

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Los Alamitos High School	District Name	Los Alamitos Unified School District
Street	3591 Cerritos Ave.	Phone Number	562-799-4700
City, State, Zip	Los Alamitos, CA 90720-2414	Web Site	www.losal.org
Phone Number	562-799-4780	Superintendent	Dr. Gregory A. Franklin
Principal	Grant Litfin	E-mail Address	gfranklin@losal.org
E-mail Address	glitfin@losal.org	CDS Code	30739243033917

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

With enthusiasm and intelligence, Los Alamitos High School shareholders provide a safe, welcoming and nurturing environment in which students develop a love of learning and a strong sense of ethics, integrity, and personal success. Rich and relevant opportunities foster literacy, curiosity, critical thinking, creativity, leadership, and goal setting. Students graduate with an appreciation for the relevance of learning, an understanding of civic responsibilities, and knowledge of life skills. The mission of Los Alamitos High School is to provide a nurturing and challenging environment that fosters academic achievement, democratic values, cultural diversity, and life-long learning. Within this framework, students will be provided with opportunities to gain knowledge and to develop critical and creative-thinking abilities in order to become responsible, adaptable, and productive citizens. Through a diversified and balanced curricular and co-curricular program, students will be prepared for future educational, career, and personal success.

Los Alamitos High School prepares students to be:

Academic Achievers who: Demonstrate the ability to meet or exceed content standards across the curriculum; read, write, speak, listen, and articulate effectively; are proficient in technological applications for educational and occupational goals; compute, analyze and problem solve effectively.

Complex Thinkers who: Demonstrate critical and creative thinking; exhibit a willingness to challenge themselves academically; set goals to maximize their potential.

Self-Directed Learners who: Develop a positive attitude towards learning and living; demonstrate practical skills including organization, studying, test taking, and time management; recognize the value of life-long learning and the importance of physical and mental well being.

Productive Citizens who: Become active and informed citizens with a clear understanding of democratic values; apply a global perspective to the process of making responsible choices; develop an appreciation for other cultures; demonstrate responsibility and respect for others and display qualities of character such as honesty, integrity and sportsmanship.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

A major contribution to the overall success at Los Alamitos High School is the positive involvement of the school community in the leadership of the school. Being a School-Based Coordinated Program, Los AI operates on a shared decision-making model. Committees such as PTSA, School Site Council, Attendance Committee, Curriculum Steering Committee, Educational Foundation, Student Welfare and Safety Committee, Operations Steering Committee, Substance Abuse Task Force, many Booster Clubs for performing groups, academic groups, and athletic groups, Grad Nite Committee, Taste of Los AI, DELAC, Dress Code Committee, and GATE committee involve parents, staff and students in decision-making. Members of the business community contribute to the Vital Link and School-to-Career programs in an attempt to provide a quality program for our students. On site and within the district, the Leadership Council, Student Attendance Review Board, Communication Council, Health Benefits Committee, Technology Committee, and Faculty Forum provide vehicles for staff-administrative communication and decision-making. For more information about opportunities for parent involvement at Los Alamitos High School, please contact the school office.

The Los Alamitos USD Educational Foundation is a community-based, non-profit organization which was formed in 1985. It consists of concerned community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. The Foundation has a commitment of fundraising for technology and other specialized projects. Contact information: Los Alamitos Educational Foundation, (562) 799-4700 Ext. 80401 or on the web at <http://www.losaledfoundation.org/>

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	847
Grade 10	853
Grade 11	769
Grade 12	750
Total Enrollment	3219

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.45	White (not Hispanic)	64.93
American Indian or Alaska Native	0.22	Multiple or No Response	5.28
Asian	11.37	Socioeconomically Disadvantaged	6.00
Filipino	1.93	English Learners	1.00
Hispanic or Latino	12.08	Students with Disabilities	6.00
Pacific Islander	0.75		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.4	63	44	27	27	43	48	27	25.8	51	45	28
Mathematics	26.3	43	43	23	27.4	33	37	33	26.5	37	46	26
Science	31.1	4	30	42	31.9	3	33	39	31.4	3	40	35
Social Science	30.1	9	34	41	31	5	36	41	31.6		47	36

