communication within a 48-hour period. A new 24-hour tutoring program called Grade Slam is currently being used and piloted. Students have free 24 access to an online instructor to answer their questions and provide extra instruction. In addition to Grade Slam, students are able to access teachers' Haiku pages to access calendars, class announcements, uploaded handouts and instructional materials so as to have constant access to support materials.

- P. [LCAP](#)
- Q. [LBHS summer school](#)
- R. [Summer School other](#)
- S. [Counselor presentations](#)
- T. [Grade Slam](#)
- U. [MTSS notes and SST referrals](#)
- V. [Special parent and student presentations](#)

Students have a variety of resources for academic support. Besides Student Directed Learning (SDL), which is a Thursday morning optional tutorial hour, teachers make themselves available outside of the school day for additional academic support. Formal academic support resources existed until the 2018-2019 school year in the form of English support classes, Core support classes, math support class. The Writing Lab, and the Math Lab have been at the school for a number of years and continue to be an active source of support. Finally, students are able to take some courses online for remediation or when circumstances make it necessary. During the summer, students have access to a variety of summer school resources and courses. Students may take courses for enrichment and remediation. Courses that have been historically offered are ELD, Government, Economics, English, and a variety of math courses. Over the last two years, a new summer enrichment and support opportunity has been developed. Breaker Advance was designed to provide a bridge of academic support for students wanting to try AP and Honors courses for the first time although they may be lacking the confidence and some of the necessary skills. We also implemented a Bridging Geometry course for those ready to take the step into H Algebra II.

Support and Intervention Strategies Used for Student Growth/Development

E3.2 Indicator: *Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options*

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options*

Findings	Supporting Evidence
<p>Laguna Beach High School continues improvement toward developing and implementing effective strategies to promote effective personalized and alternative learning options for students. These improvements have been supported by both site and district level programs. These improvements include professional development opportunities for more innovative and learner-centered pedagogy and instructional models. A newly implemented instructional model at LBHS is the collaborative teaching model. In the collaborative model, students are taught by two instructors; one is more of a curricular area specialist and the other focusing on academic coaching and differentiating based on unique learner needs.</p> <p>LBHS offers some courses online and continually revisits this practice based on student need. Courses have been offered when students are credit deficient or are unable to take courses on campus due to extenuating circumstances.</p>	<p>A. Text-A-Tip flier/bulletin</p> <p>B. SDL</p> <p>C. PLC meeting notes/agendas</p> <p>D. VHL website and digital materials</p> <p>E. Kahoot</p> <p>F. Duolingo</p>

LBUSD has promoted all teachers differentiating instruction so to promote personalized learning. All teachers are encouraged to differentiate instruction and provide necessary scaffolding as a regular practice. Furthermore, LBUSD has provided professional development after school, during school, and during summer staff training days. The purpose of these PD opportunities is to equip teachers with the necessary skills to personalize learning opportunities for students. Some of the alternative learning and personalized learning options implemented can be seen in classrooms upon observation. These learning models include but are not limited to: stopping instruction and re-teaching, retakes of tests, group learning/coaching models, project based learning units, pre and post tests for self-assessment, chemistry layered with honors chemistry, PLC time sharing and revamping instructional practices, team tests, self-teaching using materials uploaded on PowerSchool Learning (Haiku), students as teachers, VHLcentral in some World Language classes, alternative assessments per UDL training, Duolingo, Kahoot, teacher developed instructional and review videos for chemistry, online public library (OCPL), Grammarly Premium (practice MC questions of APUSH/Lang. Arts), use of Hapara and PearDeck, ILit (new curriculum and resources for English Learners).

When accessing accommodations for 504 plans and accessing modifications for IEPs, teachers receive a printed and/or electronic copy of the student's diagnosis and teachers are expected to adjust classroom practices to meet the learner's specific needs. Interventions teachers implement are directly related to input from counselors, psychologists, and specialists on 504 and IEP documents. Providing student support is also to provide students with best first instruction. This best first instruction is determined by indicated student needs, carried out by teachers while students are taught in the least restrictive environment; the self-contained classroom. SST results, 504 and IEP documentation serve as a road map for best first instruction and how teachers modify instruction and assessment. At LBHS there is a student monitoring practice of struggling students by reviewing why all students receive a D or F grade in any class during any grading period. All stakeholders participate in this practice although it is initiated by the special education team and guidance counselors. During the school year, progress of IEP and 504 plans are revisited as teachers are asked for input and student progress toward her/his educational goals.

Another way student support is provided is through Text-A-Tip. Students have access to this tool free phone/text service. In times of crisis students can text and anonymous tip in cases of threats, safety, vandalism, abuse, bullying, depression, drug sales/use, fights, pre-fights, thefts, and weapons.

- G. [Hapara](#)
 - a. [Evidence 2](#)
- H. [ILit](#)
- I. [Teacher prepared Chemistry videos](#)
- J. [Classroom observations and evaluations](#)
- K. [LBHS master schedule \(collab teaching\)](#)
- L. [Peardeck](#)
- M. [credit recovery](#)
- N. [Grammarly](#)
- O. [504s](#)
- P. [IEPs](#)
- Q. [SSTs](#)
- R. [D and F monitoring](#)

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Supporting Evidence
<p>LBHS teachers regularly identify struggling students and refer those students to Student Support Specialist, located with our school counselors. Depending on her, the counselor's, and the teacher's findings about the student, a Student Study Team (SST) may be assembled in order to assess the student's reasons for struggling. SST and 504 meetings often include our Student Support Specialist, school psychologist, administrator, counselor and a teacher including teacher feedback, the parent and the student. The school nurse also attends when appropriate. A 504 plan initial assessment may result from the SST meeting, and the accommodations for the student within that plan would then be released to the student's teachers. SST meetings are held on an as needed basis.</p> <p>The learning needs of LBHS students are identified in a timely manner and supported effectively. Attendance is a key factor in student success. In the 2017-2018 school year, the school district hired a part time attendance specialist in addition to the full time attendance specialist we currently had. Due to the number on contacts, she was hired full time for the 2018-2019 school year. She monitors attendance and tardy reports as well as meets with students to determine causes of the poor attendance. LBHS sends calls and emails that go directly to parents to notify them of tardies and absences. Attendance, counselors and administrator work together to contact students and their families when attendance patterns signal a need for intervention.</p> <p>School performance and classroom behavior are also important indicators to watch. Teachers contact families via phone and email when students are falling behind. Teachers also recommend students for interventions based on classroom observation of student work and behavior; the referral process alerts the MTSS team who then determine which services are needed to support the student. The School Counselor also monitors students with low GPAs and intervenes to support academic progress. The counselors meet with all students who have D's and F's at each 6 week mark. Some coaches are another source that monitors student achievement with grade checks and some provide students with study skills strategies and support resources.</p>	<ul style="list-style-type: none"> A. SST's B. 504's C. Attendance D. Attendance Specialist E. Attendance contacts F. MTSS G. D and F check in H. CELDT testing

Informal cooperation, collaboration, and communication between departments ensures that at-risk students are identified. This can, and does, happen every day between and within departments: a steady stream of conversations and consultations among attendance staff, teachers, administrators, supervision staff, school psychologists, and counselors ensure that students receive the help they need. The LBHS staff is collaborative, cooperative and focused on student success.

