

2012-13 School Accountability Report Card Report (SARC)

Los Angeles Unified School District, Superintendent Dr. John Deasy
District Telephone Number: 213-241-1000; District Website: <http://www.lausd.net/>

	 <p>EAST VALLEY SENIOR HIGH (09-12) 5525 VINELAND AVE NO HOLLYWOOD, CA 91601 Phone (818) 753-4400 Fax (818) 487-6922</p> <p>CARRIE H. ALLEN, Principal</p> <p>Location Code 8607 CDS Code 19-64733- 0112037</p> <p>eastvalleyhs.com</p>	
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I. Data and Access

DataQuest

[DataQuest](http://dq.cde.ca.gov/dataquest/) (<http://dq.cde.ca.gov/dataquest/>) is an online data tool 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

Message From The Principal

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as Parent Teacher Student Association (PTSA)/PTA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

As a parent or other interested person, you may be interested in additional information regarding the school or parent/community involvement. For such information, please call the school office.

CARRIE H. ALLEN, Principal

Opportunities for Parental Involvement (School Year 2012-13)

- Advisory Council
- Governance Council
- Classroom Volunteer
- Office Volunteer
- Supervision Volunteer
- Fund Raising
- School Beautification

To participate with any of the above opportunities, contact the school principal.

Student Enrollment by Grade Level (School Year 2012-13)		Student Enrollment by Student Group (School Year 2012-13)	
This table displays the number of students enrolled in each grade level at the school.		This table displays the percent of students enrolled at the school by subgroup.	
Grade Level	Enrollment	Subgroups	% of Students
Grade 9	308	African American	3.5%
Grade 10	211	American Indian or Alaska Native	0.3%
Grade 11	178	Asian	1.2%
Grade 12	220	Filipino	1.1%
Total Enrollment	917	Latino	89.4%
		Pacific Islander	0.3%
		White (Not Latino)	3.9%
		Two Or More Races	0.0%
		Socioeconomically	72.3%

	Disadvantaged	
	English Learners	37.6%
	Students with Disabilities	14.4%

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	2010-11				2011-12				2012-13			
	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	26.1	15	7	15	27.4	12	1	12	21.0	19	5	14
Mathematics	31.8	8	3	17	30.0	7	1	14	21.0	17	15	6
Science	32.8	2	5	7	38.6	1	2	5	28.0	4	5	8
Social Science	32.0	3	1	7	46.3	0	1	6	26.0	7	7	8

III. School Climate

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date Revised	Date Reviewed with Staff
Volume 1 Prevention Programs	10/31/13	10/31/13
Volume 2 Emergency Procedures	10/01/13	10/01/13

Suspensions and Expulsions

This table displays the number and rate of suspensions and expulsions at the school and district levels for the most recent three-year period. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for a given year.

	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Number of Suspensions	104	68	28	32,863	17,706	9,839
Rate of Suspensions	9.3%	5.9%	2.7%	4.8%	2.8%	1.6%

Number of Expulsions	0	0	0	257	109	94
Rate of Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

IV. School Facilities

School Facility Conditions, Planned Improvements, and Needed Repairs (School Year 2013-14)

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources.

School facility data is as of October 15, 2013.

School Facility Conditions and Planned Improvements (School Year 2013-14)		
Determination of repair status is based on the most recent Safe School Inspection. The assessment areas listed as "Poor" have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument." Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results." Additional information about the condition of the school facilities may be obtained from the school.		
Item Inspected	Repair Status	Repair Needed and Action Taken or Planned
Gas Leaks	GOOD	
Mechanical Systems	GOOD	
Windows/Doors/Gates (interior/exterior)	POOR	See note below
Interior Surfaces (walls, floors, and ceilings)	GOOD	
Hazardous Materials (interior and exterior)	GOOD	
Structural Damage	GOOD	
Fire Safety	GOOD	
Electrical (interior and exterior)	GOOD	
Pest/Vermin Infestation	GOOD	
Drinking Fountains (inside and outside)	GOOD	
Restrooms	GOOD	
Sewer	GOOD	
Playground/School Grounds	GOOD	
Roofs	GOOD	
Overall Cleanliness	GOOD	

Note: The cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Service Call or identified as a deferred maintenance or bond project and will be completed as soon as funding becomes available.