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Each site has a School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent environment on all of the LAUSD campuses.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	16.3	9.3	7.4	8.4	6.0	5.4
Expulsions	0.5	0.4	0.6	0.3	0.2	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The Los Alamitos Unified School District has always emphasized the importance of a clean, safe environment for learning. The environment of each campus is a matter of pride for students, staff and parents. Several schools have planted individual gardens, organized workrooms, and planned workdays for students and parents to enhance the facility. Several Eagle Scout projects, faculty sponsored landscaping projects, and very recent PTSA projects have enhanced our campus. Athletic booster clubs have made major improvements to the facilities. To insure that our facilities are in good repair condition, custodians at each site perform monthly safety inspections and the District maintenance crew places safety as the number one priority.

Los Alamitos High School was built in 1969. Four years ago the District constructed a new two-story classroom building as well as modernized the existing classroom buildings, office, media center and removed old portable classrooms. Funding did not allow for the modernization of three buildings as part of that work. Voters within the District boundaries have approved a local bond which will allow the District to access State bond funds to modernize schools and LAHS is eligible for some additional funding that will be used to do some more modernization work on campus. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	117	120	125	411
Without Full Credential	2	1	1	3
Teaching Outside Subject Area of Competence	0	0	7	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	99.1	0.9
All Schools in District	99.5	0.5
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7	459
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other	1.0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools.

Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the State Frameworks and high academic standards. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education.

To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials.

Each school maintains a library/media center which is supported by District and State supplemental funding.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	0%
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008	0%
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	0%
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007	0%
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005	0%
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004	0%
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008	0%
Science Laboratory Equipment (grades 9-12)	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2005	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,691	\$669	\$5,022	\$75,628
District	---	---	\$5,707	\$76,062
Percent Difference: School Site and District	---	---	-12%	-1%
State	---	---	\$5,512	\$64,246
Percent Difference: School Site and State	---	---	-9%	18%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Types of Services Funded

The types of services funded include expenditures for instructional programs including regular and special education, categorical programs, instructional support, and pupil services. Additional expenditures include general and administrative support, plant maintenance and operations, data processing, and facilities. Budget copies are available at all school sites and the local libraries.

LOS ALAMITOS UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Los Alamitos Unified School District is to educate all students so that they acquire the academic and life skills, and the knowledge, values, and experience necessary to succeed in their school, personal, and professional lives, to continue as lifelong learners, and to contribute to society as respectful and responsible citizens.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,363	\$40,917
Mid-Range Teacher Salary	\$76,962	\$64,688
Highest Teacher Salary	\$98,178	\$82,849
Average Principal Salary (Elementary)	\$114,600	\$102,130
Average Principal Salary (Middle)	\$122,740	\$108,050
Average Principal Salary (High)	\$138,304	\$117,805
Superintendent Salary	\$200,000	\$176,845
Percent of Budget for Teacher Salaries	44.3	40.3
Percent of Budget for Administrative Salaries	4.8	5.9

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	69	70	75	74	75	79	43	46	50
Mathematics	54	56	60	67	70	71	40	43	46
Science	63	63	74	72	75	79	38	46	50
History-Social Science	61	65	74	64	68	75	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	57	39	57	66
American Indian or Alaska Native	*	*	*	*
Asian	89	79	86	89
Filipino	91	63	73	80
Hispanic or Latino	60	48	61	60
Pacific Islander	48	52	*	47
White (not Hispanic)	77	60	76	75
Male	73	62	73	79
Female	78	59	75	70
Economically Disadvantaged	55	49	58	55
English Learners	26	48	*	31
Students with Disabilities	27	30	22	26
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	77.0	82.8	82.1	76.4	82.2	81.8	48.6	52.9	52.0
Mathematics	78.2	74.7	82.5	77.3	74.3	82.2	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	17.9	29.1	53.0	17.5	50.5	32.0
African American	31.6	36.8	31.6	31.6	60.5	7.9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	12.5	17.9	69.6	6.2	30.4	63.4
Filipino	9.1	45.5	45.5	18.2	63.6	18.2
Hispanic or Latino	29.5	34.8	35.7	29.5	58.9	11.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	16.3	28.5	55.2	16.3	51.7	32.0
Male	25.1	29.7	45.2	17.9	46.1	36.0
Female	12.0	28.6	59.4	17.1	54.2	28.7
Economically Disadvantaged	36.8	26.3	36.8	36.8	47.4	15.8
English Learners	60.0	20.0	20.0	32.3	35.5	32.3
Students with Disabilities	73.5	22.4	4.1	68.0	28.0	4.0
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.6	21.5	67.6