The CELDT test is used to place English Language Learners; students are tested annually and placed in courses based on their current ability. CELDT is also used to reclassify students who have reached RFEP levels of proficiency. All of this data is also available to identify students in need of more challenging coursework. All students are encouraged to take honors and AP classes but teachers give recommendations during our registration process.

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
At Laguna Beach High School for students who do not have computer and internet access at home or do not have their own portable device, we offer Chromebooks for a yearly or daily checkout. We also have student a computer lab in the College and Career Center which is open and available to students before school, during the day, at lunch, and after school.	<p>A. Chromebook check out</p> <p>B. College and career computers</p>

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Findings	Supporting Evidence
<p>Laguna Beach High School students have access to a challenging, relevant, and coherent curriculum.</p> <p>During the Master Schedule process, course offerings are examined to ensure distribution throughout the school day, thus giving students wide access to the courses they need and wish to take.</p> <p>The number of credit-deficient students in each graduating class is very low. For the classes of 2014 and 2015, all students graduated on time; for the class of 2016, we had one student that did not graduate and for the class of 2017 we had all students graduate. Students have access to the courses they need to meet graduation requirements in a timely manner including remediation during summer school.</p> <p>The A-G completion rate is also a reflection of student access to a challenging curriculum. LBHS A-G completion rates range from 66-75.8% in the last three years. Distribution of A-G courses throughout the master schedule is strong; courses are offered from first period to Ninth period in nearly all content areas including CTE courses.</p> <p>AP courses are widely available and are open access for enrollment; In 2016 (from LCAP data), 23.23% of LBHS students enroll in at least one AP course.</p> <p>Challenging coursework is available to LBHS students in all content areas through honors, accelerated, AP, and advanced level courses. Beginning, intermediate, and advanced levels of study are identified and available in each content area; students are encouraged to challenge themselves with high level courses suited to their interests and abilities. A wide range of AP and honors courses are available in core academic areas. Examples of advanced courses can be found in the LBHS Course Catalog.</p> <p>Summer school options continue to be for students who are in need of credit recovery and due to a need in A-G credit recovery in the lab sciences, we now offer these in the summer.</p> <p>CCA and elective courses help to prepare students for careers and allow opportunities for career exploration. Students are encouraged to utilize CCA resources while in high school; LBHS staffs a full-time CCA Career Specialist who is leading to a greater awareness of CCA offerings.</p>	<p>A. Master Schedule</p> <p>B. Summer school</p> <p>C. AP, Honors, and Advanced Placement Courses</p> <p>D. Course Offerings</p> <p style="padding-left: 20px;">a. 2018</p> <p style="padding-left: 20px;">b. 2019</p> <p style="padding-left: 20px;">c. 2020/2021</p> <p>E. 2017-18 Bell Schedule</p> <p>F. A-G approved courses</p> <p>G. Open access waiver form</p> <p>H. A-G Lab Sciences Credit Recovery</p> <p>I. CTE/CCA Courses</p> <p>J. College and Career Specialist</p> <p>K. Student Directed Learning (SDL)</p>

At LBHS students are eligible to take free community college courses and get a jump start on building a college transcript. Taking community college courses is available through enrolling in the community college as a concurrently enrolled (aka a dual enrollment) student. Information on how to register for courses as a high school student can be found on our [college and career website](#). Laguna Beach High School also requires a Concurrent Enrollment Form be signed and submitted to a student's counselor for their approval.

LBHS also offers many articulated courses through CCA. The many courses that we offer that are articulated can be found on [this website](#).

LBHS do not weight articulated grades on our LBHS transcripts. We participated in CATEMA last year that assisted students in expediting their articulated credit.

The following LBHS bell schedule courses that are articulated with Saddleback College are:

- Photography
- Computer Art
- Multimedia Production
- Multimedia Design
- 3D Design
- Theater II

Support for students in challenging classes is strong. Teachers offer study sessions and tutoring sessions; built into our schedule is an hour of Student Directed Learning where students are able to connect with their teachers for support. We also have added GradeSlam, an online 24 hours a day, tutoring program, free to students as well as a math lab and writing lab.

- L. [Writing Lab](#)
- M. [GradeSlam](#)
- N. [Graduation Statistics](#)
- O. [UC Eligibility Statistics](#)
- P. [AP Statistics](#)
- Q. [Articulation](#)
- R. [Concurrent Enrollment](#)

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
LBHS students have many opportunities to be involved in activities outside the classroom that foster school spirit, a sense of connectedness to the school community, and further meet the expectations of the LBHS schoolwide learner outcomes.	<ul style="list-style-type: none"> A. Clubs B. Sports

We have many co-curricular clubs that are an extension of academic programs. Students can choose from an array of clubs to further their academic experience as well as many non-curricular clubs that allow students to interact with others who share common interests.

This list changes and evolves. New clubs are added every year; students must complete the club application process at the beginning of the year to receive an official sanction through ASB.

LBHS students also have 27 sports to choose from if they wish to join a team. The teams compete at the varsity, junior varsity, and frosh/soph level over the course of three seasons. Sports fosters a sense of community, sportsmanship, pride, and a dedication to health and wellness. The Athletics Program is an essential part of the student learning experience at LBHS; Breaker athletes are respected leaders of their peers, and a source of pride for the community. In 2017 through Athletics department, LBHS created an Athletic Leadership Team. The Athletic Leadership Team looks to develop student-athletes in interscholastic competition by demonstrating the values of sportsmanship, teamwork and responsible behavior. It is planning to create a future where hazing or unruly actions no longer exist within LBHS athletics.

