

LAGUNA BEACH UNIFIED SCHOOL DISTRICT



2005-2006 District Accountability Report Card

A District and State-wide Comparative Report of Student Progress and Proficiency

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal No Child Left Behind Act. Detailed information about our schools is included in individual Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our web site at www.lagunabeachschools.org. This report combined with any of the individual school report cards fulfills Title I annual reporting requirements and California's Proposition 98 annual reporting mandates.

TITLE I FUNDING AND SCHOOL STATUS

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional support staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Laguna Beach Unified School District has three Targeted Assistance schools.

NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the District's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the educational program. Enrollment information by school site can be found in each school's Annual School Report Card.

Total District Enrollment: 2,861		
	Number of Students	Percent of Enrollment
Gender		
Female	1,377	48.1%
Male	1,484	51.9%
Ethnicity		
African American	34	1.2%
American Indian	19	0.7%
Asian	91	3.2%
Caucasian	2,402	84.0%
Filipino	12	0.4%
Hispanic	226	7.9%
Pacific Islander	5	0.2%
Multiple or No Response	72	2.5%
English Language Learners		
English Learners (EL)	110	3.8%
Non EL	2,751	96.2%
Special Education		
Special Education	221	7.8%
Non Special Education	2,640	92.2%
Socioeconomic Status		
Socioeconomically Disadvantaged (SED)	149	5.2%
Non SED	2,712	94.8%

LAGUNA BEACH UNIFIED SCHOOL DISTRICT

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www.lagunabeachschools.org

BOARD OF EDUCATION

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EL MORRO ELEMENTARY SCHOOL

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TOP OF WORLD ELEMENTARY SCHOOL

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THURSTON MIDDLE SCHOOL

Joanne Culverhouse, Ed.D., Principal
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LAGUNA BEACH HIGH SCHOOL

Donald Austin, Ed.D., Principal
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STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Laguna Beach Unified School District offers students multiple opportunities to demonstrate mastery of the California State Content Standards. These assessments monitor the progress of students and measure the effectiveness of the instructional program. Measures include report card grades, CAT/6 and California Standards results, District trimester assessments in reading, writing, and math (Grades K-5), and District end-of-course assessments (Grades 6-12). In addition to District-established performance objectives, the State and Federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria.

NO CHILD LEFT BEHIND

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Adequate Yearly Progress (AYP)		
LBUSD		
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	No	No
Percent Proficient	Yes	Yes
API	Yes	
Graduation Rate	Yes	

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. Site-level information for comparison may be found in each school's School Accountability Report Card.

FEDERAL INTERVENTION PROGRAM

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs						
	Year Identified for PI	Year in PI (06-07)	Year Exited PI	Met 2006 AYP	# of Schools Currently in PI	% of Schools Identified for PI
LBUSD	-	-	-	Yes	0	0%
El Morro Elementary	-	-	-	Yes	-	-
Top of the World Elementary	-	-	-	Yes	-	-
Thurston Middle	-	-	-	Yes	-	-
Laguna Beach High School	-	-	-	Yes	-	-



CALIFORNIA STANDARDS TESTS (CST)

The California Standards Tests (CST) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Results from the CST's are used to identify the level of student mastery of the content standards tested and to assign proficiency levels of Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required, in accordance with NCLB guidelines, to report their CST results in comparison to the state average. In this report card, the percentage of Laguna Beach Unified School District's students achieving Advanced and Proficient levels is reported. Individual school results are reported in each school's Annual School Report Card and may be obtained at the school or District offices.

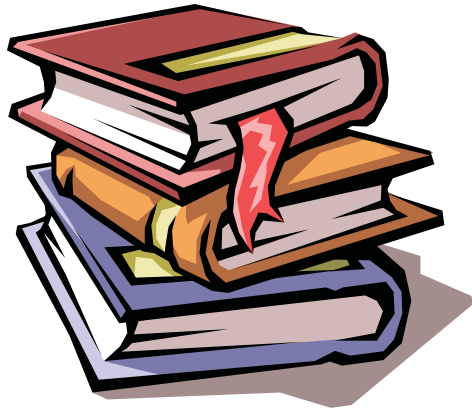
The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 5 and 11), and social science (grades 8 and 10-11). At the secondary level, students take end-of-course exams in each subject. For detailed course and grade level results, please visit the STAR web site: <http://star.cde.ca.gov/>. Comparative school level results may be obtained in each school's Annual School Report Card which is available at the school and District offices or on the District's web page at www.lagunabeachschools.org.

