

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Donald Austin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Laguna Beach High School

(As it should appear in the official records)

School Mailing Address 625 Park Avenue

(If address is P.O. Box, also include street address.)

Laguna Beach

California

92651-2340

City

State

Zip Code+4(9 digits total)

County Orange

State School Code Number\* 051320

Telephone (949) 497-7750

Fax (949) 497-7766

Web site/URL www.lbusd.org

E-mail daustin@lbusd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Robert Fraisse

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Laguna Beach Unified

Tel. (949) 497-7700

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. El Hathaway

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 2 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 4 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8005  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 7645

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 2 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 5 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	124	118	242
2			0	10	136	130	266
3			0	11	140	159	299
4			0	12	132	129	261
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1068</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 7  | % Hispanic or Latino               |
| 88 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 11 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	30
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	86
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	116
<b>( 4 )</b>	Total number of students in the school as of October 1	1068
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.11
<b>( 6 )</b>	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 2 %  
18 Total Number Limited English Proficient

Number of languages represented 4

Specify languages: Spanish, Mandrin, Marshallese, Other

9. Students eligible for free/reduced-priced meals 4 %

Total number students who qualify: 44

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{5}{57}$  % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>28</u>	Specific Learning Disabilit
<u>5</u>	Emotional Disturbanc	<u>7</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>49</u>	<u>2</u>
Special resource teachers/specialist	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>22</u>	<u>12</u>
Total number	<u>76</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of 29 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	96 %	94 %	93 %	93 %	92 %
Teacher turnover rate	2 %	3 %	3 %	2 %	2 %
Student drop out rate (middle/high	1 %	1 %	1 %	1 %	1 %
Student drop-off rate (high school	1 %	1 %	1 %	1 %	1 %

Please provide all explanations below

Student dropout rate actual is less than 1% for all years above: 02-03 = 0.4%, 03-04 = 0.1%, 04-05 = 0.2%, 05-06 = 0.5% 06-07 = 0.1%

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	224	
Enrolled in a 4-year college or university	60	%
Enrolled in a community college	29	%
Enrolled in vocational training	4	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	7	%
Unknown	0	%
<b>Total</b>	100	%

## PART III - SUMMARY

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Laguna Beach High School was established in 1934 in the tiny artist colony of Laguna Beach. 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. Current students recognize the rich tradition of the school and those who have gone before them.

Laguna Beach High School currently serves a little over 1,000 students in grades 9-12. Over 90% of all graduating seniors continue their education at the collegiate level according to student surveys and counselor contact. LBHS was recognized as a California Distinguished School in 2007, placing the school among the top 5% of the state. Additionally, News Week Magazine listed the Breakers as one of the Top Schools in America in 2007, as determined by the large percentage of students taking Advanced Placement exams. Students choose from a plethora of rigorous courses and meaningful electives. Additionally, all students are required to complete a minimum of 40 approved community service hours, although the majority of students significantly exceed the standard.

Visual and Performing Arts have always played a significant role at Laguna Beach High School and in the community. Students perform in high-quality productions in the Artists Theatre. The performing arts program won the 2007 Macy Award for Most Spectacular Production in all of Orange County. The high school dance program has gained national notoriety over the years from some of the top dance organizations and publications in the field. Students begin choral training in middle school and participate in joint performances with the high school. The band program also coordinates with the middle school to nurture the talent in band, jazz band, and strings. The visual arts program allows students to develop their talents in photography, digital media, and ceramics. Partnerships with local artists allow students to work with parishioners from our community. Student work is often displayed in prominent local venues.

Laguna Beach High School makes every effort to place students in positions to identify and develop their personal strengths and talents. Students are encouraged to experiment in areas of interest and take positive academic risks. The student body supports each other and promotes a safe and relaxed school culture. It is safe to say that there is something for everyone at LBHS!