And the addition of our NCAA Athletic Signing Day Celebration help us celebrate our seniors' accomplishments as well as disseminate information to the local community. Over the last few years, our athletic signing days have been covered by local news outlets.

LBHS students also have access to several performance groups. Students can choose to showcase and grow their musical talent in the marching band, two ensembles, Jazz band, Drumline, and choir. The Cheer Team and Dance classes and Dance Company provides students a chance to enhance their showmanship, coordination, and dance abilities. These award-winning programs also foster a sense of community, cooperation, and pride. LBHS ASB has created many co-curricular activities for students to become involved in their studies and to improve campus life. ASB has put together a student senate, a group of elected representatives from each fourth period class, to discuss upcoming events and get a broader scope of the student body's opinions on newly proposed activities. Along with getting feedback of the student body, ASB has sent out multiple online surveys through the students' emails to ensure everyone's voice is heard and has a say in campus activities. One such activity incorporated this year was Quad-Chella. Student bands and singers came out to perform in the lunch quad during lunch.

- C. [Athletic Leadership](#)
- D. [NCAA Signing Day](#)
- E. [Performance Groups](#)
- F. [Cheer](#)
- G. ASB
 - a. [Surveys](#)
 - b. [Student Senate](#)
 - c. [Class competitions](#)
 - d. [Game of the Week](#)
 - e. [Safe environment activity](#)
 - f. [Student Senate](#)

Our faculty and staff play an important role in our students' lives as they are involved in every decision our ASB class makes to ensure safe and efficient student activities. Around the holidays, ASB will coordinate with classroom teachers for various competitions such as collecting cans at Thanksgiving or gifts at Christmas. Many activities are performed at lunch, including spirit games and various timed tasks to get students excited for school dances and sports games. ASB will highlight a "game of the week" in which students are encouraged to attend and show their presence by dressing in theme (i.e. all in black). The teachers at the school are welcome to help regulate the games, but students are encouraged to take the lead and facilitate them themselves.

LBHS pays attention to the eb and flow of the climate of the culture and tries to create opportunities for students to express themselves and feel a sense of belong. For example, after the Parkland HS shooting, ASB created an opportunity for students to share their opinions and confusion in a safe environment. Not only does the LBHS ASB class make efforts to gain feedback from their entire student body, but they self-evaluate their past work to make sure they are fulfilling their goals of making fun and valuable activities to enhance their peers' experience and sense of belonging on campus. After each event run by the ASB class, there is a thorough debriefings to ensure the best work is being put forth by the students. There are a couple mottos that ASB has adopted this year that has, and will continue to, drive the decision making moving forward: "Fun at the expensive of none" and "Every Breaker Matters".

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>LBHS has a very limited amount of online courses. Most of our online classes are for students who are needing credit recovery. We also use our online program for students who are on home hospital. During the school year of 2017-2018 ran a small pilot for students who had master scheduling conflicts. Students in the online courses for credit recovery have two different options for completing the course. They can take a period in the day to work in a classroom along side of a teacher or they can work independently and check in with the teacher for 1 hour a week.</p>	<p>A. Pearson online program options</p> <p>B. Credit recovery form</p>

Summary

Laguna Beach High School provides a culture that supports students in their academic, personal, and social emotional needs. LBHS encourages and benefits from regular parent and community support and engagement with the school program. The school site is well maintained, clean, orderly, and safe, thus providing an atmosphere that positively supports learning. The LBHS staff demonstrates caring, concern, and high expectations for students, and many well developed programs exist to support student needs. Students and staff conduct themselves respectfully and professionally, maintaining an environment in which trust and positive methods of communication are evident. Students and their learning benefit from a culture designed to meet individual needs through a wide variety of course and activity options, as well as a variety of intervention and support services. Co-curricular and extra-curricular options allow students to develop skills that will serve them well in their post-secondary endeavors.

LBHS's Critical Learner Need # 2 directly relates to our Culture's area of growth. Our Critical Learner need says that LBHS needs "to improve and increase student access to challenging and relevant courses..." By building on our credit recovery, online program in to a greater comprehensive, online program we will be able to better meet our student's needs. In addition by systematically improving our translations services, we would be helping to narrow the achievement gap as also stated in our Critical Learner Need #2

Since LBHS has added a Student Support Specialist this past year, it would be imperative to frequently and formally evaluate and revise the role and program as the years continue to ensure the success and support of all students as our Critical Learner Need # 3 states.

Areas of Strength

1. Quantity and variety of programs available to students to access academic and emotional support
2. A variety of options for student involvement on campus
3. Many different course offerings for all levels of learners
4. The number of ways that school staff and students can address their needs and ask for support
5. LBHS has a multitude of...
 - a. community involvement with stakeholders
 - i. Families, businesses and community partners.
6. We have opportunities within Special Education, general education as well as ESL groups.
7. Parent and student access to technology that monitors and reports student behavior, academic requirements, lessons, schedules, grades, and a wide range of information including communication in a multitude of ways/times
8. Multi-tiered systems of support, including interventions for academic support, social emotional support, health and wellness, discipline, and attendance.

Areas of Growth

1. LBHS would benefit from a streamline process from translation of materials as well as call outs
2. We do have connections to local businesses and communities in most subject areas but not all
3. A more comprehensive, online academic program
4. Data gathering on students beyond academic performance to use as basis for MTSS implementation
5. The need for the development of “sustainable” Tier 1, 2, 3 supports systems, including incentives that can be routinely implemented and reinforced by all staff
6. Healthy kids survey (2016)- lower percent of students are indicating that we have a high level of support and lower percent indicate feel comfortable reaching out to staff

CHAPTER 4

Identified Critical Student Learning Needs



Western Association of Schools and Colleges *Full Self-Study Report*

November 5-7, 2018

The Process to Identify the Critical Learner Needs

The process to identify the critical learner needs began at an all staff meeting in February 2017. During this meeting, the staff was divided into heterogeneous groups to analyze various sets of data (i.e. AP Scores, D/F Lists, CAASPP Score, ACT Scores, SAT Scores, and perception data such as the LCAP and CA Healthy Kids Surveys). Analyzing these sets of data they identified trends and anomalies. The preliminary critical learner needs precipitated and the results of this meeting were 8 preliminary learner needs. The staff voted (via google form) and narrowed down the 8 preliminary learner needs to 4.