Overall Summary of School Facility Good Repair Status (School Year 2013-14)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential and without a full credential. Detailed information about teacher qualifications can be found at the DataQuest Web page <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	49	39	40	25,764
Without Full Credential	1	0	2	174
Teaching Outside Subject Area Competencies (With Full Credential)	1	4	1	1,925

Teacher Misassignments and Teacher Vacancies

This table displays the number of teacher misassignments (those classes that do not have a teacher with a state recognized certificate or credential) and the number of teacher vacancies (those classes without a full-time, permanent teacher).

	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners*	0	0	6
Misassignments of Teachers of Physical Education (Secondary level only)*	0	0	0
Total Teacher Misassignments*	11	4	20
Vacant Teacher Positions	0	0	0

Note: Misassignments and vacancies for the 2013-14 school year are as of October 1, 2013.

* At the Secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Core Academic Classes Taught by No Child Left Behind (NCLB) Compliant Teachers (School Year 2012-13)

NCLB compliant teachers meet the following standards: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant

		Teachers
This School	81.06%	18.94%
All Schools in District	90.71%	9.29%
High-Poverty Schools in District	90.63%	9.37%
Low-Poverty Schools in District	92.24%	7.76%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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. One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	Number of FTE Assigned to School
Academic Counselor	5.00
Counselor (Social/Behavior Or Career Development)	No Data Available
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	No Data Available
Psychologist	1.00
Social Worker	0.00
Nurse	0.60
Speech/Language/Hearing Specialist	0.00
Resource Specialist (Non-Teaching)	0.00
Other	1.00

Average Number of Students per Academic Counselor (School Year 2012-13)

This table displays the ratio of pupils per academic counselor, based on enrollment, as reported in the most recent CBEDS data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
5.00	183.00

Note: Please contact school principal for updated counts of support staff for this school.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2013-14)

As required by Education Code Section 60119, the Board of Education must annually certify, through a

resolution after a public hearing, as to whether students in all District schools have sufficient textbooks or instructional materials in the core and required subject areas.

Since all schools started in either July or August, there was one Williams Sufficiency hearing and resolution adoption, which was held October 1, 2013. Based on the signed certifications of all teachers, principals and Education Service Center Superintendents, LAUSD Board of Education declared sufficiency.

High Schools

Beginning in 1998, textbook evaluation committees aligned textbooks in the core and required subject areas to state-content standards for Grades 9-12 on the following schedule:

- 2002** – standards-aligned textbooks for English, Intervention, and English as a Second Language
- 2003** – standards-aligned textbooks for English, History/Social Science, Mathematics, Science
- 2004** – framework-aligned textbooks for Foreign Language
- 2005** – framework-aligned textbooks for Health
- 2006** – framework-aligned textbooks for History/Social Science
- 2007** – framework-aligned textbooks for Science
- 2008** – framework-aligned textbooks for Mathematics (excluding Algebra I)

The Grade 9-12 District adoption of Mathematics textbooks was finalized in March 2008. Textbooks were implemented in the 2008-09 school year. Algebra I textbooks were purchased in Spring 2009 and implemented in the 2009-10 school year.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, toward the purchase of core textbooks and instructional materials.

- For FY 2013-14 and 2014-15, the District received \$50 million from the Instructional Materials Funding Realignment Program for instructional materials in the defined subject areas.
- As of September 4, 2013, the District has expended and encumbered \$23.8 million of the \$50 million allocated for school year 2013-14 and 2014-15 textbooks.
- \$760,000 was set aside for new school opening 2013-14 textbooks of which \$600,000 was expended and encumbered.