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	8	7	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	1	14	19	870
African American				
American Indian or Alaska Native				
Asian	-14	14	19	933
Filipino				
Hispanic or Latino	21	6	15	814
Pacific Islander				
White (not Hispanic)	-1	15	20	872
Socioeconomically Disadvantaged	-35	41	-8	765
English Learners				
Students with Disabilities	5	92	-30	619

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

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 (ELA 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.1	0.2	0.1	0.6	0.6	0.5	3.5	4.4	3.9
Graduation Rate	99.9	99.9	99.9	97.6	98.4	97.3	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	99.9		---
African American	100		---
American Indian or Alaska Native	100		---
Asian	98.7		---
Filipino	100		---
Hispanic or Latino	100		---
Pacific Islander	100		---
White (not Hispanic)	100		---
Socioeconomically Disadvantaged	100		---
English Learners	90.9		---
Students with Disabilities	100		---

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

CTE Courses at LAHS include: Auto I, ROP Auto Technician Training, ROP Introduction to Engineering Design, ROP Principles of Engineering, Computer Assisted Drafting, Wood Manufacturing I-III, A Child's World, ROP Careers with Children I-III, ROP Entrepreneurship, ROP Accounting, ROP Sports Medicine, ROP Emergency Responder, ROP Fire Technology, Computer Applications, Webpage Design, Computer Animation, Media in Art, Contemporary Video, and ROP Video Production. The master schedule includes 44 sections of these 22 different courses. Articulation credit/certification is available for students in ROP Careers with Children II, ROP Fire Technology, ROP Cosmetology, and Contemporary Video.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	971
% of pupils completing a CTE program and earning a high school diploma	41%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	14%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79.7
Graduates Who Completed All Courses Required for UC/CSU Admission	56.3

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	---
English	2	---
Fine and Performing Arts	2	---
Foreign Language	4	---
Mathematics	3	---
Science	3	---
Social Science	2	---
All courses	17	5.9

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All professional development is designed to improve student achievement. School sites analyze their students' assessment data, determine needs, and select staff development to address these needs. Staff members also receive training on newly adopted textbooks, technology, and State frameworks. This year's staff development priority goals include maintaining a culture that promotes professional growth and continuous improvement. Districtwide staff development days have been used for the following:

1. Working with all staff on making progress as a Professional Learning Community.
2. Supporting teacher collaboration for the purpose of analyzing test results, revising curriculum, planning lessons, responding to instruction, and revising common benchmark assessments.
3. Training teachers on the use of Data Director as a tool for analyzing common assessments in order to provide appropriate interactions.
4. Training teachers to be coaches for other teachers when implementing a new program.
5. Training teachers on Cognitively Guided Instruction to better prepare students for algebraic thinking and problem solving.
6. Providing staff development in the writing process, on-demand writing, and instructional strategies to improve student writing.
7. Training teachers on differentiation of instruction with an emphasis on strategies for GATE and English learners.
8. Providing professional development and support for teachers and parents in dealing with students with special needs.
9. Providing regularly scheduled job-alike articulation meetings.
10. Training staff on selecting appropriate education placements and on using correct procedures in developing Individualized Education Programs (IEPs).
11. Providing information to parents regarding support groups and conferences that relate to the needs of their children.
12. Providing training on the use of technology.
13. Training teachers on the implementation of intervention materials.

In addition to districtwide staff development, each site sets staff development goals to be met at grade/department-level meetings, staff meetings, and professional groups.

As part of the professional evaluation process, each staff member sets personal professional growth goals in the fall. Goals are met through attendance at college courses, workshops and conferences, professional reading, visitations to other schools, and collaborative work with other educators. Staff members demonstrate a sincere desire and commitment to ongoing improvement.

In addition, LAUSD is part of the Orange County Beginning Teacher & Support Assessment (BTSA) consortium, which offers training to highly qualified, trained teachers, who provide guidance for new teachers.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92