

Laguna Beach Unified School District

2002-2003 NCLB Annual Report

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.

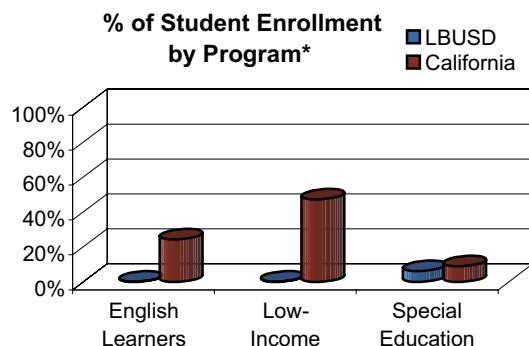
Title I Funding and School Status

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.

2002-2003 Enrollment by Ethnic Group	
	Percent
African American	0.9%
American Indian	0.7%
Asian	2.8%
Caucasian	82.9%
Filipino	0.7%
Hispanic	9.8%
Other	2.0%
Pacific Islander	0.1%



Laguna Beach Unified School District

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Laguna Beach, California 92651
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www.lagunabeachschools.org

Board of Education

El Hathaway
Betsy Jenkins
Kathryn Turner
Jan Vickers
Robert Whalen

District Administration

Theresa A. Daem, Ed.D.
Superintendent of Schools

Steven E. Keller, Ed.D.
Assistant Superintendent
Instructional Services

Norma Shelton
Assistant Superintendent
Business Services

Mary Wuertz
Director
Special Education/Student Services

Eric H. Jetta
Director
Facilities and Grounds

El Morro Elementary School

Dr. Joanne Culverhouse, Principal
(949) 497-7780

Top of World Elementary School

Ron LaMotte, Principal
(949) 497-7790

Thurston Middle School

Christopher Duddy, Principal
(949) 497-7785

Laguna Beach High School

Nancy Blade, Principal
(949) 497-7750



NCLB-Approved Standardized Test: California Standards Tests

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.

California Standards Test (CST)																																				
2001, 2002, 2003																																				
Combined % of Students Scoring at Advanced & Proficient Levels																																				
English/Language Arts - District and State Results																																				
	2			3			4			5			6			7			8			9			10			11								
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03			
All Students																																				
LBUSD	68	65	60	60	59	68	69	64	77	57	67	75	46	56	73	53	52	68	59	58	58	60	55	60	58	55	57	59	55	53						
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36	32	33	36	32	32	31	28	33	38	31	33	33	29	31	32						
Subgroups*																																				
Male																																				
LBUSD	63	67	60	52	53	69	60	62	72	57	64	68	44	56	70	43	48	62	51	46	53	46	49	49	52	40	44	49	47	43						
California	29	29	30	28	31	29	30	33	37	26	28	36	28	28	29	28	30	31	29	28	30	25	28	43	27	28	33	26	28	30						
Female																																				
LBUSD	74	63	59	67	65	67	78	67	83	58	68	81	48	55	75	64	57	74	68	68	64	74	61	72	65	72	67	68	62	64						
California	34	35	40	33	36	37	35	40	43	31	33	39	33	32	38	35	37	40	36	37	35	33	36	42	36	38	38	32	35	37						
EL																																				
LBUSD	27						0																													
California	12	14	19	9	12	13	7	10	15	4	6	9	4	4	6	3	5	5	3	3	4	2	3	6	2	3	4	2	3	3						
Non EL																																				
LBUSD	70	67	60	62	61	67	72	70	77	59	68	75	47	57	73	56	54	68	62	59	58	60	57	61	58	57	57	59	55	54						
California	42	41	45	40	44	42	43	46	49	37	39	44	39	38	45	38	41	44	38	39	38	34	39	46	37	39	41	34	36	38						
SED																																				
LBUSD	27			33 27			29 36			37 23			4			32			24			28 25			43 25			36								
California	17	18	23	14	18	20	16	19	24	13	14	20	14	14	19	14	16	19	14	14	15	12	15	20	13	14	16	12	14	16						
Non SED																																				
LBUSD	70	70	60	63	60	67	73	70	77	59	71	74	52	56	73	57	52	68	63	58	58	63	57	61	60	58	57	60	55	54						
California	51	51	55	50	54	52	53	56	59	46	49	54	48	47	54	45	48	51	45	46	43	38	42	49	40	42	43	36	38	40						
Special Education																																				
LBUSD	64	20 38		36 48		15 28		25			8			7			0 20			0 0			8													
California	17	16	17	15	17	15	14	15	15	9	11	12	7	8	10	5	6	7	5	5	5	4	7	7	4	7	5	4	7	5						
Caucasian																																				
LBUSD	66			74			82			78			79			71			62			61			62			55								
California	50	54		53	52		56	59		49	54		48	56		51	54		50	47		50	57		49	50		45	46							
Hispanic																																				
LBUSD	34			28			30			44			41			45			30			33			26			50								
California	17	23		18	19		19	14		15	20		14	19		17	20		15	15		16	20		16	17		14	16							
*Only subgroups with 10 or more valid scores are reported.																																				
<i>EL - English Learners SED - Socioeconomically Disadvantaged</i>																																				
Due to the moderate number of students tested, scores are not disclosed.																																				
STAR testing data unavailable from the California Department of Education.																																				