Once the preliminary critical learner needs were established, focus groups were formed with staff, teachers parents, students, and administration. These heterogeneous groups analyzed a broader range of data and sample student work specific to their area of focus. While working through the prompts, the areas of strength and areas for growth became clear. All of the focus groups' resulting areas for growth were narrowed to 7 potential critical learner needs.

At an all stakeholder meeting in April 2018, we heard presentations about each focus group's areas of strength and growth. After each presentation, each stakeholder voted (via Google Forms), and the 7 potential learner needs became 3. The other 4, not voted on, were "disassembled" and were used as action steps under each of determined 3 and final critical learner needs.

These learner needs reflect a holistic view of the school and a thorough analysis of data and student work. These needs are parallel to the goals outlined in our school's SPSA plan.

Critical Learner Needs

Critical Learner Need #1:

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

Links to Growth Areas

[Organization's Areas for Growth](#)
[Assessment's Summary](#)

Critical Learner Need #2:

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

Links to Growth Areas

[Curriculum Areas for Growth](#)
[Instruction's Summary](#)
[Assessment's Summary](#)
[Culture's Summary](#)

Critical Learner Need #3:

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

Links to Growth Areas

[Organization's Areas for Growth](#)
[Instruction's Summary](#)
[Assessment's Summary](#)
[Culture's Summary](#)

CHAPTER 5

Action Plan



Western Association of Schools and Colleges *Full Self-Study Report*

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Critical Learner Need #2

[Action Plan Steps](#)

Critical Learner Need #3

[Action Plan Steps](#)

Critical Learner Need #1: Evaluate and revise the school calendar, bell schedule, and teacher pull-outs to maximize student learning, usage of instructional minutes, and teacher effectiveness.

LCAP /School Goal Alignment: Goal #3 --All teachers will be trained in and will utilize effective and engaging teaching strategies to maximize learning for every student as measured by direct observation. Goal #4 -- Increase the 4C Learning Environment by no less than 6 classrooms.

Action Steps		Persons Responsible	Timeline	Measure of Progress
Category: Bell Schedule	Evaluate advisory as a useful and relevant dedication of instructional minutes.	Site leadership and teachers.	Ongoing	Annual Google Form Survey to stakeholders regarding the effective use of Advisory minutes.
	Form a bell schedule committee.	LBHS Administration & Staff & Department Representatives	2018-2019 align with Calendar Committee to implement into 2019-2020	Reassess use of instructional minutes after the implementation of the new school district calendar to ensure we are meeting state standards for instructional minutes and best serving the needs of our student body.
	Research and gather data regarding the effectiveness of alternatives to our current bell schedule. <ul style="list-style-type: none"> Evaluate student athletic needs and time out of class due to sports. Use research based findings to determine our student's start time. Determine the most effective ways to allow for student remediation, getting caught up from an absence, one-on-one time with teachers, quiz/test/lab make-ups within the bell schedule. 	LBHS Administration & Staff & Bell Schedule Committee	Current & ongoing -- implementation into 2019- 2020	

Category: School Calendar	Poll all parents & teachers district wide as well as and students (grades 8-12)	District, English All grade levels	current	New school calendar PENDING school board approval for the 18/19 school year. Proposed Amended Calendars
	Heterogeneous representation of stakeholders at community and board meetings regarding the bell schedule.	All Stakeholders	Current	
	<p>Explore various, already existing, and successful calendars of comparable schools. Present findings to all stakeholders</p> <ul style="list-style-type: none"> ● Identify and outline the reasons we need to revamp the school calendar ● Evaluate the end-of-school year and its impact on student athletes, college admittance, and summer employment. ● Evaluate the need to align with natural breaks in semesters 	All Stakeholders	2017 -- current	

Category: Teacher Pull-Outs	Evaluate the need for an IEP case management period to hold IEPs so SPED teachers are not pulled from the classroom.	District Staff & Special Ed Department	2018 -- 2019	<p>Special Ed Department will analyze the results of evaluating new practices for the utilization of teachers during IEP meetings annually.</p> <p>Analyze the use of the staff development days built into the new school calendar as well as any teacher pull-out days and compare to previous year's average teacher pull-out days.</p> <p>Faculty will see a reduction in the amount of minutes they are out of their classroom for IEP reportings.</p> <p>Faculty will see a reduction in the amount of unused or unnecessary 504 accommodations.</p>
	Incorporate required trainings within the schedule of staff development days and first week back from summer that would otherwise be scheduled in the middle of the year.	Teachers & LBHS Administration	2018 -- 2020	
	Revisit teacher training pull-outs after the implement of the new school calendar.	All Staff & administration	2018 -- 2020	
	Evaluate and improve the IEP and 504 meeting process and documentation to minimize teacher pull-outs.	504 Coordinator, COounselors, Special Ed Department & LBHS Administration	Ongoing	

Critical Learner Need #2: Improve and increase student's access to supports and challenging/relevant courses in order to narrow the achievement gap. (Supports for accessing curriculum, attendance, college and career readiness, and self-destructing behaviors)

LCAP/School Goal Alignment: Increase academic achievement of every student (and every subgroup of students) through engaging instructional practices and curriculum. Provide social/emotional supports to develop social/emotional strength.

Improving and Increasing student's access to....	Action Steps	Persons Responsible	Timeline	Measure of Progress
Category: Challenging and relevant courses	Increase direct career experiences for every student including job shadow, internship, CCA/CTE courses, or other hands-on experience.	Site Admin and Teachers	Ongoing	Students responses to the LCAP survey questions about the amount of opportunities for real world applications of course work.
	Increase enrollment in AP, Advanced and Honors classes for those students who can handle it.	Site admin, counselors, department chairs	Annually	Decreased disparity in the demographics for those who enroll in AP courses.
	Utilize college testing data to identify students who demonstrate AP Potential, and encourage enrollment.	Counselors/ Admin	Spring 2018	Increase in enrollment in summer school offering of AP Readiness (called "Breakers Advanced").
	Offer an AP Preparation course or workshop in summer for new AP students	Admin/Teachers	Summer 2018	Follow-up with students who took Breakers Advanced and track their course enrollment as well as success in AP courses & the AP exams.
	Analyze the achievement gap between the different demographics of AP student enrollment.	Admin & AP teachers	Ongoing	
	Increase Science, Technology, Engineering and Math (STEM) offerings, also incorporating art and design.	District and Site Admin, dept chairs	Ongoing	Increased number of courses offered, as well as, number of students enrolled in any STEAM related class during and after the bell schedule (ie CTE/ROP).