This table displays information about the quality, currency, and availability of the 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts (including ELD)	Sufficient	0%	Yes**
Mathematics	Sufficient	0%	Yes
Science	Sufficient	0%	Yes
History-Social Science	Sufficient	0%	Yes
Foreign Language	Sufficient	0%	Yes
Health	Sufficient	0%	Yes

Visual and Performing Arts	Sufficient	0%	Yes
Science Laboratory Equipment (grades 9-12)	Sufficient	0%	Yes

Note: Textbook sufficiency data are as of November 7, 2013.

**Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. As noted above, the Los Angeles Unified School District selected one of the current State adopted Reading/Language Arts programs CA Treasures for grades K-6 self-contained only.

VIII. School Finances

School Site Teacher Salaries (Fiscal Year 2011-12)

This information provides a comparison of the average teacher salary at the school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site and	
School Site	District	State	District	State
\$67,599	\$66,851	\$69,704	1.1%	-3.0%

Expenditures Per Pupil (Fiscal Year 2011-12)

This information provides a comparison of the school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School Site and	
Total	Restricted Sources	Unrestricted Sources	District	State	District	State
\$7,801	\$2,802	\$4,999	\$4,981	\$5,537	0.4%	-9.7%

Types of Services Funded (School Year 2012-13)

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

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, TIER II supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, and achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Economic Impact Aid-Limited English Proficient (EIA-LEP)

EIA-LEP is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,462
Mid-Range Teacher Salary	\$62,307	\$66,133
Highest Teacher Salary	\$77,359	\$85,735
Average Principal Salary (Elementary)	\$104,537	\$107,206
Average Principal Salary (Middle)	\$114,610	\$111,641
Average Principal Salary (High)	\$115,924	\$122,628
Superintendent Salary	\$275,000	\$225,176
Percent of Budget for Teacher Salaries	35%	38%
Percent of Budget for Administrative Salaries	5%	5%

IX. Student Performance

Standardized Testing and Reporting (STAR) Program

The STAR Program shows how well students are doing in relation to the state content standards. The assessment under the STAR Program include English-Language Arts and Mathematics in grades 2 through 11; Science in grades 5, 8, 9, 10 and 11; and History-Social Science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE website at <http://star.cde.ca.gov>.

Note: To protect student privacy, percentages are not shown when the number of students tested is 10 or less.

STAR 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	29%	32%	29%	44%	48%	47%	54%	56%	55%
Mathematics	8%	9%	7%	43%	44%	45%	49%	50%	50%
Science	35%	36%	41%	47%	51%	52%	57%	60%	59%
History-Social Science	24%	15%	25%	37%	39%	40%	48%	49%	49%

STAR Results of Racial/Ethnic Groups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Latino	Pacific Islander	White (Not Latino)	Two Or More Races
English-Language Arts	39%				28%		36%	
Mathematics	6%				6%		14%	
Science					39%			
History-Social Science	15%				24%		35%	

STAR Results of Other Subgroups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Students Receiving Migrant Education Services	All Students In School	All Students In District
English-Language Arts	27%	33%	29%	9%	15%		29%	47%
Mathematics	8%	5%	7%	4%	6%		7%	45%
Science	42%	40%	41%	13%	22%		41%	52%
History-Social Science	28%	21%	25%				25%	40%

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, 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) Act. The CAHSEE includes English-Language Arts and Mathematics components. Student scores are reported as performance levels: Not Proficient,

Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE website at <http://cahsee.cde.ca.gov/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CAHSEE Results for All 10th Grade 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	40.0%	34.0%	37.0%	48.0%	45.0%	49.0%	59.0%	56.0%	57.0%
Mathematics	46.0%	36.0%	42.0%	46.0%	50.0%	54.0%	56.0%	58.0%	60.0%