Laguna Beach High School Philosophy: The educational experience is founded on a commitment by students, parents and staff to create a community of learners that nurtures the development of each student to reach maximum potential. A small student body enrollment cultivates student/staff relationships that value serving each student as an individual. Parents and staff work together to support students to achieve excellence in academics and to maximize each student's potential to learn and make a positive contribution to our world.

Laguna Beach High School Vision Statement: To provide a collaborative, challenging education that addresses the unique talents and varied needs of all students in a climate of mutual respect, and to promote personal responsibility for integrity, learning and global citizenship.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school's or local educational agency's (LEA's) performance level, based on the results of statewide testing. The 2006 Base reports reflect results of statewide testing in 2006, and the 2007 Growth reports reflect results of statewide testing in 2007. The API was established by California's Public Schools Accountability Act (PSAA) of 1999. The PSAA has three main components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program.

Results from the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE) are used in calculating the API. The statewide API performance target for all schools is 800. A school's growth is measured by how much it is moving toward or past that goal. A school's Base API is subtracted from the next year's Growth API to determine how much the school grew in a year (<http://www.cde.ca.gov/ta/ac/ap/documents/infoguide07g.pdf>).

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

Laguna Beach High School students score strongly in all California assessments. Ninety-four percent of our sophomore students pass the California High School Exit Exam in English on their first attempt. Additionally, ninety-four percent of our sophomores receive passing grades on the mathematics portion of the Exit Exam in their first attempt. Our scores significantly surpass the state pass rates in English (77%) and mathematics (76%). California also measures students by using more rigorous criteria to determine proficiency levels using the same Exit Exam. Again, Laguna Beach High School significantly outperformed the rest of the state. Our students posted proficiency rates of seventy-nine percent in English (60% state-wide average) and seventy-one percent in mathematics (50% state-wide average).

The California Standards Tests (CST) is given in each end of course core course. Using the more complicated formula to determine our Academic Performance Index (API) score, Laguna Beach High School shattered the state average, earning the highest rank of 10 awarded to California schools. Scores for our 11th grade students routinely break the sixty percent barrier for advanced and proficient deciles in English. The trend now shows us that our freshmen and sophomore students are experiencing great success in English manifested by proficient and advanced scores in the mid-sixty percent range. Our mathematics scores are equally as impressive, with many courses boasting proficient and advanced scores in the 60 percent range.

Over seventy-five percent of our students participate in the SAT I (state average is 36%). Our scores compare favorably with the state with average scores in the verbal section of 552 (state average of 493), 564 in mathematics (state average of 513), and 552 in writing (state average of 491). Additionally, fifty-six percent of our tested students score over a 1,500 on the SAT (state average is 26%).

The combination of CST, SAT, and California High School Exit Exam scores, gives Laguna Beach High School many reasons to believe the needs of our students are being met at the highest level.

### 2. Using Assessment Results:

The district Quest for Excellence (Q4e) structure, combined with weekly Professional Learning Communities (PLC) gives our staff consistent opportunities to discuss curricular issues. Student assessment data is provided to the staff through DataWorks to help teachers analyze large data samples and trends. Staff members have been trained by Dr. Alan Daly from the University of California at San Diego regarding the use of data-driven decision-making principles. PLC collaboration is held weekly in a structured environment with the task of evaluating data, posing important questions, and finding the next 'right' answers. PLC time has also been dedicated to reviewing our site trends in standardized testing and local assessments. Teachers have a strong understanding of research-based programs and value quantitative and qualitative data. One example of the shift to data collection resulted in a SSC discussion

regarding the identification of behaviors exhibited by under-achieving students. Our new mantra of 'don't guess when you can ask' prompted our Science Department to question some of their lower-achieving students about the reasons they were not successful. Instead of sitting around a table of adults trying to guess, we were able to give our panel the direct answers from under-achieving students. The SSC was then able to create a plan for these students without having to decide if their assumptions were correct. Curriculum is modified through a collaborative PLC process. Revisions that reach the point of a significant re-write return to Curriculum Council for eventual Board approval. Our PLC model has provided the vehicle necessary to promote and support our culture of continuous improvement at Laguna Beach High School.