	Continue to infuse real-world application and open-ended problem-solving into all classes.	Teachers, Department Chairs, Instructional Coach, Site admin.	Ongoing	<p>LCAP Survey results will indicate if student's interests are sufficiently represented in course options.</p> <p>The LCAP Survey results will include parent and student satisfaction with Haiku usage.</p>
	Continue to provide enrichment opportunities through academic electives, CCA and CTE courses, after school academic competition clubs, visual and performing arts, and competitive sports teams.	Admin, Teachers, Counselors, College and Career Specialists	Each Semester	
	Utilize data from 9th, 10th, 11th grade college readiness tests to identify AP Potential and encourage students to take AP courses. Use this data to recruit for "Breakers Advanced" summer school program. Create a shared google doc/spreadsheet documenting the students identified, enrollment in Breakers Advanced, and AP enrollment.	Counselors	Ongoing	
	Advertise CTE classes to all students and parents through Breaker Live, School Website, advisory activities, Brush and Palette, Call-Outs and other means.	College/Career Specialist, Counselors, Site Admin	Ongoing	
	Evaluate course options to determine if student's interests are sufficiently represented.	District Office and LBHS Representatives	Ongoing	

Category: Instructional Supports	Communicate the availability of the math and writing lab these resources to parents and students consistently	District and Principal	Once per semester	The LCAP Survey results will include parent and student satisfaction with Haiku usage.
	Make full and frequent use of Powerschool (Haiku) page for extension and support of student learning	Teachers	Ongoing	A clear reduction in the achievement gap on high stakes tests are observed for subgroup populations.
	Provide direct support for sub-populations including English Language Learners, ethnic minorities, and special needs students.	Site admin, TOSA, ELL Coordinator, Support teachers, Student mentors	Ongoing	Increased amount of students accessing supports such as the math/writing, 1XL, ELD, SDL, GradeSlam, Directed Studies, and counseling services.
	Continue to refine the MTSS process so that struggling students are identified and supported in a timely manner. Utilize the new Aeries Early Warning System dashboard to identify students quickly and frequently.	Counselors, Student Support Specialist, MTSS Team, Site Admin, Dist Admin	Every 6 Weeks	Increased amount of contact with at-risk students with school counselors or other support specialists. Reduction in D/F grades.
	Actively notify parents for students whose grades are dropping via email or phone call.	Teachers	As grades indicate	LCAP Survey will indicate if parents are satisfied with the communication they are receiving from their student's counselors.
	Track students who took the summer "Breaker 101" program in order to determine its effectiveness.	Site admin and teachers	Summer 2018	Enrollment for teacher's in after school technology professional development.
	All teachers utilize appropriate technology tools to enhance instruction and manage Information.	Principal, teachers, District and Site Admin, and Instructional coaches.	Ongoing	Reduction in the ELL Achievement gap Increased number of users for 1XL and Gradeslam and time spent on

	Continue working with Irvine Math Project or similar consultants to shift mathematics instruction from procedural math to applied, conceptual math - focusing on Alg. 1, Alg. II and Geometry.	District and Site admin, teachers, outside experts.	Ongoing	<p>the program.</p> <p>Increased number of teachers using resources & materials provided by the district librarian on haiku.</p> <p>Student survey results.</p>
	Ensure staff have an understanding & access to ESL materials available-- Increase access where needed to Spanish language supports for ESL students.	EL TOSA, teachers, and EL Instructional Aides.	Ongoing	
	Monitor efficacy and implementation of Gradeslam and 1XL (online math/english support)	All stakeholders	Annually	
	Survey students to make desired improvements to the access of the math and writing lab	All advisory teaching staff	Annually	
	Investigate the interest level in after school tutoring hours online with current LBHS teachers		Annually	
	Explore best practices in providing a library of instructional supports and supplemental materials for each course on haiku.	District Librarian and teaching staff.	Ongoing	

Category: Professional Development to Enhance Instruction	Continue to refine instructional strategies to ensure engagement of all students. This includes teacher professional development activities, and will specifically address utilization of technology for instruction, learning and student support.	All Teachers, Instructional coach, Site admin.	Ongoing	Student achievement indicators that reflect enhanced instruction: <ul style="list-style-type: none"> ● Increased numbers of students participating in higher level courses ● Peer and administrative classroom observations show a diverse use of instructional strategies. ● Reduction in the achievement gap for subgroup populations.
	Teachers will continue to be trained and collaborate throughout the year in the areas of English Language Arts, Mathematics, Science and Social Studies to align with State Standards and Next Generation Science Standards. Training may be on-site, district level or workshop and may include outside consultants and experts.	District and Site Admin., Counselors and Teachers	2-3x per year, as needed	District Professional Development Calendar
	Provide training and refreshers for Aeries, Powerschool (Haiku), Google Docs, Hapara, Pear Deck, Turnitin.com and all other school- wide technology tools. Include training for classified staff.	District and site admin, tech leads	As needed	Feedback surveys from participants in district issued professional development.
	Provide co-training for Instructional aides and teachers to become more effective instructional partners.	Spe Ed administration, instructional coaches, outside specialists	Ongoing	18/19 After School Technology Trainings
	Provide training for all instructional staff regarding effective techniques for teaching English Language Learners.	ELL TOSA, District and Site admin, consultants or experts	Ongoing	Instructional rounds calendar (Writing Across the Curriculum) PLC Agendas

	Develop models of professional development that increases staff learning from each other through observation, lesson analysis and feedback.	Instructional coach, site admin, department chairs	Quarterly	
	Provide training to teachers and staff regarding the use of Twitter, Instagram, Vine and/or other social media both as an instructional tool and as a way of sharing professionally. Utilize staff meetings, PLCs, department chair meetings, staff Haiku page and Monday Morning Memo as avenues for sharing	Site administration, instructional facilitator, teachers	Ongoing	
	Provide training for cross-curricular strategies such as Universal Design for Learning, Depth of Knowledge, Problem Based Learning, Grouping Strategies, Expository Reading and Writing, Visible Learning or other relevant effective practices.	District and site admin, department chairs	Periodically as available and as needed	
	Continue subject-specific training for implementation of new state standards	District and site admin, department chairs	Ongoing	
	Offer professional development sessions on specific classroom strategies to support ELL students in reading and writing	District Office, EL TOSA, and Site Admin.	Ongoing	
	Create professional development options that are more content/department specific. Make connections with Subject Matter Projects at the UCs	Department Chairs & Tech Leads	Ongoing	
	Create more professional development opportunities to improve writing across the curriculum.	Site Instructional TOSA, Digital Media Specialist, Department Chairs	Ongoing	