CAHSEE Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-Language Arts and Mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students In The District	52.0%	23.0%	25.0%	46.0%	35.0%	19.0%
All Students In The School	63.0%	20.0%	17.0%	58.0%	34.0%	8.0%
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Latino	64.0%	20.0%	16.0%	60.0%	32.0%	8.0%
Pacific Islander						
White (Not Latino)						
Two Or More Races						
Male	68.0%	17.0%	15.0%	58.0%	32.0%	10.0%
Female	58.0%	22.0%	20.0%	57.0%	37.0%	6.0%
Socioeconomically Disadvantaged	63.0%	20.0%	17.0%	58.0%	34.0%	8.0%
English Learners	97.0%	3.0%		86.0%	14.0%	
Students with Disabilities	96.0%	4.0%				
Students Receiving Migrant Education Services						

California Physical Fitness Test (School Year 2012-13)

The California Physical Fitness Test is administered to students in grades 5, 7 and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels,

can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
09	22.6%	23.0%	21.5%

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 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

	2010	2011	2012
Statewide API Rank	1	2	1
Similar Schools API Rank	4	7	3

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points for the past three years, and the most recent API score.

Group	Actual API Change at the School			2013 Growth API Score			2013 Number of Students		
	2010-11 Growth Points	2011-12 Growth Points	2012-13 Growth Points	School	District	State	School	District	State
All Students at the School	32	-32	5	625	749	790	576	407,864	4,655,989
African American				637	698	708	17	34,995	296,463
American Indian or Alaska Native					756	743		1,557	30,394
Asian					908	906		17,001	406,527
Filipino					864	867		9,841	121,054
Latino	33	-34	1	617	728	744	524	304,752	2,438,951
Pacific Islander					786	774		1,544	25,351
White (Not Latino)				741	871	853	22	36,642	1,200,127
Two Or More Races					564	824		1,289	125,025
Socioeconomically	40	-41	4	618	731	743	426	283,245	2,774,640

Disadvantaged									
English Learners	26	-40	36	595	706	721	211	162,555	1,482,316
Students with Disabilities	-59			454	573	615	81	52,441	527,476

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (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 English-Language Arts (ELA) and Mathematics
- Percent proficient on the state's standards-based assessments in ELA and Mathematics
- API as an additional indicator
- Graduation rate (for high schools)

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

On August 6, 2013, the United States Secretary of Education awarded the NCLB Waiver to eight California school districts, including Los Angeles Unified School District, that are part of the California Office to Reform Education (CORE) Consortium. The waiver allows the CORE districts to immediately implement an alternative accountability system, instead of the AYP. This new accountability system, School Quality Improvement System, will give the participating districts more flexibility and accountability in how they measure student performance and raise academic performance at the district level. While the California Department of Education (CDE) continues to publish AYP status for LAUSD schools, beginning in 2013-14 school year, the district will implement the School Quality Improvement System.

AYP Overall and by Criteria (School Year 2012-13)

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	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2013-14)

Under NCLB, schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English-Language Arts or
--

Mathematics) 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 website at <http://www.cde.ca.gov/ta/ac/ay>. The NCLB Waiver awarded to LAUSD allows for several flexibilities from the previous accountability system. While CDE continues to identify LAUSD and certain district schools to be in PI status, the corrective actions and other interventions previously required of PI district and schools are no longer mandatory as the district implements the School Quality Improvement System in 2013-14. Using the School Quality Improvement Index, the district will identify several categories of schools for improvement, including 'Priority', 'Focus', and 'Support'. The School Quality Improvement Index will also identify 'Reward' and 'Collaborative Partner' schools that have made progress, who may be required to partner with a Priority or Focus school to support improvement efforts.

	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	5	3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 University of California Web site 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 site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's cohort dropout rate for the most recent three-year period for which data is available. Four-year graduation rates, as defined by NCLB, for the most recent three-year period are also displayed. Detailed information about dropout rates and graduation rates can be found at the CDE website at <http://dq.cde.ca.gov/dataquest/>.