### **3. Communicating Assessment Results:**

The school vision and supporting data is shared through a variety of mechanisms. Parents receive routine phone and email messages through the school messenger system. Parents consistently receive between one and five messages per week. Messages often target school expectations, upcoming assignments, and information specific for identified students. Messages also highlight academic successes and outline goals for future growth. PTA newsletters are produced bi-monthly and include a message from the principal. These messages often deal with putting assessments in perspective and underscore our desire for all students to reach their full potential. The School Accountability Report Card (SARC) is updated yearly and distributed to parents. The SARC has assessment data and statistics regarding school safety, staffing, and facilities. Our electronic message board sits prominently on the corner of Park Avenue and Short Street, allowing us to effectively communicate with the greater community. Our Associated Student Body (ASB) recently implemented a plan to conduct classroom presentations to explain standardized test scores, the importance of giving their personal best effort, and the implications of our scores upon the reputation of our school. The principal and superintendent regularly speak at service clubs, PTA meetings, and school functions. Additionally, Laguna Beach sponsors 'Coffee Break' presentations each month open to the entire community. These dates are devoted to addressing the successes, failures, vision, and direction of the district. Sessions often address academic achievement and routinely focus directly upon the only high school in our district.

### **4. Sharing Success:**

Our PTA sponsors monthly meetings called Coffee Breaks to create opportunities to educate our parents about timely events or trends that impact our students. The meetings are held at the local Surf & Sand Hotel and run from 8:30 a.m. to 10:00 a.m. Meetings attract approximately 150 participants per topic, depending upon the content of the session. Coffee Break speakers are arranged by Dr. Judith Anderson as part of an ongoing effort to inform our community of relevant school-related topics. The principal routinely presents for school districts and educational conventions to share strategies dealing with at-risk students. The principal has worked in administrative positions in four school districts and maintains relationships with the leadership in each district. Conversations take place daily with surrounding districts to discuss best-practices. The superintendent has created a consortium among districts with similar characteristics to tackle common issues. This consortium has helped to explore policies and instructional strategies that directly impact student impact. Through our partnership with like-districts, we have been able to avoid repeating mistakes while fostering a collaborative problem-solving group.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current standards-aligned textbooks and materials are available to support our school's instructional program. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to check out and take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

Curriculum is aligned to the state standards and in accordance to our Board of Education policies. Courses are revised through PLC meetings as one step in the quest for continuous improvement. Students are encouraged to take a rigorous curriculum to obtain the mandatory 230 credits needed for graduation. The Curriculum Council meets regularly to discuss trends in education and their implications for our students. Doug Reeves' mantra of 'weeding the garden' is used to remove outdated curriculum and replace the content with relevant and meaningful material. ROP courses are evaluated to ensure a well-rounded program for all students. Courses in ROP address the needs of our students through dance, technology, dentistry, auto-mechanics, digital media, and silk-screening.

Students are given the opportunity to attempt the most rigorous programs on campus through an admittance procedure or a parent / student waiver. With roughly 1/3 of our students enrolled in our Honors and AP courses, LBHS has a reputation for preparing our students for the top universities in the nation.

The Laguna Beach High school core program provides students with an opportunity to excel in a plethora of areas. Our English department is committed to developing skilled writers with critical thinking skills. Emphasis is placed on literary response and analysis, vocabulary and concept development, oral language conventions, rhetorical devices, and speaking applications. The program scaffolds learning between grade levels and reinforces key concepts. English courses are offered at the college preparatory, honors, and advanced placement levels. Our foreign language department offers a wide range of courses in Spanish and French. The vast majority of our students enroll in a foreign language for all four years. The Laguna Beach Unified School District offers Spanish for all students, beginning in kindergarten. Our students routinely enter college with the ability to skip multiple classes in either Spanish or French. Our mathematics department offers courses from Algebra I through Calculus BC. Our three year graduation requirement serves as a minimum for most students. Nearly ninety percent of our students are enrolled in a math course. The science department offers courses in biology, life science, earth science, anatomy and physiology, chemistry, physics, marine biology, and advanced chemical research. Although LBUSD has a two-year graduation requirement, over 75% of our students take physics or higher courses in science. Our social studies curriculum focuses on fundamental principals of societies. Students are expected to gain a global perspective on issues from the past and present. The curriculum necessitates the ability to articulate ideas clearly through writing and speaking. Our visual and performing arts are known around the country as some of the finest programs offered at a public school. The history of Laguna Beach is tradition-rich with artists. Students have the luxury of working with top professional artists in ceramics, photography, and painting. Students perform in the historic Artists Theatre, constructed in the 1930's as one of the original buildings on the campus of Laguna Beach High School. The performing arts program includes dance, choral music, band, jazz band, and drama.