California Standards Test (CST)																															
Combined % of Students Scoring at Proficient and Advanced Levels																															
Language Arts																															
		2			3			4			5			6			7			8			9			10			11		
		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
All Students																															
LBUSD		55	75	73	51	56	70	68	74	81	76	79	74	60	71	70	66	64	66	62	64	62	51	73	67	42	69	59	47	57	61
California		36	42	47	30	31	37	40	47	49	40	43	43	39	41	41	36	43	43	33	39	41	37	43	44	35	36	37	32	36	36
Females																															
LBUSD		58	80	66	58	62	76	69	74	85	82	78	72	67	78	78	75	73	83	64	72	70	57	82	71	59	71	63	49	68	67
California		39	45	51	33	35	39	43	52	54	44	46	47	39	41	44	42	49	48	37	43	45	41	48	48	40	41	42	35	39	39
Males																															
LBUSD		52	70	78	46	49	67	67	75	76	72	78	75	52	63	65	56	55	69	59	56	53	45	65	62	26	67	54	43	47	55
California		32	39	43	28	29	33	36	44	46	36	39	40	33	35	38	32	38	38	29	34	37	32	38	40	31	32	33	29	33	33
Socioeconomically Disadvantaged (SED)																															
LBUSD		38	50	30	23	42	*	28	43	*	47	40	56	32	46	33	34	48	57	37	42	50	13	69	50	9	36	34	20	20	14
California		22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	20	28	28	18	22	25	20	26	27	18	20	21	17	21	21
Students with Disabilities																															
LBUSD		*	*	20	7	23	43	14	32	53	24	36	32	12	31	26	8	0	28	*	*	7	0	8	8	9	0	9	*	20	*
California		16	19	23	14	13	16	16	19	20	13	15	14	9	10	12	7	10	11	6	8	9	6	8	9	5	5	6	5	5	6
Caucasian																															
LBUSD		57	78	77	54	56	72	71	78	81	80	81	76	65	72	70	70	68	77	65	68	65	54	73	68	43	73	61	51	60	66
California		53	61	35	48	51	55	59	68	69	60	63	63	56	58	61	55	61	61	51	58	62	26	61	63	53	53	54	46	50	50
Hispanic																															
LBUSD		37	41	26	21	42	*	40	45	73	33	48	47	29	38	50	44	33	50	37	38	43	19	71	46	7	28	30	19	8	32
California		22	28	33	17	17	22	25	32	35	25	27	29	20	22	26	22	28	28	18	23	25	21	26	28	19	20	21	17	21	21

Math																			
		2			3			4			5			6			7		
		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
All Students																			
LBUSD		74	83	76	69	75	82	70	75	80	70	78	79	59	70	72	62	61	70
California		51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	33	37	41
Females																			
LBUSD		75	86	68	65	74	84	65	74	78	72	77	78	59	70	72	59	64	73
California		50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	32	37	41
Males																			
LBUSD		74	80	84	71	75	80	75	75	82	69	79	78	60	71	72	64	59	69
California		52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	33	37	41
Socioeconomically Disadvantaged (SED)																			
LBUSD		64	50	36	46	58	*	50	58	*	47	46	55	33	47	40	38	41	36
California		40	45	48	36	44	46	32	38	42	25	32	35	22	26	28	20	23	27
Students with Disabilities																			
LBUSD		*	*	34	28	31	50	7	36	33	12	30	27	12	23	31	23	6	14
California		29	33	34	26	29	31	20	22	25	12	17	18	10	11	12	7	8	10
Caucasian																			
LBUSD		77	84	80	72	77	84	72	77	81	72	81	81	62	71	73	65	66	73
California		67	73	74	64	70	73	61	65	68	51	58	64	51	58	58	48	52	58
Hispanic																			
LBUSD		48	58	38	48	48	*	48	48	53	39	53	60	29	38	55	37	29	28
California		39	44	47	36	43	46	33	38	43	25	33	36	21	26	29	18	23	28

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Combined % of Students Scoring at Proficient and Advanced Levels



	Science				Social Science								
	5			8	8				10			11	
	04	05	06	06	04	05	06	04	05	06	04	05	06
All Students													
LBUSD	61	67	67	67	67	58	55	59	71	70	64	68	63
California	24	28	32	38	28	31	34	27	31	30	32	37	35
Females													
LBUSD	51	60	67	63	63	57	55	53	64	67	65	73	68
California	22	26	30	34	26	30	31	25	28	27	31	36	34
Males													
LBUSD	70	74	68	69	71	58	55	64	79	74	65	64	59
California	26	32	34	41	29	33	36	31	34	33	34	37	37
Socioeconomically Disadvantaged (SED)													
LBUSD	47	34	45	54	38	36	50	27	44	45	62	33	20
California	11	14	18	23	14	17	19	15	18	17	19	23	21
Students with Disabilities													
LBUSD	30	35	31	14	*	*	7	50	27	*	*	38	*
California	10	12	14	11	7	9	10	6	7	30	8	8	35
Caucasian													
LBUSD	63	70	71	67	68	61	57	61	74	72	65	71	67
California	42	49	52	55	41	47	51	40	44	45	44	48	48
Hispanic													
LBUSD	28	48	34	45	48	38	43	31	50	48	59	31	33
California	11	14	18	23	14	17	20	15	17	17	19	23	21

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

NCLB HIGHLY QUALIFIED TEACHERS

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Under NCLB, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications.

Courses Taught By Highly Qualified Teachers

	% of Core Courses Taught By Highly Qualified Teachers	% of Core Courses Taught By Non-Highly Qualified Teachers
El Morro Elementary	100.0%	0.0%
Top of the World Elementary	100.0%	0.0%
Thurston Middle School	100.0%	0.0%
Laguna Beach High School	100.0%	0.0%
LBUSD	100.0%	0.0%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	100.0%	0.0%