	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grades 9-12 Dropout Rate	20.8	27.8	31.6	24.7	22.6	20.3	16.6	14.7	13.1
Graduation Rate	68.83	64.58	58.65	62.44	64.75	66.48	74.72	77.14	78.73

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2012-13 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who have passed both portions of the CAHSEE or received a local waiver and who have met both state and district graduation requirements. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs>.

Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2013		
	School	District	State
All Students	143	37532	418598
African American	N/A	3790	28078
American Indian or Alaska Native	N/A	199	3123
Asian	N/A	1831	41700
Filipino	N/A	1114	12745
Latino	122	26590	193516
Pacific Islander	N/A	143	2585
White (Not Latino)	N/A	3504	127801
Two Or More Races	N/A	23	6790
Socioeconomically Disadvantaged	131	29650	217915
English Learners	53	12256	93297
Students with Disabilities	19	2906	31683

Career Technical Education (CTE) Programs (School Year 2012-13)

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a Federal act

established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs. It led to the creation of academic and career technical education (CTE) coursework sequences that:

- Incorporate and align secondary and postsecondary education elements
- Include academic and CTE content in a coordinated, non-duplicative progression of courses
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The CTE program is delivered through programs of study (POS) using a comprehensive and structured approach to prepare students for postsecondary education and career success. Programs/classes that offer workplace preparation include:

- CTE programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards
- CTE program sequences offered by the district
- Courses conducted by a regional occupational center or program, and those conducted directly by the district
- The primary representatives of the district's career technical advisory committee and the industries represented.

For additional information, contact the district CTE office (213-241-4135) or speak with the school principal.

In 2012-13, LAUSD funded 78 High Schools and 198 pathways. Schools also had in place certification programs such as Certiport, MOS A+, Food Safety, OSHA, and others. Our students participated in various Career Technology Student Organizations such as Skills USA, CCAP, and FHA Hero among others.

During the 2012-13 academic school year, the LAUSD-Regional Occupational Centers and Programs (ROCP) offered 493 CTE courses fully aligned with the California High School Academic Content Standards, the California Career Technical Education Model Curriculum Standards, Multiple Pathways, and the Science, Technology, Engineering, and Mathematics (STEM) Initiative. The California Department of Education (CDE) certified the courses categorized according to the 15 Industry Sectors set by the California State Board of Education*.