### 2b. (Secondary Schools) English:

Our English department is committed to developing skilled writers with critical thinking skills. Emphasis is placed on literary response and analysis, vocabulary and concept development, oral language conventions, rhetorical devices, and speaking applications. The program scaffolds learning between grade levels and reinforces key concepts. English courses are offered at the college preparatory, honors, and advanced placement levels. All teachers follow collaboratively developed pacing guides with established benchmark assessments. Writing prompts are scored with a common rubric and returned with meaningful feedback. A

writing lab specialist is employed by Laguna Beach High School to assist in the development and revision of writing assignments. After-school tutoring is also available to all students. Our tutoring program is staffed with our full-time English faculty members. Our school recently implemented the Scholastic READ 180 program for students identified as deficient in reading skills. READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Our READ 180 teacher, Rachel Sweet, has been properly trained to address phonemic awareness, phonics, fluency, vocabulary, and text comprehension. All Read 180 students have made progress, often with dramatic improvements. All students have the opportunity to attend Student Directed Learning (SDL) each Thursday morning between 7:30 ' 8:30 with their teachers. Although the staff is required to be available during the time period, students have the option of coming to school for extra help. Teachers report that roughly 20% of the school attends SDL each Thursday, allowing for individual attention and time to tackle curriculum with students who may be struggling. Students also use the additional time to work in the library, which is routinely filled with an excess of 50 students during SDL. The library is also heavily utilized during each lunch period, consistently serving 60+ students each day. Peer tutoring is available for any student who requires additional support, but desires to work with another student. Over 30 of our students volunteer as peer tutors to help struggling or disadvantaged students. Peer tutors often realize personal growth through the process, which includes training and required meetings with a certificated teacher.

### **3. Additional Curriculum Area:**

The visual and performing arts programs allow creative outlets for students. The strong tradition of art in Laguna Beach reaches back to the early days when Laguna was established as an artists' colony. The tradition is alive and well today with some of the finest artist in the country residing and performing in our town. Guest artists and adjunct faculty members routinely visit our students to encourage the exemplary work that takes place on our campus. Our visual and performing arts courses are UC approved and meet rigorous standards. Our visual and performing arts programs include dance, choral, instrumental music, ceramics, digital media, and photography. One of our students was recently commissioned by the United States Navel Academy for a ceramic piece to be displayed in their aquatics center. The piece was a featured in several local and national media publications. Panel assessments are used in the dance program to add a degree of formality and encourage local experts to participate in the critical evaluation of our students. This invaluable feedback is used to prepare our students for some of the most prestigious performing arts universities in the nation. Our Laguna Beach High School Dance Company has been featured in various national magazines for their level of performance in regional and national competitions. The dance and drama productions routinely perform to sell-out crowds in our 460 seat theatre, constructed in the 1930's as part of the Works program. Community groups are encouraged to use our facilities as part of our good-will partnership. As a result of our collaborative relationship with the community, local professionals serve on advisory panels for our visual and performing arts.

### **4. Instructional Methods:**

The concept of Professional Learning Communities (PLCs), whereby students, faculty, administrators, classified personnel and parents collaborate to better achieve the goals of improving instruction for all students, was introduced to the school in the 2004-2005 school year. As a result, each department at the high school conducts a weekly departmental PLC, and within each department, a PLC exists for each subject matter.