Category: 4 CLE Classrooms to Enhance Instruction	Identify additional rooms and teachers to begin utilizing monitors, agile furniture and sound amplification	District Director of Technology	Ongoing	LCAP Survey Results
	When given the opportunity -- research how choices impact instruction			
Category: Critical Information (schoolwide & individual course materials)	Utilize school's webpage as an up-to-date, interactive, one-stop communication tool.	District Director of Technology, Webmaster, site leads, school admin	Ongoing	District and School Website Increased participation of EL families in school events.
	More translation of materials and call outs	District EL TOSA	Ongoing	Counselor's Day and Evening Schedules that include classroom visits and evening parent meetings/information nights.
	Include links to all pertinent departments, individuals, programs and affiliated supports. On school website	Webmaster and school admin	Quarterly checks, and as notified	Updated Counselor's Corner on the school's website.
	Thoroughly describe to students and parents the available counseling and advisement services and functions through the school website, newsletter, call outs, class visits, student planner, parent meetings (group and individual), social media and more	Site admin, webmaster, activities director, counselors and staff	Annually at beginning of year and ongoing	Brush and Palette LCAP Survey Results for teacher's effective use of Haiku. Increased use of haiku calendar.
	Inform students and parents of all the counseling services available to students through newsletters, call-outs, website, student planners, student journalism features and at parent meetings and student group instruction.	Site admin, counseling staff, journalism teachers, web-master	Annually and Ongoing	

	Standardize teacher use of Haiku -- provide a minimum of what materials teachers are required to have available on their Haiku -- including streamlined calendaring for assignments and assessments.	Administrators, Teachers, Tech Leads	Ongoing	
Category: Attendance-Support	Implement new attendance notification procedures and intervention processes.	Site Admin	17/18	Reduced amount of tardies and chronically truant students.
	Explain the new attendance component of the LCAP Dashboard to parents, and the importance of attendance.	Site Admin.	Spring 2017	Parent correspondence for interpreting the CA Dashboard and the importance of attendance.
	Staff utilize Aeries Early Warning System to identify students with problems earlier.	Counselors	Fall 2017	Updated student handbook.
	Reword student handbook to provide more clarity -- remove "may" and "can"- Unclear	Administration & Teachers	Spring 2019	
	Evaluate the effectiveness of new attendance procedures implemented.	Attendance Specialist & Administration	Monthly	
Category: Behavioral Supports	Provide comprehensive anti-drug and anti-alcohol education including guest speakers for students, a parent speaker series, and counseling groups.	Counselors, Site Admin.	Ongoing	School & district calendar of parent education nights.
	Develop and implement Athletic Leadership Team made up of representatives of all sports teams to work on developing sportsmanship, leadership and a positive school reputation	Site admin and Athletic Director	Ongoing	Guest speaker log, school resource officer & students support specialist classroom visit presentation,
	Continue evening speaker series regarding drug/alcohol use, depression/suicide, cyber-safety and parenting of teens.	Assistant Principal of Supervision, Safety and Facilities	3-5 events per year	Athletic Leadership meetings calendar and meeting notes PBIS Training Schedule

	Provide staff refresher training regarding Positive Behavior Intervention and Supports (PBIS)	Site admin and MTSS Committee	Annually & Ongoing	
Category: Social/Emotional Supports	Educate students and parents to be aware of and utilize counseling resources for students struggling with social emotional issues.	Counselors and Site Admin.	Ongoing	Counselor's Corner School Website Email blasts Student Support Specialist. CA Healthy Kids Survey Results
	Increase mental health resources on campus including direct student support for individuals or groups, guest speakers and partnerships with community resources.	District and Site Admin.	Ongoing	Breaker Live Archive Annual Mandatory Suicide Prevention Training Mandatory Mandated Reporter Training (annual) LBHS LOVES Website
	Provide specific social/emotional support to students, based on identified themes where support and skill building is necessary.	Student Support Specialist and guidance team	Ongoing	Social/Emotional Counselor (a.k.a Student Support Specialist) Calendar Suicide Prevention Month Covitality Screener
	Use school-wide announcement or Breaker Live to let more students know about the student support specialist we have on campus	Video production/ASB	2018-2019	
	Teachers training to be first contact- seeing signs -- of multiple social/emotional concerns of our students	Counselors, & teachers	Fall 2018 & Ongoing	
	Comprehensive support resources available through the school website & the LBHS LOVES.	Counseling Department & Web master	Ongoing	
	Increase on-site counseling services through the Social Emotional Counselor such as groups, lunchtime workshops, lunchtime activities.	School Support Specialist and Counselors	Ongoing	
Category: School Connectedness	Utilize Breaker Live video news, The Brush and Palette school newspaper, live announcements and video displays to reinforce positive behavior of students.	Site admin and program teachers	Periodically and Ongoing	Breaker Live Archive

	Implement a Student Senate to give students a more direct voice in schoolwide concerns	Site Admin.	Monthly	Brush and Palette Archive
	Continue to increase student leadership and mentorship roles through Peer Leadership ASB, Link Crew and other roles that support PRIDE characteristics.	Counselors, Activities Director, Teachers, Link Crew Advisers	Annually	Student Senate Calendar and Notes Rosters/Participation lists for Link Crew, Student Senate, ASB, Peer Leadership, Athletic Leadership Team, and Breaker Nation (cheering section).
	Increase student participation and voice through Link Crew, Student Senate, ASB, Peer Leadership, Athletic Leadership Team, Breaker Nation and any other appropriate forum to invite constructive student input and feedback	Site admin and specific staff	Ongoing	JumboTron, student announcements, social media feed, posters and fliers, and the website.
	Utilize social media to spread messages of safety and wellbeing including Brush and Palette school newspaper and online journalism, Breaker Live video news, the JumboTron, student announcements, social media, posters and fliers, the website and more.	Site administration, Activities Director, journalism teachers, video production teacher, & webmaster	Ongoing	LCAP Survey results. Reduction in teacher/parent or counselor/parent emails regarding coursework.
	Continue to build positive student culture in which students care for each other, themselves and their school. Continue student mentorship programs including Link Crew and Peer Leadership to develop support from upperclassmen to freshmen, increase student attendance at sporting events, link journalism programs (video, on-line, print and yearbook) to build cohesion, support and awareness, continue teaching and reinforcing PRIDE characteristics, utilize advisory and sports program to teach sportsmanship, have clubs conduct trash pick-up, etc.	Activities Director, site admin, teachers, coaches, staff	Ongoing	LBHS LOVES website