<p>I. Agriculture and Natural Resources</p> <ul style="list-style-type: none"> A. Agricultural Business - 4 courses B. Agricultural Mechanics - 3 courses C. Agriscience - 8 courses D. Animal Science - 5 courses E. Forestry and Natural Resources - 3 courses F. Ornamental Horticulture - 17 courses G. Plant and Soil Science - 1 course 	<p>IX. Health Science and Medical Technology</p> <ul style="list-style-type: none"> A. Biotechnology - in progress B. Patient Care - 15 courses C. Healthcare Administrative Services - 7 courses D. Healthcare Operational Support Services - 2 courses E. Public and Community Health - 3 courses F. Mental and Behavioral Health - in
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<p>II. Arts, Media, and Entertainment A. Design, Visual, and Media Arts - 15 courses B. Performing Arts - in progress C. Production and Managerial Arts - 13 courses D. Game Design and Integration - in progress</p> <p>III. Building and Construction Trades A. Cabinetry, Millwork, and Woodworking - 6 courses B. Engineering and Heavy Construction - in progress C. Mechanical Systems Installation and Repair - in progress D. Residential and Commercial Construction - 5 courses</p> <p>IV. Business and Finance A. Business Management - 18 courses B. Financial Services - 15 courses C. International Business - 5 courses</p> <p>V. Education, Child Development, and Family Services A. Child Development - 13 courses B. Consumer Services - 4 courses C. Education - 4 courses D. Family and Human Services - 3 courses</p> <p>VI. Energy, Environment, and Utilities A. Environmental Resources - 3 courses > B. Energy and Power Technology - 7 courses C. Telecommunications - 6 courses</p> <p>VII. Engineering and Architecture A. Architectural Design - 13 courses B. Engineering Technology - 1 course C. Engineering Design - 7 courses D. Environmental Engineering - 1 course</p>	<p>progress</p> <p>X. Hospitality, Tourism, and Recreation A. Food Science, Dietetics, and Nutrition - 2 courses B. Food Service and Hospitality - 11 courses C. Hospitality, Tourism, and Recreation - 8 courses</p> <p>XI. Information and Communication Technologies A. Information Support and Services - 8 courses B. Networking - 4 courses C. Software and Systems Development - 13 courses D. Games and Simulation - in progress</p> <p>XII. Manufacturing and Product Design A. Graphic Production - 7 courses B. Machining and Forming Technologies - 15 courses C. Welding and Materials Joining - in progress D. Product Innovation and Design - 4 courses</p> <p>XIII. Marketing Sales and Service A. Marketing - in progress B. Professional Sales - 12 courses C. Entrepreneurship / Self Employment - 4 courses</p> <p>XIV. Public Services A. Emergency Response - in progress B. Legal Practices - 5 courses C. Public Safety - 3 courses</p> <p>XV. Transportation A. Operations - in progress B. Structural Repair and Refinishing - 6 courses C. Systems Diagnostics and Service - 22 courses</p>
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VIII. Fashion and Interior Design A. Fashion Design and Merchandising - 11 courses B. Personal Services - 13 courses C. Interior Design - 1 course	
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*Employer Advisory Board (EAB) = employer representatives and selected CTE Division personnel as stipulated by Assembly Bill 2448 and Senate Bill 640. Fifteen (15) EABs were established by the Division Assistant Superintendent and ROCP administrators and advisors in November 2007. Each Industry Sector has an EAB and meets annually on a divisionwide level.

Career Technical Education Participation (School Year 2012-13)

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

Measure	CTE Program Participation
Number of the pupils participating in CTE	294
Percent of the pupils completing a CTE program and earning a high school diploma	7.8%
Percent of CTE courses sequenced or articulated between a school and institutions of postsecondary education	76.5%

Courses for University of California and/or California State University Admission

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 at the CDE website at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission (2012-13)	56.7%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	14.0%

Advanced Placement Courses (School Year 2012-13)

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 at the CDE website at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	--
English	3	--
Fine and Performing Arts	0	--
Foreign Language	5	--
Mathematics	0	--
Science	5	--

Social Science	6	--
All courses	19	4.7

XII. Instructional Planning and Scheduling

Professional Development

The professional development provided in the 2013-2014 school year was designed to deepen the knowledge of teachers and schools leaders on the implementation of the Common Core State Standards (CCSS) in English/Language Arts, mathematics, and content subjects. The professional development built on the integration of the CCSS, the Teaching and Learning Framework Rubrics, and targeted instruction for our subgroups. The primary focus of professional development within the District continues to be focused on effective first instruction using the CCSS as the foundation for both instruction and intervention. The District encourages schools to use a Plan-Deliver-Reflect-Revise model where teachers work collaboratively to construct instructional lessons, analyze student work, and reflect on instructional practices.

Time Dedicated Annually To Professional Development For Teachers

High Schools (9-12)

Academic Year	Banked Time (up to)	Buy Back (up to)	Pupil Free (up to)	Total Possible Hours (up to)
2012-13	14 Hours	0 Hours	16 Hours	30 Hours
2011-12	14 Hours	0 Hours	0 Hours	14 Hours
2010-11	14 Hours	0 Hours	0 Hours	14 Hours
2009-10	14 Hours	0 Hours	0 Hours	14 Hours