The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 9-11), and social science (grades 8-11). In this report, only English/language arts and math scores are required to be reported. English/language arts results cover three years of testing. Math scores for grades 2-7 cover two years of testing. At the secondary level, students take end-of-course exams in each subject. The math results reported include the combined scores of all grade levels taking the tests. Summative results for end-of-course exams are only available for 2003. 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)													
2002, 2003													
Combined % of Students Scoring at Advanced & Proficient Levels													
Mathematics - District and State Results													
	Grade-Level Mathematics Standards						Subject-Area Mathematics Standards						
	2	3	4	5	6	7	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math		
All Students	02 03	02 03	02 03	02 03	02 03	02 03	03	03	03	03	03		
LBUSD	74 81	55 72	55 73	44 57	54 61	51 57	47	45	33	21	48		
California	43 53	38 46	37 45	29 35	32 34	30 30	20	21	26	29	43		
Subgroups*													
Male													
LBUSD	84 80	61 82	53 73	45 61	60 63	54 59	46	37	33	16	58		
California	45 54	39 47	38 46	30 35	33 35	29 29	20	21	28	32	47		
Female													
LBUSD	63 81	48 62	57 72	42 55	49 60	48 56	49	52	32	27	39		
California	41 51	36 43	37 46	28 35	32 34	29 30	20	22	24	26	40		
EL													
LBUSD	33		7										
California	27 37	22 30	18 29	10 15	11 11	9 8	9	9	11	19	24		
Non EL													
LBUSD	77 82	58 73	59 73	45 58	56 61	53 57	47	45	33	22	48		
California	52 61	46 53	46 53	37 42	39 42	35 36	25	24	29	30	44		
SED													
LBUSD	53	25	34	14									
California	30 41	25 34	24 33	16 22	19 19	16 16	13	13	13	17	23		
Non SED													
LBUSD	76 81	57 73	59 73	47 58	56 61	51 58	47	45	33	22	48		
California	61 69	55 62	54 62	45 50	48 50	41 43	27	26	32	33	48		
Special Education													
LBUSD		38	16 47	28	17	0	13						
California	27 31	21 24	18 20	12 12	9 9	6 6	5	6	10	19	7		
Caucasian													
LBUSD	84	76	78	61	67	61	54	47	34	22	50		
California	61 71	55 61	53 61	44 49	48 52	43 44	33	30	35	32	47		
Hispanic													
LBUSD	56	44	35	31	31	22	17	28	9				
California	30 40	25 33	24 33	16 22	19 19	15 16	13	11	11	14	18		

***Only subgroups with 10 or more valid scores are reported.**

EL - English Learners SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, scores are not disclosed.

STAR testing data unavailable from the California Department of Education.

California High School Exit Exam

The California High School Exit Examination (CAHSEE) is a state-mandated test that measures a student's ability in reading, writing, and math. Beginning in the 2005-06 school year, students must pass both the English/Language Arts and Mathematics portions of the examination, as well as meet district requirements, in order to receive a high school diploma. The test is administered every spring to students in the tenth grade. The adjacent table illustrates district-wide cumulative results compared to other students in the state who took the test. The number of students tested includes repeat test takers who may have taken the exam multiple times during the school year. To maintain confidentiality, the percentage of Socioeconomically Disadvantaged students who passed is not disclosed.