As a result of these collaborations, each department comes up with specific goals for each subject. These goals, as articulated by Richard and Becky DuFour's PLC process, are defined by the following criteria: Each goal must be Strategic and Specific, Measurable, Attainable, Results-oriented and Time Bound. These goals as part of the PLC process, are known as 'S.M.A.R.T' goals.

The PLC process has allowed our staff to explore best-practices for instructional delivery of material. Direct instruction techniques are supplemented with an increase in the use of instructional technology. The use of PC tablets has dramatically impacted the presentation of key material. Recently, PC tablets were purchased for the entire math department at the completion of several district-sponsored training sessions. The tablets were the result of honest conversations about the level of engagement demonstrated by our students. Teachers suggested the use of tablets as a vehicle to quickly and accurately assess students several times during a lesson. Students and teachers use streaming video links to enhance PowerPoint presentations. The integration of student-generated video for projects became so wide-spread that we recently purchased licenses of Final Cut Pro for all library computers.

Laguna Beach High School is the U.S. representative for a new, international videoconferencing program called the Four Nations Classroom. Created by Canadian social studies teacher Terry Godwaldt, the extracurricular pilot class is intended to expose students to the perspectives and experiences of their high school counterparts in Canada, Australia, Pakistan and Mexico. The partnership is one piece of our goals to expose students to a global perspective. Laguna Beach High School students also have the opportunity to take courses on-line through Pearson Education's NovaNET. Students can work on numerous UC approved courses via the on-line system in a classroom setting or from their home.

#### **5. Professional Development:**

Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators and instructional aides. The district offers three staff development buy-back days annually where teachers are offered a variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers participate in additional training on professional learning communities, data analysis, and technology. Staff development topics are based on needs assessment, input and feedback, STAR testing, and classroom observations.

Laguna Beach Unified offers extensive professional development opportunities related to instructional technology. The technology professional development offers classes in a variety of topics and for a range of skill levels. Everything from basic blogging to video podcasting and movie making are covered. Students have demonstrated increased levels of engagement as a result of exposure to PC tablets and on-line courses. Laguna Beach High School also has a teacher on special assignment that offers specialized professional development in technology. He offers skills in PowerPoint, the Read-Write Web, and other powerful instructional strategies.

Laguna Beach Unified School District researches professional development topics thoroughly to ensure current best practices are implemented by staff to improve student achievement. This philosophy is reflected in the recent training of all department chairs with Dr. Alan Daly from the University of San Diego. He conducted a two-day workshop to create a team level focus and improve the efficiency of department Professional Learning Communities. The training led to an examination of our instructional practices, school-wide goal setting processes, and focused attention upon student achievement using data from internal and external assessments.

In addition to staff development opportunities that focus on Professional Learning Communities, technology and best practices to ensure student achievement, Laguna Beach Unified School District provides training that allows teachers to meet their professional obligations. The most recent example of this would be the Cross-Cultural, Language, and Academic Development (CLAD) training that concluded in December of 2007 and the ongoing California Teacher of English Learners (CTEL) training which will conclude in June of 2008. With the completion of the CTEL workshops, 98% of LBUSD's teachers will be CLAD certified. This represents a huge improvement from the 53% that were certified in October of 2007 when the first opportunities became available, helping us to better serve our English learners.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 9 Test California Standards Test  
 Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards advanced & proficient	68	67	73	51	60
% "Exceeding" State Standards advanced	37	44	43	20	29
Number of students tested	251	298	263	218	193
Percent of total students tested	98	100	95	96	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	93	93	97	96	88
% "Exceeding" State Standards	93	93	97	96	88
Number of students tested	290	273	212	188	219
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	16	19	3	9
Percent of students alternatively assessed	2	6	9	2	4
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	64	58	70	42	57
% "Exceeding" State Standards	40	35	31	26	21
Number of students tested	280	263	216	187	212
Percent of total students tested	97	100	93	93	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					