	Increase student's comfort level in reaching out to the faculty and staff for various supports.	All staff, counselors, & Administration	Ongoing	
	Communicate consistently through the teacher syllabus, counselor's corner, and email blasts that Haiku is the first point of contact for parents and students regarding questions about course work.	All staff, counselors, & Administration	Ongoing	
	LBHS LOVES -- a website "by students for students" with student generated content to foster inclusiveness and support.	Kristen Kaa & student group	Ongoing	
Category: College and Career Prep Supports	Offer matriculation testing to ALL seniors	College and Career Center Staff	Ongoing	October Testing Day Schedule
	Administer college tests to all 9th, 10th and 11th graders: PSAT 9, PreACT, PSAT-NMSQT	Counselors, admin and teacher teams	Ongoing	Matriculation test prep schedule and test dates
	The counselors will educate and inform students during the school day about preparation for college and career readiness through group presentations and during individual conferences	Counselors and Site Admin.	Annual group sessions and ongoing individual sessions.	Counselor's schedule to visit Senior classes in September every year.
	The counselors will offer parent evening events for each grade level that will focus on the preparation needed for college and career readiness throughout high school.	Counselors	Annually or more often as needed	Junior Conferences
	Utilize College and Career Website (Powerschool page) as a one-stop shop for college and career planning and resources.	All instructional staff, admin, and counseling staff.	Quarterly	College and Career Powerschool Webpage
				Student surveys for development of post-secondary plans.
				Increased student involvement in community organizations and businesses.
				Advisory lessons using CA Career Zone

	Utilize CA Career Zone as a part of the resources for students during Advisory lessons. .	College and Career staff, and admin.	Ongoing	Lesson plans or guest speaker schedules that involved parents and alumni as speakers.
	Assist students in the development of a personal post-secondary plan based on his/her skills, interests, aptitudes, experiences and preparation. Utilize College and Career Center webpage as a tool to assist in this planning.	Site admin, counselors, teachers, parents	Ongoing	College and Career Center Announcements via webpage, email blast or morning announcements.
	Individual Junior planning meetings with counselor student and parent.	Counselors	Annually	Teachers document their use of outside agencies in their classrooms.
	Provide individual sophomore meetings to identify academic direction.	Counselors, College and Career Specialist	Annually	College & Career Center List of partnerships & small/local businesses, and available mentorships
	Develop partnerships with community organizations and businesses to increase student interaction with experts in the field.	Site Admin, College/Career Specialist, CTE/CCA Teachers	Ongoing	
	Utilize Parents and Alumni as career speakers.	Site Admin, Teachers, College/Career Specialist	Ongoing	
	Increase connections to local businesses to include all departments.	Department Chairs, , Teachers, College/Career Specialist	Ongoing	
	Increase the college and career mentorship program, awareness of available programs, and opportunities to explore career options.	College & Career Center	Ongoing	

Critical Learner Need #3: More systematic and frequent processes to formally and authentically evaluate and revise courses, programs, student supports, new initiatives, and policies/procedures to ensure effectiveness.

LCAP/School Alignment: All teachers will be trained in and will utilize effective and engaging teaching strategies to maximize learning for every student as measured by direct observation.

Action Steps		Persons Responsible	Timeline	Measure of Progress
Category: Vertical and Horizontal Alignment	Build vertical alignment and sequencing in each department coordinated with state and national standards and assessments.	Department Chairs, Admin.	Annually	PLC Agendas
	Build vertical alignment with Thurston Middle School.	Site Admin. And Department Chairs	Annually	District planned time to allow for opportunities to articulate between Thurston Middle School and LBHS
	Build cross-curricular awareness, integration and consistency.	Site Admin. And Department Chairs	Ongoing	Common Rubrics and benchmark assessments.
	Facilitate regular grade-level core support team planning.	Admin, support teachers, counselors, core teachers	Quarterly	Writing Across the Curriculum
	Expand collaboration between departments regarding rubrics and benchmarks that are aligned with college preparedness and CCSS.	Dept. Chairs, Writing Across the Curriculum TOSAs, and Site Admin.	Ongoing	
	Need consistency among school sites for policies and procedures			

Category: Faculty Collaboration	Each department will produce goals and action plans based on relevant data.	Site Admin. And Department Chairs	Annually	Documented Department goals (SMART goals)
	Actively share, teach and use innovative applications for teaching and managing data such as Kahoot, Listenwise, Formative, EdPuzzle, Class Cards, Poll Everywhere, Remind, Class Dojo and countless others. Use PLCs, department chair meetings, staff meetings, and the Haiku page to share.	Teachers, site admin, instructional facilitator	Ongoing, weekly PLCs	PLCs, department chair meetings, and staff meetings agendas Analyze formative assessment website frequency/usage data (brightbyte surveys).
	Utilize PLC to analyze student data and identify effective instructional tactics as well as learn how to use supplemental online resources.	Department chairs, admin, teachers	Weekly	Instructional Services Haiku Webpage Illuminate reports
Category: Evaluating Effectiveness	Make staff aware of all relevant achievement data.	District and Site Admin, dept chairs	Ongoing	Staff meeting agendas Illuminate reports
	Observe, analyze and adjust instructional practices for effectiveness, engagement, relevance throughout the school to ensure state-of-the-art instruction.	Site Admin and Instructional Coaches	Ongoing	Evidence of effective instruction: <ul style="list-style-type: none"> ● D/F Data ● AP and Honors Enrollment ● Common assessment analysis ● High stakes testing data ● CAASPP Data
	Incorporate student and parent feedback data via surveys to examine and determine strengths and weaknesses in college and career readiness.	Site Admin and School Site Council	Annually	LCAP Survey results
	Obtain data regarding college graduation rates and other measures of success after graduation from LBHS.	Site Admin, MTSS, & Counselors	Annually	Results of alumni tracking
	More data from post-secondary student experiences is needed to prove the benefits of our college and career counseling: the percentage of students who successfully transfer from community college to a four-year college, the percentage of students who graduate from college, the percentage of students who achieve employment in their desired field, etc			