California High School Exit Exam Cumulative Results				
Laguna Beach Unified School District				
English/Language Arts			Math	
# of Students	%	# of Students	%	
Tested	Passing	Tested	Passing	
All Students	234	91%	246	84%
Spec. Ed.	26	73%	30	57%
EL	11	45%	11	45%
SED	5	*	4	*
California				
All Students	574,794	66%	725,123	43%
Spec. Ed.	70,631	28%	76,352	14%
EL	135,319	33%	156,753	22%
SED	209,207	51%	263,529	31%

**Due to the moderate number of students tested, results are not disclosed.*

Adequate Yearly Progress

The No Child Left Behind Act requires all students to perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires the evaluation and reporting of all students' academic progress, including students in significant subgroups such as English language learners, socioeconomically disadvantaged students, students with disabilities, and other ethnic populations.

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of 100% at-or-above proficiency rate by the year 2014 as required by NCLB. Beginning with spring 2003 test results, schools and districts must achieve the following:

Elementary and Middle Schools: A 13.6% at-or-above proficiency rate in English/language arts and 16.0% for math on California Standards Tests (CSTs), a 95% or above participation rate on the CSTs (grades 2-8), and an API of 560 or one point of API growth each year.

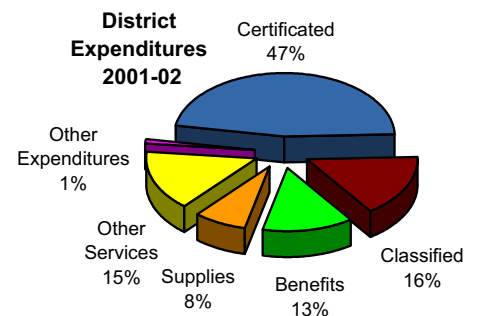
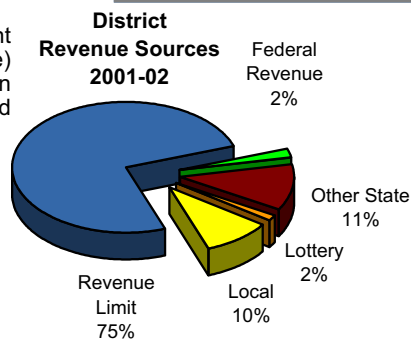
High Schools: An 11.2% at-or-above proficiency rate in English/language arts and 9.6% for math on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Unified School Districts: A 12.0% at-or-above proficiency rate in English/language arts and 12.8% for math on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning in the 2003 AYP reporting cycle, schools receiving Title revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Schools participating in program improvement are required to modify instructional programs and employ necessary strategies to ensure students reach federal and state proficiency standards.

Revenues & Expenditures

For the 2001-02 school year (the most recent year for which state comparison data is available) Laguna Beach Unified School District spent an average of \$8,045 to educate each student (based on 2001-02 audited financial statements).



Adequate Yearly Progress (AYP) 2003 LBUSD					
California Standards Tests (CST) and California High School Exit Exam (CAHSEE)					
Phase I:	% Participation Rate			% Proficient or Advanced	
	English/ Language Arts	Mathematics	English/ Language Arts	Mathematics	
Target	95%	95%	12.0%	12.8%	
	Met Target? Yes or No				
	Met	%	Met	%	Met
All Students	Yes	98.7%	Yes	98.3%	Yes
Subgroups*					
Students w/Disabilities	Yes	99.1%	Yes	95.0%	Yes
Caucasian	Yes	98.9%	Yes	98.3%	Yes
Hispanic or Latino	Yes	98.3%	Yes	98.3%	Yes
			Yes	31.8%	Yes
			Yes	74.1%	Yes
			Yes	38.7%	Yes
			Yes	35.7%	
Phase II:	Academic Performance Index (API)			Graduation Rate	
	Target	560 or 1 point growth		82.8% or 0.2 increase	
	Met Target? Yes or No				
	Met	Score	Increase	Met	%
Districtwide	Yes	831	36	Yes	96.1

SED - Socioeconomically Disadvantaged
*Only numerically significant subgroups are required to be reported.

District & Schools Meeting AYP Criteria for 2003	
	Phase I & II
LBUSD	Yes
El Morro Elementary*	Yes
Top of the World Elementary	Yes
Thurston Middle*	Yes
Laguna Beach High	Yes
*LBUSD schools receiving Title I funds	
Phase I is based on results of and participation rate in California Standards Tests and the California High School Exit Examination.	
Phase II is based on API Growth and Graduation Rates.	
Title I Program Improvement (PI) Schools	
Number of PI Schools in District	0
Percent of PI Schools in District	0%