

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	McAuliffe Middle School	District Name	Los Alamitos Unified School District
Street	4112 Cerritos Ave.	Phone Number	562-799-4700 ext. 80401
City, State, Zip	Los Alamitos, CA 90720-2577	Web Site	www.losal.org/mcauliffe
Phone Number	714-816-3320	Superintendent	Dr. Gregory A. Franklin
Principal	Mr. Dennis Sackett	E-mail Address	webmaster@losal.org
E-mail Address	dsackett@losal.org	CDS Code	30739246058879

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

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

Our Vision of Excellence states that student success can be achieved when a safe and nurturing learning environment is joined with the collaborative efforts of staff and community to assist all learners as they pursue their academic and personal goals. In this environment, students will develop an appreciation for life long learning and the unique character of our diverse culture.

The McAuliffe Vision of Excellence, EAGLE PRIDE, addresses five essential areas:

- P - Professional Learning Community
- R - Respect for ALL
- I - Instruction
- D - Differentiation
- E - Expectations

Professional Learning Community

McAuliffe Middle School is a professional learning community dedicated to the success of ALL students. Through collaborative efforts staff, students, and parents are committed to providing rigorous and diverse educational programs where ALL students have the opportunity to experience academic success and develop the habits of strong character.

Respect for ALL

The McAuliffe school environment is safe, positive, and caring to support the uniqueness of the middle level student.

Students are respected and valued by the school community and in turn, the students demonstrate responsibility, honesty, cultural sensitivity, and respect for ALL.

Instruction

All students are engaged in a rigorous and challenging standards-based curriculum that is also responsive to student interests and needs. Strong exploratory and enrichment programs encourage students to make informed choices that compliment the core academic curriculum.

Differentiation

Instruction is differentiated to meet the learning needs of students with a wide range of abilities allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students and their talents and their personal and cultural traditions.

Expectations

High expectations are set for ALL students to maximize their potential. ALL students have the ability to learn and the entire school staff and community are committed to helping them achieve their goals.

Mission Statement

McAuliffe has a long tradition of providing students with a rigorous academic curriculum delivered in a caring, nurturing environment. Our mission statement underscores that commitment: The mission for McAuliffe is to educate all students intellectually, socially, and physically in a safe environment, to produce citizens with an appreciation and respect for learning and democratic ideals, and to cultivate citizens who will celebrate the diversity of all cultures. McAuliffe staff, students, and parents view the attainment of this goal as a shared responsibility. To the attainment of that goal, we share the following goals for the 2007-08 school year.

2008-09 Goals

So that all students meet or exceed proficiency in reading, writing, social studies, math, and science based upon the California Content Standards, we will:

- * All students will demonstrate achievement on summative assessments as the result of instructional techniques and strategies that employ the basic tenets of EDI and Purposeful Instruction. All students will achieve grade level mastery of language arts and reading standards as measured by teacher, district, and state tests. All students below Proficiency as measured by 2007-2008 CST Test.
- * All students in the math classes will demonstrate achievement on summative assessments as the result of instructional techniques and strategies that employ the basic tenets of EDI and Purposeful Instruction. All students in accelerated classes will achieve at the Advanced Level as measured by the CST. All students in Basic Algebra and General Math will achieve at no lower than the Basic Level and all students who were Proficient as measured by the 2008 CST will achieve no lower than that level on the 2009 CST.
- * EDI and Purposeful Instruction strategies will continue to be utilized to maximize student achievement on summative assessments including our annual CST Test. RTI strategies will be employed as needed and in a timely manner.
- * The purpose of our school is to ensure that all students learn at high levels. We must work collaboratively to achieve that purpose because it is impossible to accomplish if we work in isolation. We will continue to assess our effectiveness in achieving our purpose on the basis of results. To achieve this goal, McAuliffe will continue to restructure to become a genuine learning community for students and teachers.

Opportunities for Parental Involvement (School Year 2008-09)

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

Stakeholders have opportunities to plan and implement academic and extracurricular activities through involvement in Parent/Teacher Association (PTA), School Site Council (SSC), Curriculum Steering Committee, student government, staff meetings, parent nights, and open door sessions. In addition, parents and community members have access to school information on the school website and staff and parents maintain continuous communication via the internet. For more information about opportunities for parent involvement at McAuliffe, 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, P.O. Box 1210, Los Alamitos, CA 90720 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 6	387
Grade 7	458
Grade 8	435
Total Enrollment	1280

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	2.73	White (not Hispanic)	60.23
American Indian or Alaska Native	0.39	Multiple or No Response	8.75
Asian	13.75	Socioeconomically Disadvantaged	8.00
Filipino	2.11	English Learners	1.00
Hispanic or Latino	11.64	Students with Disabilities	7.00
Pacific Islander	0.39		

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	31.2	3	45	25	29.1	12	43	31	29.6	13	22	52
Mathematics	31.8		16	21	31.1	3	16	21	31.0	4	13	24
Science	33.2		11	25	31.8	2	14	23	32.2	1	15	23
Social Science	31.9		21	15	30.3	4	20	17	30.6	4	11	26

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	7.4	6.4	6.6	8.4	6.0	5.4
Expulsions	0.2	0.1	0.2	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. 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.

McAuliffe Middle School was built in 1967. Overall the school is in good condition for a facility of that age. It is clean and well maintained but the building systems/infrastructure are old and in need of major repair or replacement. Needed door and roof repairs will be addressed in modernization. Voters within the District boundaries have approved a local bond which will allow the District to access State bond funds to modernize schools. The modernization plans for this school are in plan check at the state. Construction is to begin in June of 2010. 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]	[]	HVAC systems repaired in timely fashion.
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	45	49	50	411
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	---

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	100.0	
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	0.5	2560
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	---
Social Worker		---
Nurse	1.5	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other	2.0	---

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%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
	Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008

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	\$5,094	\$553	\$4,541	\$78,968
District	---	---	\$5,707	\$76,062
Percent Difference: School Site and District	---	---	-20%	4%
State	---	---	\$5,512	\$64,246
Percent Difference: School Site and State	---	---	-18%	23%

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.

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	84	85	84	74	75	79	43	46	50
Mathematics	76	76	75	67	70	71	40	43	46
Science	84	93	90	72	75	79	38	46	50
History-Social Science	75	79	78	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	62	48	71	57
American Indian or Alaska Native	*	*	*	*
Asian	92	90	99	91
Filipino	86	74	*	*
Hispanic or Latino	77	62	81	69
Pacific Islander	*	*	*	*
White (not Hispanic)	86	75	90	78
Male	82	77	90	81
Female	87	72	89	76
Economically Disadvantaged	70	58	88	55
English Learners	7	14	*	*
Students with Disabilities	42	36	52	33
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/pfi/>. *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
7	8.8	22.5	59.8

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	5	8	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	23	11	9	924
African American				
American Indian or Alaska Native				
Asian	29	-6	0	975
Filipino				
Hispanic or Latino	35	23	25	877
Pacific Islander				
White (not Hispanic)	22	15	10	926
Socioeconomically Disadvantaged				859
English Learners				
Students with Disabilities				

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	N/A	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. 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.

XII. 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