Category: Evaluating the effectiveness of: Programs (Rocket Ready, Link Crew, Student Senate, Athletic Leadership, etc...)	Add additional link crew activities throughout the year	Link crew leadership & site admin	Bi-Annually	Link Crew Calendar
	Create an effective method for staff to staff communication about goals of, progress, & accomplishments of programs (ie. Rocket Ready, the goals of Link Crew and assess its effectiveness the goals and progress of all leadership groups; Athletic Leadership, Student Senate etc.)	All Staff & Site Admin	Monthly	LCAP Survey Results (Staff questions only) Flyers/emails
Category: New Initiatives (i.e. Collaboration classes, teacher evaluation process, Instructional Coaches, etc...)	Develop a general process for evaluating new initiatives that includes all stakeholders	All Stakeholders	As needed	Summer meetings between the collab Teachers
	Develop an evaluation process needs for the collaborative teaching model by BOTH the Gen. ED and SPED teachers involved. The roles of each teacher in the collab relationship needs to be clearly identified before the course begins. Evaluation of collab course progress needs to be done periodically to ensure the plan is working and students skills are developing.	Gen. Ed. & Spec. Ed teachers, Site Admin	Summer collab development time. Progress eval day at least one per mid-semester	Consultant schedule for the collab Teachers Extra hourly pay for meetings between the collab Teachers. Student achievement data to show effectiveness of the collab model.
Category: Policies/ Procedures (i.e. attendance, use of electronics, anything listed in the student handbook).	Highlight a “policy of the week” for teachers	Administrators, Administrative Assistants, and Union Representatives	Weekly	Emails/Memos from HR.

APPENDIX



Western Association of Schools and Colleges *Full Self-Study Report*

November 5-7, 2018

Appendices

A. LCAP	1. Local Control and Accountability Plan (LCAP)
B Results of student questionnaire/interviews	1. Google forms given during Advisory 2. LCAP Survey Analysis (2017/18)
C Results of parent/community questionnaire/interviews	1. LCAP Survey Analysis (2017/18) 2. Google Form emailed to parents 3. School Calendar Amendment Survey/ Calendar Survey Analysis
D The most recent California Healthy Kids Survey	1. 2018 Survey Results
E. 2018/2019 Laguna Beach High School	1. Master schedule
F Approved AP Courses (2017/18)	1. course list (2017/18)
G. UC a–g approved course list	1. Course Catalog 2. 2018 Course Offerings 3. UC/CSU Approved Course List
H. Additional details of school programs	1. College & Career Advantage (CCA) 2. College & Career Haiku Page 3. CCA/ROP News for LBHS 4. IXL Learning 5. Grade Slam

I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information	1. Local Control Funding Formula - Funding Snapshot
J. School Accountability Report Card	1. SARC
K. CBEDS school information form	1. LBHS CA Dashboard (Equity Report) 2. College/Career Indicator Reports & Data 3. California Model Five-by-Five Placement Reports & Data
L. Laguna Beach High School Graduation Requirements	1. Graduation requirements
M. Any pertinent additional data (or have on exhibit during the visit)	1. District Office Points of Contact 2. Campus Map 3. Student Handbook 4. Bell Schedules 5. WASC Focus Group Participation Balance
N. Budgetary information, including school budget	1. LBUSD's Annual Report to the Community 2. School Budget
O. Glossary of terms unique to the school.	1. Glossary (see below)

4CLE	4C Learning Environment	IEP	Individual Education Plan
4Cs	Communication, collaboration, creativity, and critical thinking	JADE	Juvenile Alcohol and Drug Education
ACT	American College Test	LBHS	Laguna Beach High School
AMAO	Annual Measurable Achievement Objectives	LBUSD	Laguna Beach Unified School District
AP	Advanced Placement	LCAP	Local Control and Accountability Plan
API	Academic Performance Index	LCFF	Local Control Funding Formula
ASB	Associate Student Body	LEA	Local Education Agency
AYP	Adequate Yearly Progress	LTEL	Long-term English learners
BYOD	Bring your own device	MTSS	Multi-Tiered Systems of Support
CAA	California Alternative Assessment	NGSS	Next Generation Science Standards
CAASPP	California Assessment of Performance and Progress	OCDE	Orange County Department of Education
CAC	Community Advisory Committee	PAL	Peer Assistance Leadership
CAST	California Science Test	PBIS	Positive Behavioral Interventions and Supports
CCSS	Common Core State Standards	PBL	Project-based learning
CDE	California Department of Education	PLC	Professional Learning Community
CELDT	California English Language Development Test	PRIDE	Problem-Solving, Resiliency, Integrity, Dependability and Engagement
CHKS	California Healthy Kids Survey	PTA	Parent Teacher Association
CSU	California State University	RFEP	Reclassified English Proficient students
CTE	Career Technical Education	ROP	Regional Occupation Program
DART	District Attendance Review Team	RTEL	At risk of becoming long-term English learners
DBQ	Document-based questioning	Rtl	Response to Intervention
DELAC	District English Learner Advisor Committee	SAT	Scholastic Assessment Test
EAP	Early Assessment Program	SBA	Smarter Balanced Assessment
EL	English learners	SED	Socioeconomically disadvantaged students
ELA	English Language Arts	SEL	Social and Emotional Learning
ELAC	English Learner Advisory Committee	SPSA	Single Plan for Student Achievement
ELD	English Language Development	SSC	School Site Council
ELPAC	English Language Proficiency Assessment for California	STEAM	Science Technology Engineering Arts and Mathematics
EMS	EL Morro School	STEM	Science Technology Engineering and Mathematics
ESL	English as a second language	SWD	Students with disabilities
ESSA	Every Student Succeeds Act (2016)	TMS	Thurston Middle School
FIT	Facilities Inspection Tool	TOSA	Teacher on Special Assignment
FRRP	Facilities Repair and Replacement Plan	TOW	Top of the World School
FTE	Full time equivalent	TUPE	Tobacco Use Prevention Education
FY	Foster youth	UC	University of California
GATE	Gifted and Talented Education	UDL	Universal Design for Learning
HL	Homeless youth	VAPA	Visual and performing arts
HQT	Highly qualified teacher	WEB	Where Everyone Belongs